



**PACIFIC  
COLLEGIATE  
SCHOOL**

A Public Charter School

**Pacific Collegiate School  
WASC – Focus on Learning  
March 2009**



# Pacific Collegiate School

## WASC Report 2008-2009

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## Focus Group Participants

A Organization	B Curriculum	C Instruction
<b>Joel Tarbox: Arts</b> Sherie Helvie: English Bill Koens: Math Rod Atchley: Science Tara Firenzi: History Ryan Dooley: Language Susie Pate: Admin. Byron Sheppard: Parent Keshav Singh: Student Zoe Cares: Student Bryn Morgan: Student	<b>Jennifer Sudh-Brondstatter</b> <b>David Levy: Math</b> <b>Sarah Whittier: English</b> <b>Jessica Barbata: History</b> <b>Annie Marshall: Language</b> <b>Cindy Gorski: Arts</b> <b>Sandy Lansdale: Admin.</b> <b>Roger Kaspar: Parent</b> <b>Felicia King: Student</b> <b>Laura Wolf: Student</b> <b>Ella Madsen: Student</b>	<b>Hal Hansen: English</b> Joan Duafala: Resource/Math Pauline Seales: Science Lauren Friend: English Lauron Zenalik: Language Dee Vlasak: Art Camilla Boolootian: Admin. Barb Smith: Parent Betsy Ronzonno: Community Member Makenna Madsen: Student Rose Leopold: Student Jenny Smith: Student
D Assessment	E Culture	
<b>Ellen Masten: Academic</b> Counselor Admin Randy Garrett: Math Lisa Michael: Science Lynn McCune: English Emily Bolton: History Dominic Calmels: Language Scott Nordgren: Art Mary Navas: Admin Carol Foote: Parent Molly Smith: Student Lily Morrison: Student Jake Tozer: Student	<b>Alice Hughes: Arts</b> Brandon Summerrill: Math Darrell Steely: Science Christine DeCapporale: English Cheryl Samios: History Yukari Matsuo: Language Angela Bocanegra: Admin Mary DeVries: Parent Ali Hoffman: Student Gus Samios: Student Jake Tozer: Student Jesse Maurier: Student	

## PCS Board of Trustees

<b>Deepika Shrestha Ross</b> – President, Committees: Legal & Personnel (Chair), Exec <b>Judy Carey</b> – Committees: Principal Search (Chair), Facilities <b>Ken Cole</b> – Committees: Facilities (Chair), Legal & Personnel <b>Kathleen Dammann</b> – Vice President, Committees: Nominations/Governance (Chair), Exec, Principal Search <b>Jigisha Desai</b> – Treasurer, Committees: Finance & Compensation (Chair), Exec, Nominations/Governance	<b>Carol Foote</b> – Secretary, Committees: Exec, Finance & Compensation <b>Randy Garrett</b> – Faculty Representative <b>Kathy Kelly</b> – Committees: Diversity Oversight (Chair), Development <b>Betsy Ronzano</b> – Committees: PVA (Co-chair), Exec <b>Susan Thornhill</b> – Committees: PVA (Co-chair), Community Service Advisory (Chair) <b>Andrew Townsend</b> – Committees: Development/Communications (Chair), Legal & Personnel
<b>Felicia King</b> – Student Representative <b>Chris Mercer</b> – Interim Principal	

## Pacific Collegiate School Faculty & Staff

Leadership Team	
Chris Mercer – Interim Principal Simon Fletcher – Dean of Students/WASC Coordinator Tara Firenzi –Faculty Dean Alice Hughes – Visual & Performing Arts Chair Annie Marshall- Language Chair Camilla Boolootian-Development Darrell Steely – Science Chair Ellen Masten – College Counselor Jessica Barbata- History Chair Randy Garrett –Math Chair Sherri Helvie – English Chair	
English Department	History Department
Sherri Helvie-Chair- English 11 & 9 Christine Decaporale-English 10 Hal Hansen-Rhetoric & Oratory Lynn MuCune- English 8 Andrea Roth- English 7 & 9 Sarah Whittier – AP English Literature	Jessica Barbata, Chair, AP US History & US History 7 Emily Bolton, US History 7 & World History Ancient 8 Tara Firenzi, AP World History Lauren Friend, World History medieval 9 & US History 7
Language Department	Math Department
Annie Marshall-Chair French 1,2,3 & AP French Dominic Calmels-Spanish 1 & 2 Ryan Dooley - Latin 1,2,3 & AP Latin Yakari Matsuo- Japanese 2 & 3 Lauron Zenahlik - Spanish 1, 3 & AP Spanish	Randy Garrett- Chair, Pre-Calculus/AP Calculus Simon Fletcher- Algebra Susan King- AP Computer Science Bill Koens- Geometry/AP Stats/AP Calculus David Levy-Algebra 1 Brandon Summerrill-Pre-Algebra
Science Department	Visual & Performing Arts
Darrell Steely- Chair, Science 7 & AP Biology Rod Atchley- Science 7 & 8 Lisa Michael- Conceptual Physics & AP Physics Jennifer Ostrowski-Lab Director Pauline Seales- Conceptual Physics & AP Physics Jennifer Suhd-Bronstatter- Chemistry, AP Chemistry	Alice Hughes- Chair, Chorus Cindy Gorski-Drama Scott Nordgren-Music Joel Tarbox-Digital Arts, AP Art History Dee Vlasak- Art 1/2/3, Studio Art

## **Administration and Staff**

Angela Bocanegra **Outreach/Admissions/Community Service**

B.A. Business Administration, San Jose State University

Camilla Boolootian **Director of Development**

B.A. Communications Studies, Humboldt State University

Ruth Franum **Registrar**

Tara Firenzi **Faculty Dean (.2) AP World History/fine Arts/Dance (Harbor HS Graduate)**

B.A. History, University of California at Los Angeles; M.A. History, Stanford

Simon Fletcher **Assistant Principal/Dean of Students (60%) (Soquel HS Graduate)**

B.A. Biological Sciences, Stanford; CA; M.A. Education, San Jose State

Sandy Lansdale **Communication Coordinator**

B.A. Anthropology, Vassar College

Ellen Masten **NCC Academic/College Counselor**

B.A. Spanish, UC Davis; M.A. TESOL, MIIS; M.A. Counselor Education TCNJ

Chris Mercer **Interim Principal**

BA English, San Jose State University, MA Educational Leadership SJSU, Administration Credential SJSU

Katie Merchant **Sp. Ed Coordinator/School Psychologist/Special Education**

B.S. Mathematics; M.A. Psychometry; Ed.D, Ball State University; School Psychology, Neuro-Physiology, Special Education

Mary Navas **Business Manager**

B.S. Marketing, College of Staten Island, NY

Susie Pate **Purchasing/Accounts Specialist**

G.A.S. Merced City College

Cheryl Samios **Academic Support 7-8, Study Skills Technology, WEB/Community Service Coordinator**

B.A. Physical Ed. San Diego State, CLAD Teaching Credential, San Jose State University

Barbara Smith **Reception/Attendance (San Lorenzo HS Graduate)**

B.S. Business Finance, San Jose State University

Susan Valencia **Study Hall Monitor (Watsonville HS Graduate)**

## **Faculty**

Rod Atchley **Science 7/8 (Soquel HS Graduate)**

B.A. Biological Science, CSU Fresno, M.S. Entomology, University of Nebraska at Lincoln  
2008

Jessica Barbata **AP US History/History 7 (Harbor HS Graduate)**

B.A. English, Reed College

Emily Bolton **English/US History 7/History 7 (Harbor HS Graduate)**

B.A. Women's Studies, Humboldt State University

Dominic Calmels **Foreign Language: Spanish 1 & 2**

B.A. Spanish & Communications Studies, Sonoma State University

Christine Decaporale **English 10**

B.A. Comparative Literature, University of Rhode Island

Ryan Dooley **Latin 1,2,3 & AP**

B.A. Classics, French Linguistics, U.C. San Diego M.Sc. Classics, University of Edinburgh

Joan Duafala **Resource Specialist, ELL and Curriculum Coordinator**

M.S. Oregon State University; M. Ed. SPED and M.A. Educational Administration, National  
University

Lauren Friend **History 9/US History 7**

B.A. Peace & Conflict Studies, U.C. Berkeley

Randy Garrett **Pre-Calculus/AP Calculus/Algebra 2**

M.S. Pure Mathematics, CSU Long Beach

Cindy Gorski **Drama**

B.A. Communication, U.C. Santa Barbara

Hal Hansen **Rhetoric and Oratory**

B.A. History, University of Nebraska

Sherri Helvie **English**

Ph. D. U.C. Santa Cruz

Alice Hughes **Chorus (Santa Cruz HS Graduate)**

Bachelor of Music, Conservatory of Music at UOP/M.A. Bethany University

Susan King **AP Computer Science**

M.Ed. Educational Technology, University of central Florida

William Koens **Geometry/AP Stats/AP Calculus**

M.S. Math, U.C. Santa Cruz

David Levy **Algebra I (Soquel HS Graduate)**

M.A. Education, San Jose State University

Annie Marshall **French**

M.A. University of Bordeaux; M.A. Education, U.C. Santa Cruz

Yukari Matsuo **Japanese 2 & 3**

M.A. T.E.S.O.L. San Francisco State University

Lynn McCune **English 8**

B.A. English, College of William and Mary, MA Education, College of William and Mary

Lisa Michael **Physics/AP Physics**

M.S. Materials Science & Engineering, Stanford University; M.A. Education, Stanford University

Scott Nordgren **Music (Aptos HS Graduate)**

M.A. CSU, Hayward

Jennifer Ostrowski **Lab Director**

M.S. Earth Sciences, U.C. Santa Cruz

Andrea Roth **English 7 & 9**

B.A. English, University of Utah; MA in Education, Antioch College Seattle

Pauline Seales **Physics**

BSc(Hons) Physics, University of Leeds, England, U.K.

Brandon Summerrill **Pre-Algebra (Soquel HS Graduate)**

B.S. Civil Engineering, CSU Chico

Darrell Steely **Science 7/AP Biology**

M.S. Biology, Humboldt State University

B.S. University of California, Santa Barbara

Joel Tarbox **Graphic Design/Video Production/Studio Art/AP Art History**

MFA, Northwestern University; MAT, Bethany University, BA Bowdoin College

Jennifer Suhd-Bronstatter **Chemistry (Harbor HS Graduate)**

B.S. Biology & Environmental Studies, Brandeis University/MAE Student at Chapman University/Intern Credential Chapman University

Dee Vlasak **Art 1/2/3/Studio Art**

M.A. Education, Fresno Pacific College

Sarah Whittier **AP English Literature**

Ph.D. Literature, U.C. Santa Cruz

Lauron Zenahlik **Spanish 1/3/AP**

B.A. +30 Spanish 7-12, Theater Arts minor San Jose State University



# **Chapter I**

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# Chapter I

## Student Community Profile

### **I. Pacific Collegiate School: An Introduction**

Pacific Collegiate School is located in Santa Cruz, California, one block from the Monterey Bay and a three mile hike up the hill to the University of California, Santa Cruz. In this lively and intellectual setting, the school has established a strong record of high academic standards and excellence in college preparatory education. This year, we especially look forward to our WASC accreditation renewal as we reach our tenth year of growth and commitment to the needs of a motivated and aspiring student body.

### **Pacific Collegiate School's Mission & Vision**

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

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

The school's charter is sanctioned and regulated by the Santa Cruz County Office of Education. The school is located in the northern part of Santa Cruz County and therefore draws many students from the Santa Cruz city area. Pacific Collegiate School is a school of choice and is open to all students; no entrance exam is required. The students form a community of individuals identified primarily by their common goals of intellectual advancement and the pursuit of academic and intellectual interests beyond their secondary education. It is the belief of the school that small class size and an overall small school size allow students greater opportunity to achieve their academic goals. Therefore, we strive to maintain an average class size of twenty-two students to one teacher. Pacific Collegiate School intends to remain a small school in total enrollment—with an intended capacity of 480 students, approximately 35% middle school and 65% high school.

## What We Do

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

As Pacific Collegiate School has evolved, it is the expectation that students take at least five Advanced Placement (AP) classes in order to graduate; many students take more. The required AP courses are as follows: AP World History, AP English Language, AP US History, AP English Literature and AP Biology. AP classes consequently form an integral part of the basic curriculum. Beginning in the 7<sup>th</sup> grade, teachers prepare students for success in upper-level AP courses. With this in mind, accelerated students, who have the requisite skills, may advance into classes well beyond their years. A gifted 8<sup>th</sup> grade math student could enroll in calculus; or a keen student of language could enroll in AP French in the 9<sup>th</sup> grade. This breadth of vertical alignment is unique and essential for preparing students to excel in a rigorous college atmosphere.

In addition, Pacific Collegiate School has an international focus that recognizes the need for global perspectives. For this reason, students are required to study more languages than English. Pacific Collegiate School also recognizes that education in the fine arts, both in terms of performance and appreciation, builds an aesthetic understanding that remains with students for a lifetime.

Pacific Collegiate School (PCS) is celebrating its ten year anniversary and has generated local and national recognition.

2008 – *U.S. News & World Report* ranks PCS # 3 in the list of top Public High Schools and # 1 Charter School in the nation.

2008 – National Blue Ribbon School.

2008 – *Newsweek* ranks PCS 13<sup>th</sup> Public High School in America.

2007 – *U.S. News and World Report* ranks PCS # 2 public high school in the nation.

2007 – *Newsweek* recognized PCS as among America's "Public Elite" High Schools.

2007 – California Distinguished School.

2007 – College Board recognized PCS as the top AP World History program in the US.

2006 – California Charter School of the Year.

As our reputation has grown, interest in our school has also increased, and the numbers of applicants exceed our enrollment availabilities.

In an attempt to educate and inform students interested in PCS, the school holds at least three information meetings prior to the open, random lottery. In addition, we provide several shadow day opportunities for students. We encourage interested families to tour the school and observe classes. Students visiting the school for the first time have the opportunity to sit in on classes for a day and witness first-hand the commitment to education they will be making in a full curriculum. With a focused charter, it is clear that PCS remains a school of choice for its students. We are not a comprehensive small public high school, and we encourage all of our

prospective students to consider all their needs and wants in making the decision to study at PCS. The students, parents, administration and faculty remain committed to the vision of the school and the challenges it represents. The elements of the vision statement give the best sense of the stakeholder commitment:

- PCS maintains high academic and artistic standards.
- PCS ensures that each student graduates with the foundation of coherent, relevant knowledge required for lifelong cultural maturity.
- PCS is open to all academically motivated students who take learning seriously and who are willing to study hard to be prepared to attend and succeed at any UC or similar high quality private or public university.
- PCS concentrates on quality instruction in the core academic areas of language arts, mathematics, science and history so that all students are prepared to take and pass advanced placement exams in these subject areas by the 11<sup>th</sup> and 12<sup>th</sup> grades.
- PCS prepares students for dynamic engagement in the fine arts.
- PCS curriculum is sequential and carefully articulated to provide a clear path to college.
- PCS teachers demonstrate mastery of and enthusiasm for their subject matter as well as the ability to communicate it effectively to students.
- PCS regards parental involvement as integral and essential to its success.
- PCS advocates obtaining a facility that supports its goals.

Central to the accomplishment of our goals is the shape of our curriculum and the graduation requirements for a PCS student. Below is a comparison of PCS graduation requirements with those for the University of California.

<b>PACIFIC COLLEGIATE REQUIREMENTS</b> 220 units, 22 courses (Grades 9-12)	<b>UC A-G REQUIREMENTS</b>
ENGLISH – 4 years (40 units)	ENGLISH – 4 years (must be grades 9-12)
MATH – 3 years (30 units) Algebra 1, 2 & Geometry.	MATH – 3 years (Algebra 1+) (4 recommended)
SCIENCE – 3 years (lab science) (30 units)	SCIENCE – 2 years (lab science)
HISTORY – 3 years (30 units)	HISTORY – 2 years
FOREIGN LANGUAGE – 3 years (30 units)	FOREIGN LANGUAGE – 2 years
FINE ARTS – 3 years (30 units)	FINE ARTS – 1 year
ELECTIVES – 3 years (30 units)	COLLEGE PREP. ELECTIVES – 2 years



# Expected Schoolwide Learning Results

WASC 2008-2009

<p>A PCS graduate will be a self-motivated, enthusiastic, life-long learner who:</p> <ul style="list-style-type: none"> <li>◆ Makes connections between academic study and the world he lives in.</li> <li>◆ Demonstrates skill in and passion for the arts, science, humanities, and technology.</li> <li>◆ Is able to read and comprehend a wide range of texts, both literary and non-literary.</li> <li>◆ Makes connections and discriminates between different areas of study.</li> <li>◆ Is keen to pursue further study beyond PCS.</li> </ul>	<p>A PCS graduate will be a critical and independent thinker who:</p> <ul style="list-style-type: none"> <li>◆ Is able to read critically, sort through information and develop a well-informed opinion.</li> <li>◆ Derives larger meanings from disparate sources.</li> <li>◆ Uses step-by-step problem solving skills in everyday life.</li> </ul>	<p>A PCS graduate will be an academically accountable individual who:</p> <ul style="list-style-type: none"> <li>◆ Is well organized and can balance academic success with outside interests.</li> <li>◆ Meets deadlines and requirements.</li> <li>◆ Works well independently and in groups.</li> <li>◆ Recognizes his strengths and seeks to develop them.</li> <li>◆ Is able to identify weaknesses and seek appropriate means for improvement.</li> </ul>	<p>A PCS graduate will be a responsible member of his community who:</p> <ul style="list-style-type: none"> <li>◆ Demonstrates respect for individuals.</li> <li>◆ Demonstrates the ability to work cooperatively and collaboratively with others.</li> <li>◆ Makes an equitable and substantial contribution to the community.</li> <li>◆ Demonstrates respect for his environment.</li> <li>◆ Has exhibited a sense of civic responsibility by participating in volunteerism/ community service.</li> </ul>
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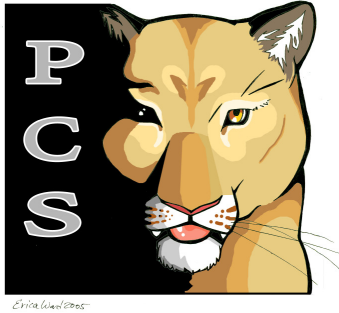
**BE**

“an academically accountable individual”

“a critical and independent thinker”

“an enthusiastic, motivated, life-long learner”

“a responsible member of your community”



We PREP you for college and PREP you for leadership

PCS students are **Prepared**

- You are in class on time
- Your homework is ready
- You manage your time for tests, projects, deadlines
- You are ready to participate

PCS students are **Respectful**

- Respect yourself—your body, your heritage, your own strengths and values; honor your work
- Respect others—no put downs; respect your family, your teachers, classmates, people from different backgrounds, other people in school and around the world; help other people out
- Respect the place—pack your trash; take care of your stuff; clean up after yourself; take care of your planet

PCS Students Are **Engaged**

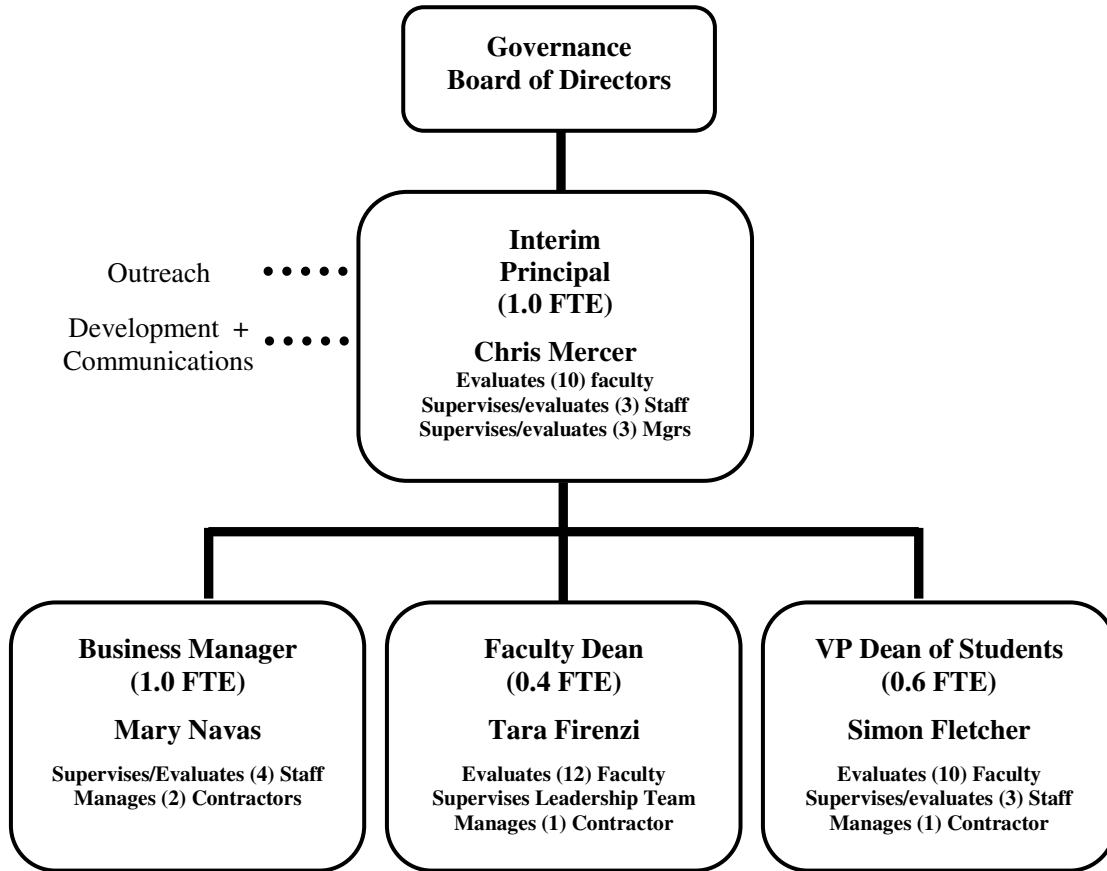
- You make eye contact with others
- Participate in class and outside discussions
- Avoid one word answers
- Seek out interesting problems
- Give and receive feedback along with peers and teachers with optimism

PCS Students Are **Professional**

- Being a student is your job
- Do your best work
- Show up on time, stay until the end
- Look for ways to improve
- Be aware of the standard of quality that is expected of you
- Use appropriate language and clothing

## Pacific Collegiate School Organizational Structure

The school is managed by the PCS Board of Directors, and the daily business of the school is directed by a Management Team – Principal, Faculty Dean, Student Dean and Business Manager – supported by an administrative staff of twelve and a faculty of 20 Full-time (FTE) and 14 part-time (PTE). With a relatively small infrastructure, PCS’s support structure relies heavily on parent involvement; indeed, parents are asked to contribute forty hours of volunteer service each year, and they fulfill that request in various capacities (from committee involvement to break-time supervision on campus).



Areas of Responsibility		
<ul style="list-style-type: none"> <li>❖ Finance &amp; Reporting</li> <li>❖ Human Resources</li> <li>Facilities</li> <li>❖ Technology</li> </ul>	<ul style="list-style-type: none"> <li>❖ Faculty Leadership</li> <li>❖ Faculty Recruitment/ Hiring</li> <li>❖ Orientation and Mentoring</li> <li>❖ Evaluation Process/Rubric</li> </ul>	<ul style="list-style-type: none"> <li>❖ Student Achievement/Data</li> <li>❖ Discipline &amp; Attendance</li> <li>❖ Support Services</li> <li>❖ Standardized Testing</li> </ul>
<ul style="list-style-type: none"> <li>– HR Support (Contractor)</li> <li>– AP/AR Administration</li> <li>– IT Coordinator</li> <li>– IT Support (contractor)</li> <li>– Custodian</li> <li>– Custodian Assistant</li> </ul>	<ul style="list-style-type: none"> <li>– Department Chairs (Leadership Team)               <ul style="list-style-type: none"> <li>♦ English</li> <li>♦ Math</li> <li>♦ Science</li> <li>♦ History</li> <li>♦ Foreign Language Arts</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>– Academic Counselor               <ul style="list-style-type: none"> <li>♦ Academic Support</li> <li>♦ Registrar/Comm. Serv.</li> </ul> </li> <li>– Receptionist/Attendance</li> <li>– Study Hall</li> <li>– Athletic Director (contractor)</li> </ul>

## **Governance: *The Board of Directors***

The PCS Board of Directors currently consists of eleven voting members, including one faculty representative, and two non-voting ex-officio members: the Principal and a student representative. The Board is self-selecting each year. The Nominations and Governance committee interview and nominate new members. The Board has nine standing committees: Executive, Development/Communications, Diversity Oversight, Facilities, Finance, Legal & Personnel, Nominations & Governance, Community Service Advisory, and the Parent Volunteer Association (PVA).

The Board is responsible for ensuring the long-term welfare of the institution while advancing the school's mission. During the last school year, the Board and administration created a 5-year strategic plan. The principal is the sole employee of the Board, and it is the Board's responsibility to ensure that the principal is taking all necessary actions to achieve the school's mission.

Along with the PCS Administration, the PCS Board is undergoing an important transition toward a more mature organizational model. Since its founding, the Board has been a working board, where board members have functional responsibilities that are intertwined with school operations. In spring of 2008, the PCS administrative structure was reorganized to create a management team and a more sustainable administration. The Board is examining its own governance model and transitioning to a policy board. The goal is to move the Board and school to a sustainable organization at every level, and to build teamwork and reciprocal trust between the Board and our incoming Principal.

## **Facilities**

As a charter school, PCS, in some ways, is operating in a non-traditional high school setting. Since our last WASC review, we have moved from our original, leased facilities which were comprised of two churches directly next to each other, to a Santa Cruz City School District (SCCSD) elementary school campus. We have occupied this location for five years. We have recently completed a lease renewal for two more years which will expire in 2011. A long range facility committee is working to secure a more permanent site that will house the school. Not unlike many charter schools, seeking a long-term facility solution is an important endeavor and priority for the school.

The process of our lease renewal over the past year became contentious and involved the school's submittal of a Proposition 39 request to the SCCSD. During this time, it became clear that a small contingent of the SCCSD is not supportive of PCS or its existence. The main issues referenced are that PCS is draining the school district of high achieving students; is not reflective of the diversity within the local school district; is capturing local school funding and facilities.

We feel that PCS is a critical piece in the slate of educational choices within the Santa Cruz community. PCS provides a single track which is geared toward an AP Curriculum. PCS has an open enrollment and provides AP access to every student at the school. The length of our waiting list demonstrates the demand and need within Santa Cruz County.

## **II. Demographic Data**

### **A. The Community Profile**

PCS is a college preparatory school for grades 7-12 whose mission is to provide a rigorous integrated curriculum with an emphasis on academic and scientific inquiry, dynamic engagement in the visual and performing arts, foreign language and international awareness. Our broader goal is to foster in students a lifelong love of learning. The founders of PCS took a hard look at traditional, comprehensive public high schools. They identified an under-served constituency of students who are often forgotten about, even within the charter movement: students who want a challenge, who want full access to Advanced Placement coursework, and who want a community where scholarship is valued.

### **B. The Students**

The Pacific Collegiate School student body, while culturally and intellectually diverse, is ethnically fairly homogeneous: During the 2007-2008 academic year, PCS had an enrollment of 417 students, compared to the SCCHS combined district of 4,847 students. A comparison of the ethnic breakdown is as follows:

- 73% of PCS' students were white (non-Hispanic), compared to the District's profile of 59%;
- 10% of PCS' students were Asian/Asian-American, compared to the District's profile of 5%;
- 6% of PCS' students were Hispanic/Latino students, compared to the District's 27%;
- 1% of PCS' students were African American compared to the districts 2%.

### **2007-2008 CBEDS**

<b>Ethnicity</b>	<b>PCS</b>	<b>Santa Cruz City High Schools Combined District</b>	<b>Harbor HS</b>	<b>SCHS</b>	<b>Soquel HS</b>	<b>Branciforte Middle School</b>	<b>Mission Hill Middle School</b>
American Indian	2 (0.5%)	19 (0.4%)	3 (4.1%)	6 (0.6%)	6 (0.5%)	2 (0.5%)	3(0.3%)
Asian	41 (9.8%)	166 (3.4%)	44 (4.1)	48 (4.5%)	34 (2.8%)	9 (2.1%)	20 (3.3%)
Pacific Islander	3 (0.7%)	17 (0.4%)	0	6 (0.6%)	7 (0.6%)	0	3 (0.5%)
Filipino	2 (0.5%)	44 (0.9%)	13 (1.2%)	8 (0.8%)	17 (1.4%)	0	5 (0.8%)
Hispanic/Latino	24 (5.8%)	1,308 (27.0%)	342 (31.9%)	258 (24.3%)	254 (20.9%)	179 (41.4%)	147 (24.5%)
African American	6 (1.4%)	96 (2.0%)	22 (2.1%)	31 (2.9%)	16 (1.3%)	10 (2.3%)	11 (1.8%)
White not Hisp.	305 (73.1%)	2,858 (59%)	629 (58.6%)	644 (60.7%)	751 (61.8%)	212 (49.1%)	343 (57.2%)
Declined to state	34 (8.2%)	339 (7%)	20 (1.9%)	60 (5.7%)	130 (10.7%)	20 (4.6%)	70 (11.7%)
<b>Total Enrollment</b>	<b>417</b>	<b>4,847</b>	<b>1,073</b>	<b>1,061</b>	<b>1,215</b>	<b>432</b>	<b>600</b>

Since our last WASC visit, we have not seen any changes in our parent population's educational levels. Our students continue to come from well-educated families. For example, 86% of our parents have bachelor degrees and 53% have an education beyond a bachelor's degree. Within the student population, 3% are classified as socio-economically disadvantaged per the free and reduced lunch criteria. It was not until the 2007-2008 school year that we began to capture this data because we do not have a lunch program at the school.

While the school is known for its engaged students and academic rigor, it has not been able to reach outside its historic constituency of attracting college educated families to embrace a diversity that reflects the community. While there are many great AP programs in the community, most students who enroll in these programs come from families who have the benefit of one or both parents having completed at least 4 years of college. The PCS population reflects this larger problem in the community. We recognize this and are working to develop a program that will attract students from diverse backgrounds. For complete details refer to the Diversity Plan in the Appendix.

**Parent Education Levels for 2008-2009**

	<b>Adv. Degree</b>	<b>College Graduate</b>	<b>Some College</b>	<b>High School Graduate</b>	<b>Not HS Graduate</b>	<b>Unknown</b>
Middle School 150 students	57%	33%	9%	1%	0	.7%
High School 278 students	50%	35%	12%	1%	0	1%
Total Families 334	53%	33%	12%	1%	0	.9%

**C. Parent Participation**

Parent participation has been a core value since the inception of the school. The school’s charter requires each family to participate in at least 40 hours of service per year. Last year, parents contributed 14,500 hours of family participation hours in a variety of ways, from campus supervision, office help, fundraising and Board Service. The active volunteering of parents serves as the foundation and support of the school. Parents value the teachers and the school and are organized through the Parent Volunteer Association (PVA) which assists in all levels of the operation of the school. During the information sessions to prospective families, the message is conveyed that this is a school of high expectations: high expectations of students, teachers and families. When this triad works together, we can best support the students, teachers and families to create an outstanding educational environment and experience.

Due to the school’s location in the northern part of Santa Cruz County (virtually next door to the University of California Santa Cruz), the school attracts many students from the immediate vicinity, though some students travel from as far as Watsonville every day.

**In District/Out of District Students (08-09 Enrollment Data)**

<b>Grade Level</b>	<b>Out of District</b>	<b>In-district</b>
Middle School	77 (51%)	75 (49%)
High School	97 (34%)	187 (66%)

The current academic year, 2008-2009, is the third year of a five-year Diversity Plan that was adopted by the PCS Board of Directors in 2006. Over the past three years, the school has invested in a part-time Outreach Coordinator who is devoted to building relationships between the PCS and Santa Cruz community. She targets community service opportunities for PCS

students cultivating bridges within the greater community to attract ethnically and socio-economically diverse students to the school. PCS participates in the Santa Cruz Live Oak Collaborative meetings, which promote college bound communities; we are partners with the UCSC, Education Partnership Center, the Boys and Girls Club, Bay View Elementary School and the Beach Flats Community Center, where students complete many hours of community service. In 2007-2008, PCS students contributed over 14,500 hours of community service.

The Diversity Oversight Committee is in agreement that relative to the effort and resources that have been invested in developing an ethnically and socio-economically diverse cohort of students at PCS, the Diversity effort has had very limited success. It is also worth noting that lack of such diversity is one of the primary criticisms that is leveled at PCS by external stakeholders and is used to justify attacks on the school and challenges to its charter.

#### **D. Enrollment**

The 2008-2009 academic year marks the 10<sup>th</sup> school year since the founding of the school. The student population is currently at 433 students. We have a goal of increasing the student body to 480 students. Enrollment for the 2008-2009 year saw the increase of the 7<sup>th</sup> and 9<sup>th</sup> grades by one section each for a total of 4. Next school year we will do the same for those grades with the goal of having all of our grades at four sections with approximately 84 students per grade or 22 students per section.

#### **Number of students per grade:**

	<b>2003-04</b>	<b>2004-2005</b>	<b>2005-2006</b>	<b>2006-2007</b>	<b>2007-2008</b>	<b>2008-2009</b>
<b>7<sup>th</sup> Grade</b>	71	72	66	69	72	84
<b>8<sup>th</sup> Grade</b>	71	72	79	70	69	66
<b>9<sup>th</sup> Grade</b>	69	70	70	81	68	84
<b>10<sup>th</sup> Grade</b>	63	68	68	69	82	65
<b>11<sup>th</sup> Grade</b>	63	60	66	64	65	79
<b>12<sup>th</sup> Grade</b>	29	60	51	64	66	55
<b>Totals</b>	366	402	400	417	417	433

The ratio of males to female students has remained consistent throughout the years. In the 2008-2009 school year, males represented 45% and females represented 55% of the student population. It should be noted that, students are admitted by lottery where applications exceed the number of spaces available. The school does not weight its lottery pool with regard to male and female applicants.

#### **Total enrollment per year broken out by gender:**

	<b>2004-2005</b>	<b>2005-2006</b>	<b>2006-2007</b>	<b>2007-2008</b>	<b>2008-2009</b>
<b>Total Students</b>	404	402	412	411	433
<b>Male</b>	194 (48%)	188 (47%)	194 (47%)	190 (46%)	197 (45%)
<b>Female</b>	210 (52%)	214 (53%)	218 (53%)	221 (54%)	236 (55%)

For the 2007-2008 academic year, the percentage of average daily attendance has remained fairly consistent with previous years and accounted for an ADA of 96% for the 7<sup>th</sup> – 8<sup>th</sup> grades, and 95% for the 9<sup>th</sup> – 12<sup>th</sup> grades.

**Average Daily Attendance ADA:**

	2005-2006	2006-2007	2007-2008	2008-2009
<b>7-8<sup>th</sup> Grades</b>	96%	81%	96%	97%
<b>9-12<sup>th</sup> Grades</b>	92%	94%	95%	94%

**E. Attrition Levels**

Of the 2007-2008 student population, approximately 89% of the students remained for the successive year. From 2004 to 2007, attrition levels remained at around 7%. During the 07-08 school year, the attrition level increased by 4% to 11%. As the school’s reputation has become nationally recognized as a high performing, college preparatory school, there has been an increase in applicants entering the lottery. The school conducts mandatory information sessions for all applicants entering the lottery to inform families that PCS is an educational choice which provides academically motivated students a fast-paced, rigorous, one track, AP centric curriculum. In an attempt to address the needs of incoming 7<sup>th</sup> & 8<sup>th</sup> grade students, an Academic Support teacher was hired in 2006 to provide study skills in addition to providing academic and social support.\* (Refer to support matrix in Appendix) In 2007, PCS hired a fulltime, accredited Academic/College Counselor who oversees the entire academic curriculum with an emphasis toward serving college counseling for the 11<sup>th</sup> and 12<sup>th</sup> grades. The area or counseling which continues to need attention is the 9<sup>th</sup> and 10<sup>th</sup> grades. (In February a supplemental counseling position has been submitted to the Board for approval.)

The greatest numbers of end-of-year withdrawals occur in the 7<sup>th</sup> and 8<sup>th</sup> grades. The three top reasons cited for departure are academic, the curriculum was too rigorous; socially, too small, the student wanted a traditional high school experience and thirdly, the family moved away.

**Attrition Levels Over Time:**

When Left	02-03	03-'04	04-'05	05-'06	06-'07	07-'08	08-'09
CBEDS Enrollment	318	366	402	400	417	417	433
1st Semester departure		9	3	4	5	3	4
2nd Semester departure		7	12	7	9	13	14
End of year departure		36	15	15	20	30	NA
<b>Totals</b>	<b>42 (13%)</b>	<b>52 (14%)</b>	<b>30 (7%)</b>	<b>26 (7%)</b>	<b>34 (8%)</b>	<b>46 (11%)</b>	

CBED’s Data

**Total School Attrition, by grade level of students who have departed from the school since 2002:**

7 <sup>th</sup>	8 <sup>th</sup>	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	12 <sup>th</sup>	Totals
55	55	42	40	44	12	248
22%	22%	17%	16%	18%	5%	

**F. Special Needs Students**

PCS it is committed to serving any student who qualifies for Special Education services. While we are currently serving 14 identified students, the number of Special Education students has varied over the years. When Special Education services were first offered, one student was enrolled. Since that time, we have served as many as 24 students in Special Education programs in a particular academic year.

Academic Year	Special Education Students
2001-02	1
2002-03	8
2003-04	13
2004-05	19

Academic Year	Special Education Students
2005-06	19
2006-07	24
2007-08	16
2008-09	14

**Grade Distribution of Special Ed. Students with IEP's/504's**

Grade Level 2008-2009	# of Students with IEP's	# of Students with 504's	Total Students in Grade
7 <sup>th</sup>	0 (0%)	1 (1%)	84
8 <sup>th</sup>	0 (0%)	2 (3%)	66
9 <sup>th</sup>	4 (5%)	5 (6%)	84
10 <sup>th</sup>	5 (8%)	3 (5%)	65
11 <sup>th</sup>	4 (5%)	3 (4%)	79
12 <sup>th</sup>	1(2%)	3 (5%)	55
Total	14(3%)	17 (4%)	433

**G. Socioeconomic Measures**

**Reduced and Free Lunch Eligibility 2008-2009**

<b>Socio-Economically disadvantaged: Reduced/ Free Lunch</b>	12 Students (3%)
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We have just begun tracking this data.

### Number of English Language (ELs) Learners receiving instructional services

	Enrollment	ELs receiving ELD Services	Fluent-English-Proficient	Students Re-designated FEP
<b>PCS</b>	<b>417</b>	<b>3 (0.7%)</b>	<b>6 (1.4%)</b>	<b>8 (2.0%)</b>

### Number of English Learner Students receiving instructional services.

	ELs Receiving English Language Development (ELD) Services	ELs Receiving (ELD) and Specially Designed Academic Instruction in English (SDAIE)	ELs Receiving ELD and SDAIE with Primary Language (L1) Support	ELs Receiving ELD and Academic Subjects through the Primary Language (L1)	ELs Receiving Other EL Instructional Services	ELs not Receiving any EL Instructional Services	Total ELs
<b>Pacific Collegiate</b>	3	0	0	0	0	0	3
<b>District Totals</b>	3	0	0	0	128	14	145
<b>County Totals</b>	579	4,675	1,110	2,744	1,431	108	10,647
<b>Statewide Totals</b>	148,561	855,375	327,529	80,405	116,290	24,931	1,553,091

### H. The Administration and Teaching Staff

PCS is comprised of 31 certified staff and 9 classified. This past year, the Board has restructured the administrative staff, expanding staffing by adding a full-time Business Manager a part-time registrar and a receptionist.

In the 2007-2008 academic year, 21 out of the 31 faculty were fully credentialed teachers, 4 were on emergency credentials, and 3 were going through University Intern programs. The average number of years of teaching experience is approximately 10 years. The school had 3 teachers who were first year teachers and 2 who were second year teachers. Of the 31 faculty, 16 hold Master's degrees, 3 hold Ph.D.'s.

### Certified Staff Education and Service Report

Gender	Total Staff	Doctorate	Master's Degree 30+	Master's Degree	Bachelor's Degree 30+	Bachelor's Degree	Avg. yrs of Ed. Service
<b>Female</b>	18	3 (16.7%)	7 (38.9%)	0	6 (33.3%)	2 (11.1%)	10.9
<b>Male</b>	13	0	3 (23.1%)	6 (46.2%)	2 (15.4%)	2 (15.4%)	9.8
<b>Totals</b>	31	3 (9.7%)	10 (32.3%)	6 (19.4%)	8 (25.8%)	4 (12.9%)	10.4

Based on 2007-2008 Data of Cert. Staff

### All Certified Staff by Ethnicity

2007-2008 All Certified Staff	PCS	% PCS	% District
Asian	1	3.2%	2.4%
Hispanic	0	0	5.7%
White not Hispanic	30	96.8%	91.1%
Total	31		

Based on 2007-2008 Data of Cert. Staff

### Teacher Credentials

Credential Type	PCS	District
<b>Full credential</b>	21 (72.4%)	81%
<b>Univ. Intern</b>	3 (10.3%)	11.2%
<b>District Intern</b>	0	0
<b>Emergency</b>	4 (13.8%)	7.5%
<b>Waiver</b>	0	0
	#	#
<b>Average Years Teaching</b>	10.1	12.5
<b># First Yr. Teachers</b>	3	8
<b># Second Yr. Teachers</b>	2	6

Based on 2007-2008 Data from Teacher Credential and Experience

### All Classified Staff by Ethnicity

2007-2008 All Certified Staff	PCS	% PCS
<b>Hispanic</b>	1	11%
<b>White not Hispanic</b>	8	88.8%
<b>Total</b>	9	

Based on 2007-2008 Data of Classified Staff

### I. Professional Development

PCS actively encourages ongoing professional development for its entire certificated and non-certificated staff. Teachers are encouraged to take advantage of five additional days pay (commonly referred to as an extended contract option) for pursuing professional development activities outside of the school day. Teachers are also encouraged to use between \$200 and \$750 per year to attend conferences and meetings where they can share what they do with other professionals, and learn about new trends in their fields. We particularly encourage professional development associated with the College Board, as many of our teachers teach AP courses or pre-AP courses, as well as trainings for the use of technology in the classroom, and the events put on by professional associations in a teacher's field (i.e., MLA conferences, AHA conferences, etc.).

## J. Suspension and Expulsion Data

Year	Suspensions rates	Expulsions rates
2007-2008	2%	0%
2006-2007	2%	0%
2005-2006	2%	0%

## III. STUDENT PERFORMANCE DATA

### A. Academic Performance Index

The API reports for the past three school years are included in the Appendix of this report. Our API score has remained high over the last three years, with growth indices of 922, 902, and 929 respectively. Additionally, in each of the three years the school has met the school wide growth target. As is the case in many of our external metrics, only the white (non-Hispanic) subgroup was large enough to be numerically significant in determining growth.

API Year	API Base	API Growth Target	API Growth	Actual Growth	Statewide Rank	Similar Schools Rank
2008	902	N/A	929	27	N/A	N/A
2007	912	N/A	902	-10	10	9
2006	928	N/A	922	-6	10	10

While there is no overt focus on the standardized test measured by the API, these consistently high scores do demonstrate high achievement and effort by our students. In addition, as the student population becomes more diverse, these measures will provide valuable data to monitor our success in supporting all students in achieving their goals.

### B. California Standards Tests (CST)

The table below shows the CST results for the last four testing periods.

Department	2005 (% proficient and advanced)	2006 (% proficient and advanced)	2007 (% proficient and advanced)	2008 (% proficient and advanced)
7 <sup>th</sup> English Language	88	92	89	100
8 <sup>th</sup> English Language	91	84	91	91
9 <sup>th</sup> English Language	94	96	90	95
10 <sup>th</sup> English Language	96	96	93	88
11 <sup>th</sup> English Language	100	98	91	98
7 <sup>th</sup> Math	74	89	70	89
Algebra 1	50	46	63	68
Algebra 2	33	41	30	49
Geometry	68	49	71	83
High school Math	68	65	55	73

Department	2005 (% proficient and advanced)	2006 (% proficient and advanced)	2007 (% proficient and advanced)	2008 (% proficient and advanced)
8 <sup>th</sup> History	N/A	85	76	76
World History	90	86	76	84
U.S. History	93	90	91	93
8 <sup>th</sup> Science	N/A	77	81	91
10 <sup>th</sup> Science	N/A	68	65	73
Biology	100	100	96	100
Chemistry	71	26	26	74
Physics	60	63	66	71

- In general, English Language Arts scores have been consistently high over the history of the school.
- In comparison to ELA, math scores are significantly lower at every level. The 2008 results were encouraging, with every math course seeing gains in the % proficient and advanced. We believe this improvement is a result of increased focus on preparing students for testing, in terms of curriculum sequencing and test taking strategies. A more formal approach will be necessary to continue this improvement in the coming years.
- Some of our courses are not aligned with the STAR testing. For example, our 8<sup>th</sup> graders take Ancient History, and the STAR test content is US History, which is taken in the 7<sup>th</sup> grade. This is also the case with 10<sup>th</sup> grade science (our students take Chemistry). At this point, we have no plans to change the course sequencing to match the STAR tests.

### C. Advanced Placement (AP) Exams

Because we try to vertically align our courses as much as possible, Advanced Placement results are a good indicator of student learning at PCS. For the results to be as useful as possible, we would like all students who take AP courses to take the end of course exams as well. The table below shows school wide summary AP testing data for the last five testing periods. More detailed data can be found in the appendix.

Year	# Tests	% Passing (3 and Above)	% Taking Exam
2004	257	83%	82%
2005	333	93%	87%
2006	315	88%	77%
2007	326	83%	68%
2008	342	88%	76%

While we have seen an increase in the number of AP exams taken, this is largely due to increased enrollment in upper grade levels as well as an increased number of AP course offerings. There has been a general downward trend in the proportion of students enrolled in AP courses actually taking the exam, bottoming out in 2007 at 68%. While exam participation varies largely from course to course, it is likely that in many cases students are opting out if they feel unprepared. The overall passing rate has remained high, which is a tribute to the effort by

both students and teachers to align courses with the high standards of AP course material. More effort needs to be devoted to ensuring a higher level of exam participation across all courses, which would add validity to the data and better inform teachers about curriculum and instruction decisions.

#### **D. California High School Exit Exam**

The table below shows the pass rate by 10<sup>th</sup> graders during the census administration of the exit exam. All 10<sup>th</sup> graders passed both sections of the exam on their first try, with the exception of one student on the English Language Arts portion in 2007 and 2008. These students are given subsequent opportunities to pass the exam.

**10<sup>th</sup> Grade Passing Rate (percent)**

<b>Year</b>	<b>English</b>	<b>Math</b>
<b>2004-2005</b>	100	100
<b>2005-2006</b>	100	100
<b>2006-2007</b>	98	100
<b>2007-2008</b>	98	100

#### **E. Scholastic Achievement Test (SAT)**

The average senior SAT scores are shown in the table below for the four most recent graduating classes (including this year). While there has been a slight downward trend in overall scores, these scores are still impressive. Also worth noting is that the math scores, while lower than verbal, do not lag behind as much as they do in the STAR testing. This is one area that the math department intends to investigate in terms of desired skill sets for graduates of PCS.

<b>Class of:</b>	<b>Verbal</b>	<b>Math</b>	<b>Writing</b>	<b>Total</b>
<b>2006</b>	692	633	657	1982
<b>2007</b>	682	628	646	1956
<b>2008</b>	640	629	628	1897
<b>2009</b>	645	626	634	1905

#### **F. Grade Analysis**

Grade distribution data for the most recent three semesters is shown in the table below. The percentage of students receiving each letter grade has remained fairly consistent over time, with approximately 3-4 % of students receiving non-passing (D or below) grades school wide. There is a large variation in distribution of grades between departments. For example, approximately 80-90% of students earn a grade of A or B in English classes, compared to 60-70% in math and science. At first glance, these grades may appear to be artificially high. However, when paired with external metrics such as the grade level CST results, there is a strong correlation with academic achievement as measure by grades. In other words, the percent proficient or advanced on California Standards Tests matches up closely with the percent of students earning grades of A or B.

Term	Department	A	B	C	D	F	I	P
2007-8 S1	Art	80%	15%	3%	1%	0%	0%	0%
	Community Service	0%	0%	0%	0%	0%	20%	80%
	English	59%	31%	7%	1%	0%	1%	0%
	Extracurricular	25%	0%	0%	0%	0%	2%	73%
	History	51%	27%	16%	3%	2%	1%	0%
	Language	45%	37%	15%	2%	1%	0%	0%
	Math	30%	39%	22%	5%	3%	2%	0%
	Science	46%	35%	16%	3%	0%	1%	0%
<b>Total</b>		44%	25%	11%	2%	1%	4%	14%

Term	Department	A	B	C	D	F	I	P
2007-8 S2	Art	77%	17%	4%	0%	1%	0%	1%
	Community Service	0%	0%	0%	0%	0%	28%	72%
	English	49%	30%	10%	2%	2%	0%	7%
	General	38%	12%	0%	0%	0%	0%	50%
	History	46%	29%	19%	3%	2%	1%	1%
	Language	42%	38%	16%	1%	1%	0%	2%
	Math	27%	35%	22%	7%	6%	1%	1%
	Science	44%	33%	18%	2%	2%	0%	2%
<b>Total</b>		41%	25%	12%	2%	2%	4%	14%

Term	Department	A	B	C	D	F	I	P
2008-9 S1	Art	79%	15%	4%	1%	0%	0%	0%
	Community Service	0%	0%	0%	0%	0%	0%	100%
	English	57%	28%	11%	2%	1%	1%	0%
	Extracurricular	47%	5%	3%	0%	0%	3%	43%
	General	85%	15%	0%	0%	0%	0%	0%
	History	46%	29%	14%	4%	3%	2%	0%
	Language	44%	37%	15%	2%	2%	0%	0%
	Math	30%	36%	26%	4%	4%	1%	0%
	Science	42%	33%	18%	2%	3%	1%	0%
<b>Total</b>		46%	25%	12%	2%	2%	1%	13%

### G. Process and Perception Data: From A Stakeholder Perspective

As part of our efforts to understand and improve student culture, PCS has used a survey tool to gather data on various subjects relating to student culture and satisfaction for the last three years. We have surveyed both parents and students on a wide-ranging set of topics, including satisfaction with the classroom experience, satisfaction with interactions with different stakeholder groups at the school, and satisfaction with communication processes at the school.

Over the years, these surveys have generally shown a high level of satisfaction with the school on both the part of parents and students. In particular, parents and students seem to be very satisfied with the classroom experience. This category includes more specifically their

experiences in communicating with teachers, the high expectations set for them, the curriculum, the workload, and the level of challenge and rigor that PCS teachers have established.

Parents and students are also happy with the overall school climate, citing that it is safe, respectful, and comfortable, but students have also reported problems with bullying, discrimination, and cliques, all of which the student support team is actively working to address (and will continue to try to improve in the future).

Students feel that while we have a satisfactory variety of extracurricular activities offered at the school, they would like to see more still. They also feel as though student government is not a particularly effective forum for expressing and acting upon the ideas of the student body at large, though the student government is actively working on addressing this problem this year. The students would also like more help in identifying community service opportunities, and would like more clarity on expectations.

On the whole, parents seem to be even more satisfied than the students, especially with communication at all levels, including the use of Power School, the website, and the interactions with teachers and staff.

The surveys have also afforded some interesting information about programs and resources offered by the school with which students and parents don't have much familiarity. It is clear that students need to become more aware of the tutoring program that we offer afterschool, and that we make parents more aware of policies with respect to community service, and specific policies that pertain to communication with teachers. Finally, both students and parents need to be more aware of the operations performed by the board, as their responses show a lack of understanding about how that particular stakeholder group at the school makes decisions.

# Chapter II

## Student Community Profile – Overall Summary from Analysis of Profile Data

### Self-study Process

As a young charter school, Pacific Collegiate School has been in a virtually constant cycle of self-evaluation and improvement. As a part of this process, the school board has engaged in community-wide planning efforts to develop a long range organizational strategy. As we reached the end of our first 6-year WASC accreditation term, we developed a plan to merge the strategic plan with the self-study process to develop a single action plan for the future (see Appendix).

Through a series of community forums, the strategic planning committee was able to gather input from all stakeholders (parents, school staff, students, board). This input was distilled down to three strategic goals. These strategic goals have led to a number of developments at PCS, some of which are outlined in Chapter 3.

- Equip students with the necessary information and support to graduate from Pacific Collegiate prepared to enter and succeed at their chosen college or university.
- Increase the percentage of “best fit” teachers recruited to PCS.
- Improve and reward quality instruction at PCS.

Beginning in the fall of 2007, the faculty began to use meeting time (leadership, department, and full faculty) to discuss the academic implications of the strategic goals. Through a careful examination of school data and expected school wide learning results, the faculty identified three critical academic needs:

### **1. Improving student performance in math and science.**

Although we have seen recent gains in student performance on STAR math tests, these scores still fall significantly short of those in English Language Arts. This trend is repeated in course grade distribution as well. The math and science departments also see much room for improvement in terms of horizontally aligning classes in certain levels.

### **2. Improving student performance in writing.**

Student achievement has been consistently high in the area of English Language Arts. When teachers took a closer look at this data, it became clear that while students are achieving high in the area of reading comprehension and vocabulary development, there is room for improvement in terms of development of written expression. In particular, developing standard systems of

writing across the curriculum as well as providing specific academic support for writing are areas we should focus on.

### **3. Challenging all students academically.**

The data shows clearly that most students are performing very well academically at PCS. There are two areas that we feel we can be more effective; supporting students who are having difficulty keeping up with the high academic rigor, and providing challenging opportunities for students who are excelling beyond the expected level in the classroom. While attrition has leveled off dramatically since our initial self-study, we still continue to lose a number of students, in some cases when the work load becomes overwhelming. In addition, some students are not feeling challenged as much as they would like, and we would like to provide opportunities for these students to push themselves beyond their comfort zone.

Focus groups used these critical academic needs as a starting point in their analysis of the school program in relation to the WASC/CDE criteria. Focus groups initially convened in the winter of 2007, and continued meeting on a monthly basis through the winter of 2008. Due to the small size of our school, all faculty and classified staff were included in a focus group. In addition, each group had at least two student and two parent representatives. As outlined in the Focus on Learning Guide, focus groups and home (departments) groups met on a monthly basis over the course of the year.

Focus groups produced their findings, including a list of strengths and prioritized areas for growth based on common themes within these findings. In order to distill these growth areas into a school wide action plan, the faculty and staff organized growth areas from all focus groups into a prioritized list, then came to consensus on the action items that they felt would have the most global effect on the school and student achievement (see Chapter V).

# Chapter III

## Progress Report

### Report on School wide Action Plan Progress








We have included the nine action items from our previous 2002-2003 WASC self-study. For each item, we review progress towards goals, and included comments related to this progress.


#### ACTION ITEM #1

**Area for Growth:** The addition of an academic & college counselor who can guide students in making decisions about electives or the integration of off-campus course work

**ESLR's Addressed:** Academically Accountable Individual

**Action Plan Areas:** Standards Based Learning & Student Support and Culture:

Yr.	Action	Measure of Success	Achieved	Comments
1	Continue to work with the faculty person who has been doubling as an academic & college-counselor.	Smooth transition of students from one grade to next.		PCS college counseling grew from 80% FTE in 2004-05 to FT in 2005-6.
1	Assessment of counseling needs for students by grade level.	Written report of needs submitted to Administration and Board.		This was done initially in 2004, and has been revisited each year in parent, student, and Naviance surveys.
1	Develop a financial plan and job description to address counseling needs.	The ability to conduct interviews in Summer 2003		Embedded position into budget.
1-6	Develop work space for a college desk & guidance department.	Development of workspace that meets counselor's needs.		College Counselor has exclusive space and is building a resource center
1-2	Hire full-time counselor.	Counselor meets PCS' standards for student support.		Done.
2	Development of a college and academic counseling plan for PCS.	The written plan		A plan was drafted in 2007-8, and continues to be revised.
2-3	Implementation of college and academic counseling plan	Records of student meetings; parent meetings;		The plan has been implemented, and will continue to be reviewed

Yr.	Action	Measure of Success	Achieved	Comments
		college visits etc.		and revised.
2-4	Assessment of effectiveness of college and academic counseling plan in meeting the needs of graduating PCS students.	Survey of parents & students.		Students are surveyed through Naviance and on school wide surveys. Results are used to make adjustments.





Impact on Student Achievement: Better consolidation of academic records for college; more guidance for students in selecting a “best fit” college.

**ACTION ITEM #2**

**Area for Growth:** Existing facilities and lease arrangements will not meet the needs of the school beyond the end of the 03-04 academic year. School lacks adequate classroom and office space, and has need for such basic elements as library, athletic fields and gymnasium/auditorium.

**ESLR's Addressed:** ALL

**Action Plan Areas:** ALL

Yr.	Action	Measure of Success	Achieved	Comments
1	Provide one additional classroom space within current facilities for academic year 03-04	Plan in place by April, 2003		Added classroom (prior to moving to new site).
1-2	Continue negotiations with Santa Cruz City Schools to secure an independent school site for use beginning fall, 2004.	Contract with SCCS for the use of a surplus school site.		A five year lease was negotiated with the SCCS. Upon expiration, a new two year lease has been negotiated through the 2010-11 year.
1-2	Create a contingency plan for split-site operation of the school in the event that City Schools board will not agree to the provision of space in excess of the minimum requirement under Proposition 39.	Viable plan in place for the start of instruction, August 2004.		New site lease negotiated through the 2010-11 year.
1-6	Improve and enhance school facilities as specific needs are identified and funds become available.	On-going		New site lease negotiated.





Impact on Student Achievement: More space for kids in classrooms; more common space; field space; gym space. Enrollment growth going into the 2009-10 school year will leave the school pressed for classroom space to accommodate all students.

**ACTION ITEM #3**

**Area for Growth:** Many students are leaving PCS before graduating. In the 2001-2002 school year there was a 31 % attrition rate. PCS needs to implement some form of an exit interview to assess why students are leaving.

**ESLR's Addressed:**All

**Action Plan Areas:** Leadership, Vision and Purpose; Student Support and Culture.

Yr.	Action	Measure of Success	Achieved	Comments
1	The school needs to develop an exit interview or survey/questionnaire. Its purpose is to determine the reasons that students are leaving.	Developed exit interview or survey/questionnaire.		Exit interview developed, data collection began in the 2002-3 school year.
2	Implementation of exit interview or survey/questionnaire.	Exit interviews, surveys or questionnaires filled out by families of exiting students.		PCS developed exit report to examine why students were leaving. Currently this data exists as an excel spreadsheet.
Ongoing	Results from surveys need to be collected, organized, and analyzed to determine why some students leave PCS early.	Report results from exit interviews or survey/questionnaires to the leadership team and executive board.		Initial data showed many students leaving due to overly high academic expectations.
Ongoing	Meet with stakeholders to determine a plan of action (discussion of philosophy) which addresses the survey results	A productive meeting of all interested stakeholders		PCS implemented the Academic Base Camp and Academic Literacy class to help struggling students.

Impact on Student Achievement: attrition numbers have been reduced significantly. See below.






Feb 2003 Lottery	Sibling Attrition	Board Attrition	"Returnee" Attrition	Total	Feb 2004 Lottery	Sibling Attrition	Board Attrition	"Returnee" Attrition	Total	Feb 2005 Lottery	Sibling Attrition	Board Attrition	Returnee Attrition	Total
7th	2	0	NA		7th	8	0	NA		7th	1	0	n/a	
8th	2	0	10		8th		0	6		8th	2	0	1	
9th	3	0	8		9th	1	2**	16		9th	0	0	3	
10th	0	0	7		10th	1	0	6		10th	1	0	5	
11th	2	0	4		11th	0	0	6		11th	2	0	1	
12th	1	0	5		12th	0	0	2		12th	0	0	0	
<b>Total</b>	<b>21</b>	<b>0</b>	<b>34</b>	<b>55</b>	<b>Total</b>	<b>8</b>	<b>2</b>	<b>36</b>	<b>46</b>	<b>Total</b>	<b>6</b>	<b>0</b>	<b>10</b>	<b>16</b>
383				14%	410				11%	396				4%
Feb 2006 Lottery	Sibling Attrition	Board Attrition	"Returnee" Attrition	Total	Feb 2007 Lottery	Sibling Attrition	Board Attrition	"Returnee" Attrition	Total	Feb 2008 Lottery	Sibling Attrition	Board Attrition	Returnee Attrition	Total
7th	0	0	2		7th	0	0	1		7th	0	0	4	
8th	1	0	1		8th	0	0	3		8th	0	1	4	
9th	1	0	2		9th	4	0	5		9th	1	0	5	
10th	1	0	2		10th	5	0	0		10th	3	0	2	
11th	0	0	1		11th	1	0	0		11th	2	0	0	
12th	0	0	1		12th	1	0	0		12th	7	2	5	
<b>Total</b>	<b>1</b>	<b>0</b>	<b>9</b>	<b>10</b>	<b>Total</b>	<b>11</b>	<b>0</b>	<b>9</b>	<b>20</b>	<b>Total</b>	<b>13</b>	<b>3</b>	<b>20</b>	<b>36</b>
420				2%	418				5%	450				8%

**ACTION ITEM #4**

**Area for Growth:** Expansion of general student support

**ESLR's Addressed:** All

**Action Plan Areas:** Student Support and Culture

Yr.	Action	Measure of Success	Achieved	Comments
1 (in progress)	Develop & Implementation of Student Tutor Program.	Documentation of Student Tutor Community Service Hours		PCS has maintained a peer tutor program, staffed by a teacher.
Ongoing	Evaluation of Student Tutor Program	Student Survey		The program has maintained consistent attendance, but there has been no clear data to track student improvement as a result.
1	Development of New Student Mentor Program	NSMP formal plan written		After a few options were explored, a WEB program was established in the 2007-8 year with great success.
1-2	Implementation of NSMP	All new students are assigned a mentor		WEB connects all new students with one or more current students.
Ongoing	Evaluation of NSMP	Monitoring of NSMP through formal and informal discussions; New students will be surveyed at the end of their first year at PCS.		Currently in its second year, feedback about WEB has been extremely positive.





Impact on Student Achievement: students feel more grounded socially at school when they start.

**ACTION ITEM #5**

**Area for Growth:** Support at PCS for students whose first language is not English.

**ESLR's Addressed:** All ESLR's

**Action Plan Areas:** All

Yr.	Action	Measure of Success	Achieved	Comments
1-6	Improve community outreach to attract motivated students from all areas of the county.	Demographics of our student population will more closely resemble those of nearby schools.		Significant outreach was done in the Spanish speaking community. PCS held information nights at Barrios Unidos, La Famiglia Center, the Boys and Girls Club, and the Adult Language Schools.
1	Formation of committee to develop survey and assessment to determine needs of current student body and future incoming students.	Developed surveys		PCS Board commissioned a Diversity Task Force for just this purpose.
2	Implementation of survey, analysis of results, and determination of need for support of English Language Learners.	Report on need for support of English Language Learners.		PCS Board commissioned a Diversity Task Force for just this purpose. This task force created the PCS diversity plan.
3-6	Continued use of survey to determine changing trends in the PCS student demographics.	Annual report on need for support of English Language Learners.		PCS Board commissioned a Diversity Task Force for just this purpose.
1-6	Potential addition of new teacher to meet demand of incoming ELL/ESL learners	Hiring of teacher		Currently the resource specialist also works with students needing EL support, as determined by the CELDT.





**Impact on Student Achievement:** This is not quite the way to think about this action item. Rather, PCS hopes that it will serve a broader constituency and by extension improve achievement for students who might not be as successful elsewhere, and to meet the mission of having a student population that reflects the broader community.

**ACTION ITEM #6**

**Area for Growth:** Expand our student options for play and organized sports and to increase physical education opportunities.

**ESLR’s Addressed:** Critical and Independent Thinker

**Action Plan Areas:** Standards Based Learning & Student Support and Culture

Yr.	Action	Measure of Success	Achieved	Comments
1	Formation of Physical Education task force to investigate further facilities available to PCS students for physical education and organized sports.	Quarterly Report to Board & Parents Club		In spring of '03, PCS commissioned a PE Task Force to make recommendations on physical education. Ultimately, PCS chose to improve its options for recreational and intramural activities during and after school, but not embrace a full PE program. This continues to be a discussion.
1-3	Continue negotiations with Santa Cruz City Schools for use of playing fields for physical education and organized sports.	Productive meetings with City Officials		PCS has its own fields now, and shares the pool at Santa Cruz High School.
1-3	Raise monies to accommodate rental space at various fields & gyms in the Santa Cruz Area	Financial Statements of “Athletics” to the Board annually.		Not necessary anymore.
1-6	Continue researching grant possibilities and business alliances that might lead to acquisition of a permanent facility for PCS, which would include playing fields.	Facility		Not necessary anymore.






**Impact on Student Achievement:** The expansion of activities has resulted in increased opportunities across the board for students to get physical exercise—both intramurals and competitive play against other schools. Further, in the 2006-07 school year PCS will offer a dance class to further meet student demand in this area. Over 30% of students participate in one of PCS’ organized sports.

**ACTION ITEM #7**

**Area for Growth:** Expansion of course offerings to meet demands of matriculating students.

**ESLR’s Addressed:** ALL

**Action Plan Areas:** Standards Based Learning & Student Support and Culture

Yr.	Action	Measure of Success	Achieved	Comments
1-2	Analysis of number of courses needed to serve expanding student population	Report on necessary classes.		PCS continues to expand offerings when it can and also to keep class sizes at its intended ratio.
1-3	Devise creative ways to best utilize the limited classroom space available so that it’s possible to add to upper-grade courses.	All classes are accommodated on-site.		PCS moved to a new site where it build/modified appropriate lab, arts, and theater facilities
1-3	Implementation of an annual survey of staff, students, and parents to determine where interests lie for additional upper-grade course offerings.	Survey results		PCS surveys students and parents semi-annually about course offerings and satisfaction. We use <a href="http://www.webfeedback.com">www.webfeedback.com</a>
2-3	Use first survey results to implement first phase of the expansion of upper-grade course offerings	Expanded offerings on-site for upper-grade courses.		Done.
3-5	Continue to monitor student needs through annual survey.	Student satisfaction survey.		PCS surveys students and parents semi-annually about course offerings and satisfaction. We use <a href="http://www.webfeedback.com">www.webfeedback.com</a>

Impact on Student Achievement: PCS continues to pay close attention to the curricular needs of students. Since 2003, we’ve added the following classes:






- |   |                          |
|---|--------------------------|
| Rhetoric & Oratory                      | History)                 |
| AP Physics                              | Government               |
| AP Statistics                           | Jazz Band                |
| AP Computer Science                     | Computer Art             |
| AP Chemistry                            | AP Environmental science |
| Arts Rotation                           | Dance                    |
| Academic Literacy/Study Skills          | Video Production         |
| AP Art History                          | Journalism (5 credits)   |
| AP World History (replaced Modern World |                          |

**ACTION ITEM #8**

**Area for Growth:** Expansion of our community service component

**ESLR’s Addressed:** Academically Accountable Individual

**Action Plan Areas:** Student Support and Culture; Leadership, Vision and Purpose

Yr.	Action	Measure of Success	Achieved	Comments
1	Continue to work with existing club to make students more aware of service opportunities.	Report from community service club to the administration		Community service was formalized as a graduation requirement and resources were devoted to make sure students had help to meet their requirement.
1	Development of a list of extensive service opportunities for PCS students.	Publicly displayed list of opportunities; also displayed on PCS web-site.		See website as well as community service wall in B pod.
1-2	Creation of task force to develop model for a “Volunteer Clearinghouse”—based on several Jesuit universities nationwide.	Report by Task Force to Board by Fall of 2004		Integration of community service into a graduation requirement made this unnecessary.
1-3	Development of “Volunteer Clearinghouse” website.	Working website at PCSED domain		Integration of community service into a graduation requirement made this unnecessary.
3-4	Assessment of effectiveness of website via on-line survey.	Development of Survey by task force		Part of annual student survey



**Impact on Student Achievement:** This is hard to gauge, but the process for tracking community service and integrating it into the curriculum has improved greatly. The dedication of staffing resources has held students much more accountable to fulfilling this requirement.

**ACTION ITEM #9**

**Area for Growth:** Creation of PCS Library

**ESLR’s Addressed:** ALL

**Action Plan Areas:** Standards Based Learning & Student Support and Culture

Yr.	Action	Measure of Success	Achieved	Comments
1	Creation of a “Library Task Force” to investigate options for building & funding a library.	Annual Task Force Report to the Board		Committee decided to start a small local effort in the B-Pod
1-6	Accumulation of localized reference materials to support student achievement	Classroom sets of common reference materials.		Teachers have collected reference materials for their classrooms and so there exists no central library; In addition, we’ve equipped several classrooms with media-like centers that serve reference purposes.
1-2	Research guidelines for selecting titles to be included in a growing library.	Specific guidelines in place & available to Staff		Not there yet.
2-4	Fundraising campaign specifically designed to endow a library.	Meeting fundraising goals.		Not there yet with a capital campaign.
3-4	Building of library site (modular or fixed)	Site itself		Not there yet.
3-5	Campaign to 1) fund the purchase of books & videos and 2) receive in-kind donations.	Fully-functioning library that meets research needs of student body.		Not there yet.
3-6	Hiring of librarian.	Hiring of librarian		Not there yet.
1-6	Maintenance of “Library Task Force”	Annual reports to Board.		Currently dormant.

Impact on Student Achievement: we did not anticipate this being a huge lever to support student achievement. We did, however, want to support the classroom reference idea and so have devoted resources to make that happen.

# Chapter IV

## Self-Study Findings

### **A. Organization: Vision and Purpose, Governance, Leadership and Staff, Resources**

- 1. To what extent does a) the school have a clearly stated vision or purpose based on its student needs, current educational research and the belief that all students can achieve high levels and b) is the school's purpose supported by the governing board and the central administration and further defined by expected school wide learning results and the academic standards?*

PCS was founded upon a clearly stated mission to meet students' needs in providing an education that is equivalent to that of the best schools in California. The Board, Administration and Faculty of PCS strive to keep that mission relevant by means of continuous evaluation and improvement. This effort includes a constant review of educational research, professional development and a deep seated belief that all students can achieve high levels of accomplishment with the right support and varied teaching methods. The Administration and Board work with Faculty to establish clear expectations with respect to learning results and academic standards.

PCS' vision and purpose, its efforts to meet students' needs, and its work to assure that all students can achieve are evidenced in a variety of ways.

- The Board, Administration and Faculty of PCS have developed a thorough Strategic Plan that addresses these issues as a clear priority.
- PCS has created a set of Standards for Teaching Excellence that includes these concerns. All Faculty are responsible for carrying out these standards and are supported by both the Board and Administration in their efforts to do so.
- PCS Faculty use Goal Setting Templates at the start of the academic year to layout goals that address these needs.
- The PCS Mission Statement clearly lays out the school's priorities in this area.
- The PCS Charter is founded upon the notion of helping students to achieve.
- The PCS Administration has distributed a regular update called Friday Notes that keeps the entire community abreast of how PCS is achieving or needs to work at addressing these needs.

#### **Supporting Documentation:**

- ❖ PCS Charter
- ❖ PCS Strategic Plan 2007-2008
- ❖ PCS Standards for Teaching and Evaluation Rubric
- ❖ PCS Diversity Plan
- ❖ Faculty Handbook
- ❖ Budget
- ❖ Department Meeting Notes, Faculty Resource Web Page
- ❖ STAR Scores
- ❖ PCS Curriculum Guide
- ❖ Board Minutes

## **A. Organization: Vision and Purpose, Governance, Leadership and Staff, Resources (Cont.)**

- The Board, Administration and Faculty of PCS have developed and are implementing a Diversity Plan in an effort to broaden the access of what PCS has to offer to a wider socio-economic and cultural population.
- PCS offers multiple Information Meetings for prospective students and families to promote community awareness of what the school has to offer to as many students as possible. Prospective students and families are provided with printed materials, presentations by staff, faculty, and students as well as an opportunity to visit the school for a tour and/or observations of classes in session.
- PCS admits students based upon a lottery that is open to the public. There are no entrance exams or tuition requirements to attend PCS.
- PCS assures that teachers continue to meet the needs of students with a merit pay system that includes achieving goals of teaching to the needs of all students.

The annual PCS budget demonstrates the school's fiscal priorities in this area.

The PCS Strategic Plan contains the intent to decrease the class sizes of core classes, including and thus supporting all requisite science and mathematics courses. The PCS Charter cites the importance of the integration between the science and mathematics departments. Moreover, it emphasizes this goal as a priority for this five-year cycle (2006-11). This integration has already proven successful. The math and science guidelines are outlined within the PCS Charter. All instructors, regardless of their disciplines, are encouraged to complete the Goal Setting template, including an element of math/science in the classroom. This guide encourages horizontal alignment across disciplines that might otherwise remain isolated. The emphasis on technology—and thus on applied math and science—is explicit in the PCS Mission Statement and in the Technology Plan. PCS has recently implemented a requirement of a third year of math for high school students. PCS is determining whether a more explicit Science/Math mission ought to be produced and advertised. However, despite this documented focus on Mathematics, student achievement results have lagged in certain areas, as noted previously.

As in math and science, the PCS Faculty Goal Setting template emphasizes the inclusion of writing in every discipline. The Mission itself implies the goal of successful teaching in writing, as it is a California standard and a fundamental skill for college preparation and success. Proposals exist for the Writing Across the Curriculum Plan (WAC) and a Writing Lab, which are documents written into the Strategic Plan as ways of improving student achievement. These goals are in the process of being substantiated, but have already shown some success within the English department. The PCS Charter mentions writing with respect to teaching languages and the fine arts. Effective communication through writing is one of our pupil outcomes, also defined in the Charter. The History and English departments show evidence of horizontal alignment wherever possible, collaborating based on shared material (e.g. Gilgamesh essays for both classes simultaneously). This coordination is central to the goals of the school, which intend to highlight the interdisciplinary nature of academic material. Currently, the after school peer tutoring program is the main way the school accommodates and supports students who have writing deficiencies that require individual help.

The vertical alignment of the curriculum at PCS to the Advanced Placement exams indicates the challenge presented to all students, as supported by the Board and Administration. The PCS

## **A. Organization: Vision and Purpose, Governance, Leadership and Staff, Resources (Cont.)**

Diversity Plan emphasizes that no students will be excluded from academic challenges (cf. “Standard Three: Classroom Diversity and Academic Success”). PCS offers post-AP options in some disciplines, often as independent study with a supervisor, which clearly provides an arena for challenging high-achievement students. Additionally, the PCS Mission includes that its “vision is to offer any student the same quality of education offered by the most academically distinguished schools in California.” This broad statement includes every student enrolled at PCS, which does not have testing requirements for attendance (Lottery Admissions). Students from multiple socio-economic and cultural backgrounds are challenged and fully accommodated as per the Mission Statement, the Diversity Plan, and the multi-lingual communications and staff. The Board is in the process of reorienting itself towards focusing on student achievement to a greater degree.

- 2. To what extent does the governing Board a) have policies and bylaws that are aligned with the school's purpose and support the achievement of the expected school wide learning results and academic standards based on data-driven instructional decisions for the school; b) delegate implementation of these policies to the professional staff; and c) regularly monitor results and approve the single school wide action plan and its relationship to the Local Educational Association (LEA) plan?*

Governing Board: Policies are in place for the selection of the school’s governing board. Composition and specific duties are always under review and are altered as needed. The officer positions of president, vice president, secretary, and treasurer roles are clearly defined and constant. The Parent Volunteer (PVA) co-chair also sits on the school’s executive committee. Meeting schedules are held on a regular basis and the community is notified about them via the school’s website and other means of communication. Board meetings are held the first Wednesday of every month (except for July). The Executive Committee meets twice a month. The new Executive Committee determines its schedule annually. Other board committees meet at least once each month.

PCS’ administrative reorganization (2008) is allowing its Board to shift focus from involvement in functional operations to student achievement and fiscal oversight (working board to governance). At its October 2008 Board meeting the Board agreed to shift its focus and ensure a sustainable Board organization. The board adopted the Diversity Plan that links to PCS’ vision and purpose. PCS’ forthcoming operational plan will be connected to school-wide learning results.

Each year, PCS’ Parent Volunteer Association (PVA) surveys parents about their experience and satisfaction with PCS. Some of the survey questions specifically relate to the Board. These questions provide a clear sense of parents’ understanding of the Board’s role at PCS. Parents can participate on Board committees and are encouraged to do so. PCS announcements go to the community asking for volunteers. Most committees have allotted spots specifically for parents. PCS Board and committee meetings are open to the public and parents often attend meetings. As required by the Brown Act, meeting agendas are posted 72 hours before meetings. In addition,

### **Supporting Documentation:**

- ❖ Board Policies Binder
- ❖ Board Calendar
- ❖ Board Minutes
- ❖ Organizational Chart
- ❖ Parent Survey Results
- ❖ Board Meeting Minutes; April, May, June 2008

## **A. Organization: Vision and Purpose, Governance, Leadership and Staff, Resources (Cont.)**

the PCS Board regularly reviews the school's vision through the charter renewal and strategic planning process.

PCS' Board has done some evaluation and monitoring in the area of student achievement over the past three years. Efforts to enhance evaluation and monitoring of student performance began during the spring of 2008. PCS is in the process of implementing the use of Data Director Software to help analyze student achievement. Analysis will include an examination of internal grades vs. external standardized test scores, longitudinal standardized test data (by student), SAT results, AP results. This information was presented to the Board during August and September of 2008. The school is still in the early stages of organizing and presenting this data in useful ways.

The Board completed a systems analysis, and it approved a new administrative structure during the spring 2008. In addition, the PCS' Board Treasurer and its Finance committee is standardizing the school's budget process and reporting procedures. The new process will provide clarity to the rest of the Board and the school community through a more transparent process. The Board approved a new position of Business Manager for oversight and management of daily business operations. The Compensation Committee is conducting a review of all aspects of compensation. PCS' Legal and Personnel committee revised the school's employee handbook in the spring of 2008. Conflict resolution policies and procedures are part of the school's employee handbook and student handbook. The current parent complaint policy pertains to issues dealing with faculty.

PCS has conducted numerous reviews and revisions of items pertaining to its governance during 2008. Committees have been created to review and revise needed areas, including an administrative structure committee, a policies committee and a finance committee.

- 3. a) To what extent based on student achievement data, does the school leadership and staff make decisions and initiate activities that focus on all students achieving the expected school wide learning results and academic standards? b) To what extent do the school leadership and staff annually monitor and refine the single school wide action plan based on analysis of data to ensure alignment with student needs?**

PCS Leadership and staff discuss achievement data annually within the context of regularly scheduled Leadership Team meetings and staff meetings in accord with a published calendar. Leadership provides achievement data to all applicable parties (e.g., AP scores to AP teachers, STAR results to all applicable teachers of that grade level or subject). Decisions for targeting improvement regarding academic standards are then left up to staff for development within department meetings and within individual courses. Activities, such as staff development, are selected to improve existing practices. Policies, such as when to refer a student to peer tutoring for improvement or AP grading policies are also determined within staff meetings. This is often done after first being screened by department chairs within leadership team meetings.

In math and science departments, individual staff and leadership have regular meetings with the school's academic support staff in order to provide student support in the areas of math and science. Staff regularly meets to develop vertical and horizontal curriculum alignment goals that align with the stated ESLRs. Grade-level meetings provide opportunities for regular review of student needs and opportunities to enhance achievement for all students. PCS Faculty,

## **A. Organization: Vision and Purpose, Governance, Leadership and Staff, Resources (Cont.)**

Administration and Board review and assess student STAR and AP scores in the areas of math and science. PCS' use of Power School allows faculty, administration, students and families to work collaboratively in monitoring student progress and making necessary adjustments to assure student achievement.

Strategic planning efforts at the board level resulted in a school wide effort to help improve writing across the curriculum. The PCS administration has developed a rubric that encourages teachers to develop goals around the area of writing. If teachers achieve their goals, they receive bonuses at the end of each year. The PCS administration also asks teachers to look annually at STAR and AP test results, and use those results to inform their teaching. Efforts have also been made to quantify the amount of writing that students are doing in all of their classes across the curriculum, in order to make recommendations about how we can improve our writing instruction.

In the English Department, meetings focus on the vertical alignment of the department's curriculum, and the department assesses its success in meeting its curricular objectives by means of portfolios of student writing (a requirement in all core classes), unit and final exams, STAR test results, and AP test results.

In 2007-08, the English Department began a Writing Across the Curriculum (WAC) initiative in order to assess the variety and frequency of writing in PCS classes. The result was an initial inventory of current class activities and assignments that emphasize writing skills and a proposal of how PCS' writing objectives could be better accomplished with the establishment of an on-site Writing Lab.

The school has made a concerted effort to ensure that all students are being challenged. Also, as with Writing Across the Curriculum (WAC), the PCS Administration has developed a rubric that encourages teachers to develop goals around the area of challenging all students.

PCS' faculty selects textbooks that align with school academic objectives and support all students in learning (alternative texts are available for special education students). PCS offers extended opportunities that align with ESLRs (such as Science Olympiad, Junior Statesman of America, foreign student exchange, clubs, language offerings such as Chinese, Latin, French, and Spanish) for advanced, proficient and special education students.

- 4. *To what extent does a qualified staff facilitate achievement of the academic standards and the expected school wide learning results through a system of preparation, induction, and ongoing professional development?***

### **Supporting Documentation:**

- ❖ Faculty in-Service Days
- ❖ Department Goals
- ❖ Department Meeting Minutes
- ❖ Department Meeting Calendar
- ❖ Grade-Level Meeting Calendar
- ❖ Strategic Plan
- ❖ Evaluation Rubric
- ❖ STAR and AP Results
- ❖ Vertical Alignment Document
- ❖ Student Writing Portfolios
- ❖ PCS WAC (Writing Across the Curriculum) Data

## **A. Organization: Vision and Purpose, Governance, Leadership and Staff, Resources (Cont.)**

PCS endeavors to hire and retain the most highly trained and expert faculty available. Most of the teachers on staff have clear credentials. Most of those without such credentials are either currently in intern credential programs or clearing their credential by participating in the induction program run by the Santa Cruz New Teacher Project. Additionally, teachers who are new to the school are all assigned mentors for the first two years that they are at the school. Mentors have an important job at the school and spend a significant amount of time observing new teachers and talking with them about their curriculum. There is a detailed mentoring plan that fully describes all the duties of a mentor that can be found in the school's documentation.

PCS encourages teachers to develop as professionals as much as possible. The school has a number of teachers who avail themselves of local professional development opportunities, while many others choose to travel in order to take part in professional development events put on by the College Board or other professional organizations.

Each teacher is encouraged to use \$200 annually towards travel and conferences. Faculty can also apply for funding for more costly events. It is the school's intention to honor as many of those requests as the school's budget will permit. PCS is becoming more involved in training other teachers and presenting our methods at conferences, though the school is just beginning these efforts on a school wide level. In order to further promote professional development, the school offers five additional days of pay for teachers who go beyond their contracted days to engage in professional development activities (as well as paying for most of the costs of attending the events).

PCS has also developed a plan for rewarding teachers for setting and reaching goals that improve their teaching. For the last three years, PCS has given teachers the option of participating in a merit pay plan, in which teachers can earn bonuses of 2%, 5% or 10%. This year, most of the criteria for earning this bonus have been determined in departments and individually through a process of managed goal setting. Teachers have determined areas of focus with respect to both vertical alignment and our WASC areas of focus, and have set measurable goals for those areas. At the end of the year, the extent to which teachers have reached those goals will, for the most part, determine their bonus pay.

Evaluations based on observations in the classroom also determine the level of bonus that each teacher will receive at the end of the year. In former years, the New Teacher Project rubric was used to assess instruction. This year, teachers are being observed on the basis of a rubric created using language found in the school's most important documents (especially those which lay out a plan for teaching and instruction). The items most relevant to teaching in these documents have been condensed into a document called the "PCS Standards for Teaching Excellence." The observation rubric is based on these standards and is also used for peer observations.

For more details about the overall system, please see the documents about the merit pay system as well as the plans from the five-day in-service session in which all of these goals were set by departments and by individual teachers and reviewed by the administration.

### **Supporting Documentation:**

- ❖ Teacher Mentoring Plan
- ❖ Observation Rubric
- ❖ PCS Standards for Teaching Excellence Document
- ❖ Templates and Samples of Curriculum Maps
- ❖ PCS Employee Handbook

## **A. Organization: Vision and Purpose, Governance, Leadership and Staff, Resources (Cont.)**

Another focus of the in-service week that took place before the start of the school year was to develop a curriculum map for every class. The goal of this effort was to help teachers more effectively plan their assessment schedule, allow for more purposeful pacing, and encourage teachers to make decisions about curriculum earlier rather than later. Templates and samples of the types of curriculum maps that teachers developed during this week are available and can be found in accompanying documentation.

Most of PCS' policies are laid out in the school's employee handbook, which, though updated and approved by the Board in June 2008, still contains some information that is out of date. The school recently underwent a major administrative reorganization, and, as a result, a number of the school's administrative systems have been altered somewhat. All teachers were given the handbook in August of 2008, and signed an attestation of receipt.

Finally, as a result of our new decision making process, the Faculty is working together more efficiently to improve student achievement. Our PCS Leadership Team works together to address issues of student achievement and academic policy-making. If the Leadership Team is unable to agree on a recommendation, the full Faculty is asked to weigh in. In the past, communication ran mostly through the principal directly to the Faculty through a weekly email (Friday notes). This year, the new decision making structure allows for greater participation of the faculty. Department chairs are becoming more and more the conduits of information to the Faculty.

### ***5. To what extent are leadership and staff involved in ongoing research or data-based correlated professional development that is focused on identified student learning needs?***

PCS has become increasingly more focused on data-based correlated professional development in order to provide the best experience possible for all students. As previously mentioned, PCS encourages teachers to engage in professional development activities by advertising all of the different possible conferences and workshops that teachers may attend through the Faculty Resource Page on the school website and by offering additional pay through the extended contract option.

#### **Supporting Documentation:**

- ❖ PCS Website
- ❖ PCS Observation Rubric

Teachers are also encouraged to observe their peers, using the same observation rubric that the administration uses for evaluation purposes. These peer observations also count towards merit pay, and teachers are expected to observe other teachers (either at PCS or at other schools) for ten periods a year. Finally, PCS is beginning to use Data Director, a software program that will allow the school to use data to more effectively instruct students and develop curriculum. This program is projected to be in use by the end of the year.

This last summer, a number of teachers in PCS' Math department attended a College Board sponsored conference on vertical alignment. They earned additional pay for these days, as the administration agreed that this would count towards the five days available in the extended contract option that is part of the overall merit plan. The school has supported these efforts with the merit system by asking departments to create measurable goals for every grade level that are vertically aligned. If teachers can provide evidence that they have reached these measurable

## **A. Organization: Vision and Purpose, Governance, Leadership and Staff, Resources (Cont.)**

goals by the end of the year in the areas of math and science, then they will be rewarded with a bonus.

As part of the school's evaluation system, this year academic departments and individual teachers were encouraged to formulate measurable goals around the area of writing. If teachers achieve these goals, then they will be rewarded with bonus pay.

Additionally, all English and Social Studies teachers are encouraged to attend conferences that help them in teaching writing more effectively. Information about these conferences is posted on the "Faculty Resource Page" of the PCS website. This is a password-protected page that highlights a large number of professional development events in the area.

All PCS Faculty members are encouraged to attend conferences that seek to encourage students to reach for the highest levels of academic achievement. The "Faculty Resource Page" on the school's website lists a number of conferences that teachers are encouraged to attend. Most of these conferences are oriented towards teaching challenging curriculum effectively to all students.

All PCS Faculty members are encouraged to attend conferences that seek to encourage students to reach for the highest levels of academic achievement. The "Faculty Resource Page" on the school's website lists a number of conferences that teachers are encouraged to attend. Most of these conferences are oriented towards teaching challenging curriculum effectively to all students.

PCS' Standards for Teaching Excellence lays out the expectation that all teachers challenge their students. It is detailed in Standard 1 of the document. Teachers have used this document to create measurable goals for themselves. Teachers who are able to demonstrate that they have achieved these goals are rewarded with monetary bonuses.

### ***6. To what extent are the human, material, physical, and financial resources sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) to support students in accomplishing the academic standards and the expected schoolwide learning results?***

Teacher scheduling and room assignments are made in accordance with a prioritization schedule that seeks to balance student needs (course requests), faculty status (full or part-time), room availability, and technology availability, as in the case of AP Computer Science. Each aspect is organized effectively and appropriately to provide for meeting academic standards and achieving the stated ESLRs. Additional faculty load is provided for by a stipend schedule (student college recommendations, science fair, and others as approved by the governing board). Technology management is achieved through budgeting, technology planning, and on-going assessment of needs by faculty, leadership, and office staff. Department budgeting and budget requests for the following year are reviewed and approved by the governing board in order to utilize existing financial resources effectively.

#### **Supporting Documentation:**

- ❖ Course request forms on Power School

## **A. Organization: Vision and Purpose, Governance, Leadership and Staff, Resources (Cont.)**

Serious attention is given to financial resources at PCS. A re-organization of the format of department budget presentations and follow through has been implemented for more effective tracking. The annual budget process includes comment and feedback from Faculty and Staff to assure appropriate consideration is given to all departments and academic needs. The school undergoes a rigorous annual audit. Additional findings include:

- School practices at PCS have undergone evaluation under the direction of an organizational efficiency professional.
- PCS' physical facilities are being fully utilized to their capacity in service of students. PCS takes excellent care of its facilities with custodial staff and family volunteer workdays.
- The digital arts classes have state-of-the-art, professional hardware and software, and they are taught by a credentialed teacher with extensive professional experience.
- PCS' Strategic Plan addresses future needs of the school and how to meet them.
- PCS has developed a comprehensive Technology Plan that deals with the directive of its charter by maintaining technological innovation.
- PCS provides financial assistance for the cost of AP exams fees.
- The PSAT exams are given on-site.
- PCS has a textbook budgeting process that assures both current and excellent text resources are available for students.

PCS is strongly committed to providing resources for its math and science programs. The school's science budget allows for regular replacement and upgrade of technology. Classes utilize PASCO probe-ware and the science budget allows for replacement and upgrade for these devices. The science department's budgets are designed before the coming year begins and are based on information from the previous year. Budget and resource allocations are designed to provide the materials and human resources necessary for maximum student achievement in the Science Department. The school's math and science teaching schedules are ordered around student class needs. Adjustments to teaching load are made based upon teacher expertise and availability.

The school maintains lab facilities and has a staff person working part-time to manage physical resources and to keep second check on budget ordering issues. The majority of science classes provide computer access for students. The Math Department has implemented the use of ALEKS, an online tutorial program that targets individual student instruction.

PCS' Science Department developed vertical alignment for student lab reports. This effort increased the level of depth from 7<sup>th</sup> to 10<sup>th</sup> grades. The department adopted APA format guidelines for report formatting used in the science fair and chemistry. Physics classes utilize multiple labs and student writings for assessment of progress. Plans are underway for a writing lab, though this has yet to be funded.

The school's mobile laptop cart resides in the English Department classrooms, and English teachers regularly use the computers to improve student writing. The cart was made available through the purchase of desktop computers that replaced the cart, which was originally used by the Art Department.

## **A. Organization: Vision and Purpose, Governance, Leadership and Staff, Resources (Cont.)**

PCS seeks to challenge its students in a number of ways. The Science Department gives its students the opportunity of working beyond the classroom by participating in the Science Olympiad. All students are required to take AP Biology as a graduation requirement. Students at PCS are offered AP coursework for electives in physics, environmental science and chemistry. PCS devotes an enormous amount of its resources to challenging students with AP-level academics. PCS constantly encourages professional development so that its teachers are trained to challenge all students.

### ***CHARTER SCHOOLS ONLY: Fiscal Planning***

- 7. To what extent has the charter school's governing authority and the school leadership executed responsible resource planning for the future? Is the charter school fiscally solvent and does it use sound and ethical accounting practices (budgeting/monitoring, internal controls, audits, fiscal health and reporting)?***

PCS' Board has provided responsible leadership in executing responsible resource planning. The school is solvent and utilizes sound and ethical business practices. PCS continues to create an annual budget that is in the black. The school has consistently run an annual surplus. Recently, PCS made size adjustments aimed, in part, at assuring its continued financial solvency. PCS' Board includes at least one member with professional financial and budgeting expertise. The school's annual budget process is transparent and openly communicated. PCS uses the interest earned on its surplus. The school is currently reviewing its compensation plan in order to hire and maintain the best available faculty while remaining financially solvent.

#### **Supporting Documentation:**

- ❖ Budget Audit
- ❖ PCS Budget

### ***CHARTER SCHOOLS ONLY: Fiscal Operations***

- 8. Has the charter school developed policies, procedures, and internal controls for managing the financial operations that meet state laws, generally accepted practices, and ethical standards?***

PCS has policies, procedures and internal controls for managing its financial operations that meet California laws, generally accepted practices and ethical standards. PCS undergoes an annual financial audit. The school's annual budget is always balanced. Sound financial practices have allowed the school to establish a financial reserve. Each department at PCS submits an annual budget for review and approval. During the school year, budgeted faculty expenditures are approved by department chairs and the principal.

## **A. Organization: Vision and Purpose, Governance, Leadership and Staff, Resources (Cont.)**

### **Areas of Strength**

- ❖ PCS maintains a high-level of academic rigor.
- ❖ PCS demonstrates a commitment to continuous improvement of organizational structure, as demonstrated by the recent administrative reorganization and systems review.
- ❖ Responsible stewardship of funds has led to a consistent annual budget surplus.
- ❖ Evolving teacher evaluation rubric and quality of evaluations better fit ESLRs.
- ❖ High level of parental involvement in maintenance of school facilities.
- ❖ PCS' organizational structure and initiatives are driven by foundational documents (strategic plan, charter, vertical alignment document, handbooks, etc.) that focus on college-preparedness.

### **Areas for Growth**

- ❖ Institutionalize (fund) a writing lab to implement a Writing Across the Curriculum (WAC) program.
- ❖ Change focus of governing board to be less operational and more governance focused.
- ❖ Encourage Faculty to utilize more data in planning curriculum and instruction by making resource data and training available to faculty.
- ❖ Creating more accurate and comprehensive departmental budgets according to a more streamlined and transparent system.
- ❖ Implement guidelines outlined in PCS Technology Plan.
- ❖ Further customization of teacher evaluation rubric to specific academic disciplines.
- ❖ Maintain a current and useful website for informational purposes.

## B. Standards-Based Student Learning: Curriculum

*1. To what extent do all students participate in a rigorous, relevant and coherent standards-based curriculum that supports the achievement of the academic standards and the expected school-wide learning results? [Through standards-based learning (i.e., what is taught and how it is taught) and the expected school-wide learning results are accomplished.]*

PCS clearly provides a rigorous standards based curriculum to all students. The clearest evidence for this is that all students are required to take the same courses in order to graduate. These graduation requirements meet or exceed the admission criteria for the University of California. As a part of these requirements, all students take at least five Advanced Placement courses (AP World History, AP United States History, AP Biology, AP English Language, and AP English Literature). A key component to this program is that all PCS students have access to AP courses. Students are not required to test into the AP program; rather, all students are supported in their preparation through junior high and high school to be successful in AP classes.

With appropriate support all PCS students, including Special Education students, have access to the same high level curriculum. Special Education students attend classes with the mainstream student population, and receive additional directed study assistance as outlined by the Individual Education Plan (IEP). PCS employs a part time Director of Special Education, a full time Resource Specialist, and contracts out for services such as speech therapy.

There is a clear focus on Advanced Placement courses as the standard for measuring learning. AP represents a nationally recognized curriculum that is considered to be on par with college level material. Whenever possible, our course sequences are capped by an AP course and students are encouraged to continue to the end of each sequence. The PCS standards for teaching, teacher evaluation rubrics, and the school charter all speak to the expectation of all students and teachers working towards preparation and success on AP exams.

The school's approach to professional development has mirrored this commitment to AP curriculum. All AP teachers are expected to attend AP training, which is funded by the school. In addition, funding is provided for teachers to attend AP trainings and workshops in support of vertically aligning curriculum at lower levels to prepare students for capstone courses.

Vertical alignment of the curriculum has been a major focus of professional development. Most of the five-day in-service in August of 2008 was dedicated to departments aligning curriculum to meet AP standards. An example of this is the use of AP free response questions in every level of math. As a team, the department works to differentiate the questions to the appropriate developmental level. The result is that all math students at PCS see the same question, in the

### Supporting Documentation:

- ❖ Graduation Requirements, Student Handbook
- ❖ Student Support binder
- ❖ Course Guide
- ❖ PCS standards for teaching/ observation rubrics
- ❖ PCS Charter
- ❖ Evaluation Rubric
- ❖ In-Service Agendas
- ❖ Math Department Goals
- ❖ Course Guide
- ❖ Student and Parent Surveys
- ❖ LT meeting notes
- ❖ See School Profile, Chapter 1
- ❖ Parent and Student Surveys
- ❖ Matriculation data
- ❖ AP Score Reports
- ❖ STAR Results
- ❖ Grade Analysis

## B. Standards-Based Student Learning: Curriculum (Cont.)

format they will see on the AP exam, and are given the opportunity to practice this type of open ended thinking numerous times during each class in the sequence. In terms of horizontally aligning curriculum, while there are some good examples of this happening, there is much room for improvement as well. The English and history course sequencing, for example, was designed to allow for cross-curricular collaboration, and students are often exposed to similar themes and projects between these classes. Collaboration between most departments has been isolated, for the most part, and there is room to make this a more systematic part of our curriculum. This is likely to be a focus of professional development beginning in the 2009-10 school year.

As an organization, PCS regularly reviews and evaluates all academic programs. This happens in a variety of ways:

1. Students and parents are given opportunities throughout each year to provide feedback on surveys. Both students and parents consistently report that courses are challenging, rigorous, and relevant. One area that students in particular feel there is room for improvement is in the variety of electives that are offered.
2. School academic policies are discussed and decided upon at the Faculty and Leadership Team level. As a small school, PCS is able to see how policy impacts individuals and groups, and modify these policies as needed. As an example of this process, during the spring of 2008 there were a few students who were not able to graduate on time due to a policy regarding failed courses (at PCS only a C- or better receives credit). The leadership team debated possible revisions to the policy to allow for flexibility, and then the entire Faculty came to consensus on a resolution. Through this process the school was able to maintain a challenging curriculum while maintaining the compassion and flexibility we want in a learning community.
3. Departments meet at the beginning of each year, and at least once a month throughout the year, to align curriculum academic goals. This process became formalized in August of 2008.

The quality of the curricular program is evidenced by numerous metrics, both internal and external.

- 100% pass rate on the CAHSEE.
- API over 900.
- 88 % passing rate on AP exams.
- Exceptional SAT composite scores.
- Student and parent satisfaction on surveys in terms of challenge and instructional quality.
- 100% of graduates are eligible for UC admissions.
- Over 95% of graduates attend post-secondary school.

In terms of meeting the goal of challenging all students at the highest level, we currently have no statistical method for measuring this. One of the main metrics of challenge is the results from AP courses, which are capstones for most subject areas. A few areas of improvement were found in the area of AP testing procedure and score analysis.

Current record-keeping procedures for Advanced Placement scores do not indicate whether or not all students are being successfully challenged. The current structure of the report indicates the *percentage of test-taking students passing the test* but not the percentage of *enrolled* students

## **B. Standards-Based Student Learning: Curriculum (Cont.)**

passing AP tests. For example, current record-keeping procedures indicate that in 2007, our AP Environmental Science course produced a 100% pass rate. Three students in the course took and passed the AP exam. The other eighteen students in the course chose not to take the exam, meaning that only 15% of enrolled students actually passed the test. In 2005, a PCS student in an AP course had an 81% likelihood of taking and passing the AP exam at the end of the course. By 2007, that number had dipped to 57%. In 2008, the number moved up to 68%--an encouraging sign of progress, but still indicative of a decline. This decline is probably due to a combination of individual students averaging more AP courses taken as well as the rate of test taking going down. While these are two unique issues, both need to be addressed in the context of supporting students in completing a rigorous course of study while maintaining accurate data about the quality of the curriculum.

A related concern is that current organization of student achievement data does not measure the percentage of enrolled students who receive either a 4 or 5. In 2005, 64% of all students enrolled in an AP course received either a 4 or 5 on the course's AP exam. In 2007, that number dropped to 41%. This is a trend which has never been noticed or discussed because current student achievement record-keeping does not differentiate between a 3 and a 4/5.

Our current method of recording student achievement data frustrates the achievement of two important goals: 1) It's harder for the Administration, Faculty, and Board to monitor longitudinal changes in student performance. We don't know if the school's high standards are being upheld or not. 2.) Because we don't know how well we're doing, we can't set appropriate goals for performance or improvement with individual AP teachers or Departments.

Student performance on Math CST testing lags behind student performance in other subjects. In the last two years, the percentage of PCS English students rated as proficient/advanced by the CST exam was an average of 92.6%. In science, 74.3%; in history, 82.6%; and in math, only 65.1% of students in the last two years have tested at the proficient or advanced levels. While still above state and county averages, these scores do present room for improvement. It is also important to note that student grades earned in courses follow a similar pattern, with a smaller proportion of students earning A and B grades in math and science as compared to other subjects.

The Math Department is currently engaged in self-reflection efforts designed to encourage discussion of how curriculum and instruction can be modified so as to improve student achievement. In Math, this has led to greater emphasis on teaching math vocabulary, use of the ALEKS program, and the vertical integration of AP questions down to 7<sup>th</sup> grade. The Math Department will need to continue to monitor student learning results and modify curriculum and instruction as needed.

### ***2. To what extent do all students have access to the school's entire program and assistance with a personal learning plan to prepare them for the pursuit of their academic, personal, and school-to-career goals?***

The inclusion of 7<sup>th</sup>-12<sup>th</sup> grade, along with the clear mission of college preparation creates a clear expectation for all students. Beginning in 7<sup>th</sup> grade, students are exposed to the idea that they are on a path leading to the best fit and most challenging university. As they progress from grade to grade, students are guided to take the most challenging courses, and these courses are open to all

## **B. Standards-Based Student Learning: Curriculum (Cont.)**

students. As stated previously, not only are all courses open to all students who pass prerequisites, the most challenging level of classes are actually required for graduation.

With such a challenging curriculum, the school has put a lot of energy and resources into providing support for students to succeed. These support systems are both academic and social, and have had a significant impact on the variety of resources available to students. These support systems in many cases allow students to access a curriculum that might otherwise be overwhelming or that they are not prepared for.

- Study Skills course
- Academic Base Camp
- 7<sup>th</sup>/8<sup>th</sup> grade Academic Counselor
- After school peer tutoring
- Teacher office hours
- Teacher led study sessions

Through the College and Academic Counseling office, all students have a six-year plan for graduation. This plan continues to be refined on an annual basis, depending on student performance and academic interests. In particular, the Academic Counselor carefully reviews individual progress toward graduation prior to the senior year. In the case of students that don't pass certain required classes, adjustments are made as needed, including encouraging students to make up failed classes concurrently to stay on pace to graduate. For the past two years, the school has also subscribed to a college counseling product called Naviance. Through Naviance, students are able to build individual profiles that allow them to search for best-fit colleges.

Students are given some formal opportunities to learn about career and postsecondary opportunities. Some of these opportunities are:

- Arts Day: Students are able to see presentations from over 20 local artists and learn how they evolved into their careers.
- College Visits: The school hosts numerous college representatives each fall, giving students a chance to learn about college options.
- Extracurricular Clubs: There are over 30 clubs at PCS, most of them student led, allowing students to explore interests outside the curriculum.
- Math/Science Day: Modeled after Arts Day, the first Math/Science day is being planned for March 20<sup>th</sup>, 2009. The goal is for students to see how math and science are used in the world and what career opportunities are available.

The inclusion of a community service requirement in the curriculum has provided some important opportunities for students to gain real-world experience. Students are expected to complete 10 hours in each year of junior high, and 20 hours in each year of high school. Beginning in the 2007-8 school year, a summary reflective assignment has been assigned and evaluated within English classes.

### **Supporting Documentation:**

- ❖ College Handbook
- ❖ Graduation Requirements.
- ❖ Student Support Binder
- ❖ Sample Course Sequences
- ❖ Naviance
- ❖ Art Day Flyer
- ❖ College Visit List
- ❖ Club List
- ❖ Math Day Flyer
- ❖ Graduation Requirements
- ❖ Community Service Policy.
- ❖ PCS Website

## **B. Standards-Based Student Learning: Curriculum (Cont.)**

Students looking to accelerate beyond the graduation requirements have several options available. Many PCS students enroll in classes at Cabrillo College, the local junior college, for elective graduation credit or for personal enrichment. Students who are interested in exploring a topic in more depth have the opportunity to work with a faculty member on a focus project. These projects are custom designed research projects, agreed upon by the student and teacher, which allow a student to receive elective credit while learning about a topic they are passionate about. There are also a number of extracurricular clubs and classes in which students can participate. Students can earn elective credit for Leadership, Journalism, Mock Trial, and assisting teachers. Students also learn real world experience in a variety of clubs including Junior Statesman of America, Thespian society, and Model United Nations.

### ***3. To what extent are students able to meet all the requirements of graduation upon completion of the high school program?***

The graduation requirements of PCS, as outlined earlier in this report, exceed the state-mandated requirements for high school graduation. In addition, 100% of our students are able to pass the CAHSEE prior to graduation. As a result, all students that complete the required course of study at PCS are eligible to earn a diploma.

As a college-prep focused charter school, we also have the responsibility to support students in the goal of applying to and being accepted at a best fit college or university. Every student has access to a Naviance account, which allows them to match their profile with colleges and submit applications and letters of recommendation. This service also allows students access to scholarship information that may increase college options.

PCS offers an SAT prep class; open to all students on a fee basis, in recognition of the importance of this exam on college admissions. Additionally, many AP teachers offer test prep outside of class time (generally on weekends and evenings) to better prepare students to score well on these exams.

One of the biggest challenges the school faces is supporting all students in completing the PCS graduation requirements. A defining characteristic of the PCS curriculum, and one that is central to the founding vision of the school, is that we would have one level for all students and not move students through the system based on social promotion. A variety of policies have also been put in place to ensure that all students are held accountable for meeting the school academic requirements. These policies include:

- Students are promoted to the next grade level based on passing classes and credits earned. Students that do not pass a class are required to repeat the class for credit.
- The grade required to pass a class is a C- or better.
- Classes required for graduation must be taken at PCS, except in the case of making up credit (see CTEP, “Courses Taken Elsewhere Policy”).

As a result of the adherence to these policies, the school has experienced some attrition of students over the years. At the time of the last WASC accreditation, attrition from year to year

#### **Supporting Documentation:**

- ❖ Naviance
- ❖ SAT prep class
- ❖ Supplemental instruction
- ❖ Attrition data
- ❖ PCS mission and vision
- ❖ Student handbook
- ❖ Attrition data in school profile

## **B. Standards-Based Student Learning: Curriculum (Cont.)**

was averaging about 30%. Due to a variety of efforts outlined in the last action plan, attrition was reduced to less than 10% over the last few years. Recently, most of the movement of students has been in the upper grades, with many students citing the workload as a factor in leaving. While some attrition is to be expected in any school, PCS needs to examine all aspects of student support to determine the best plan for maintaining a strong academic program while providing appropriate levels of support for students wanting to succeed.

### **Areas of Strength**

- ❖ All students are expected to participate in the same rigorous curriculum.
- ❖ Strong articulation of curriculum vertically aligned in all subjects across all grade levels.
- ❖ Community service as a graduation requirement gives students a way of understanding their role in the world as an integrated part of the curriculum.
- ❖ Strong support in place, particularly for the incoming students and lower grade levels.

### **Areas for Growth**

- ❖ Supporting all students in meeting the challenges of the PCS curriculum.
- ❖ Potential issue with increased attrition at the higher grade levels.
- ❖ Cross-departmental articulation of curriculum can be an area of focus in future professional development.

## C. Standards-Based Student Learning: Instruction

### 1. *To what extent area all students involved in challenging learning experiences to achieve the academic standards and the expected school-wide learning results?*

In general, it is clear that students are involved in a variety of challenging learning experiences that are aligned with school and state standards. Before the start of the 2008-9 school year, the newly created Faculty Dean undertook the project of revising the standards of teaching at PCS. One of the outcomes of this project is a common rubric that outlines expected instructional strategies and student learning goals. This rubric highlights some of the key factors that we think will help students manage the challenging curriculum.

#### **Supporting Documentation:**

- ❖ Observation Rubric
- ❖ Observation Data
- ❖ PCS Special Education Overview

By looking at data from formal observations, informal peer observations, student and parent surveys, and analysis of student work, we have found that students are challenged at a high level appropriate for meeting the school wide goals and expected learning results. Students are assessed regularly, instruction is clear, and instructional time is used productively. School-wide student surveys indicate that students understand what is expected of them. Prior to major tests and assignments, teachers clearly communicate expectations, including the distribution of well-organized study guides, rubrics, and samples of student work product. School policy requires all teachers to provide students with a syllabus of the course at the beginning of the school year.

One challenge the school has faced in recent years is how to differentiate instruction to students of all backgrounds, given the single track nature of the curriculum. Students enter the school through an open lottery, with no admissions testing. PCS has implemented a variety of strategies to support, in particular, students who are struggling or entering the school with less academic preparation. As noted in the curriculum and student support sections, this support happens in a variety of ways outside of the regular classroom, including pre-assessments before the school year, extended learning time both in the summer and after school, and targeted support for students with learning differences. For example, Special Education students are generally served through regular instruction in the classroom, and this is supplemented by both collaborative support and direct instruction by the Resource Specialist Teacher.

For all students entering PCS, a diagnostic examination determines if an individual student is in need of a two-week “base camp” prior to the start of school. Camp provides assistance and remediation in basic skills to insure that all students enter PCS prepared for our curriculum. In 2005, PCS’ Board of Directors voted to implement a multi-year diversity plan which includes goals and strategies for incorporating greater diversity into all aspects of PCS, including instruction. Some efforts have been made to integrate this plan into the curriculum, including having all teachers include a diversity goal in their individual evaluation rubric.

While these structures are in place, it is not clear to what extent differentiated instruction is happening within the classroom setting. In particular, there are not many examples of using different modes of instruction based on individual student needs and learning styles outside of the special education program. In other words, while there was a tremendous variety of instructional strategies observed, these were not generally tailored to individual or groups of

## C.Standards-Based Student Learning: Curriculum (Cont.)

students based on identified needs but to the class as a whole. There has been much growth, as documented in teacher observations and student feedback, in the variety of strategies teachers use to meet learning goals. Additionally, there is room to improve in the extent to which individuals are allowed to be challenged in different ways based on their academic background and individual learning styles. Finally, the current school method of evaluating the quality of instruction provided to special needs and resource students is limited in scope. No PCS administrator, teacher, or student is involved in the evaluation or observation of resource personnel. This lack of feedback may prevent PCS from improving the quality of instruction provided to resource students.

- 2. To what extent do all teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom, that actively engages students, emphasize higher order thinking skills, and help them succeed at high levels?*

The extent to which teachers use varied strategies, such as technology and outside of the classroom experience for students, varies greatly at PCS. There are many outstanding examples of students engaging in hands-on, experiential, critical thinking exercises. Examination of student work and classroom observation, in particular, show that students spend much of their time engaged in higher order thinking exercises. Some examples of these include:

- Students in history classes debating the constitutional legality of current topics such as same-sex marriage and legalization of marijuana.
- Physics students using computer software that captures video of projectiles in motion and creates equations to model the trajectory.
- World language students discussing the issues of immigration in the countries that speak the language. These discussions are carried out in the target language as appropriate.
- Video production students applying techniques to projects such as recreating scenes from movies and creating original product commercials.
- Math students solving AP free response questions differentiated to the appropriate level, as a way of practicing critical thinking and specific test format skills.
- Students writing reflective essays about their experiences completing community service projects.
- All 7<sup>th</sup> and 8<sup>th</sup> grade students complete a science fair project. Class time is devoted to structuring the projects to allow for high quality results that incorporate research and properly formatted writing.
- Graphic design students creating websites.
- Computer science students using programming skills to sort and analyze data on nations living in poverty.
- Pre-algebra and Algebra 1 students using computer software (ALEKS, [www.aleks.com](http://www.aleks.com)) that differentiates to the individual student as a supplement to the regular curriculum.

### Supporting Documentation:

- ❖ Student Work Samples
- ❖ PCS Organizational Chart
- ❖ PCS Mission/Vision
- ❖ Technology Plan

Teachers at PCS are experts in their subject matter, with almost all teachers holding a degree in the subject they teach, many holding an advanced degree, and many with advanced professional experience in the subject. To ensure that teachers continue to improve as professionals, PCS

## C. Standards-Based Student Learning: Curriculum (Cont.)

created the position of Faculty Dean prior to the 2008-9 school year. This Faculty Dean is responsible for, among other things, organizing appropriate professional development activities, aligning instructional standards, and supporting teachers, particularly those new to the school or profession. Further development of this position should help to refine the professional development program at PCS

As a school, PCS has focused its professional development of teachers on the vertical alignment of curriculum, and on the alignment of this curriculum with school and state standards. Some teachers, including all teachers teaching AP courses, have taken AP trainings designed by the College Board to improve instruction aligned with AP standards. Because AP exams are one of the main external metrics, it is important as an organization to have as many teachers as possible familiar with the knowledge and skills required to prepare students. Currently, only a few teachers of the lower grade level have received this type of training. This lack of pre-AP professional development and instructional training is most evident in three key areas:

1. First, although PCS requires teachers to participate in observations of other teachers' classrooms, there is no requirement that teachers in the lower grades spend time in the classrooms of upper grade teachers who teach the 'capstone' AP classes. The consequence of this is that many lower grade teachers know very little about the AP test, the subject matter of the capstone course, or what they can do in their lower grades courses to help students get ready for AP courses in the upper grades.
2. Second, there is currently no requirement that pre-AP teachers attend professional development events offered by the College Board for the specific purpose of helping pre-AP teachers adopt curricular changes and instructional techniques as part of vertical integration efforts.
3. Third, PCS does not administer a school-wide summative, examination at the end of eighth grade to determine whether students have met departmental goals for junior high pre-AP vertical integration. Most departments have goals indicating what students exiting the eighth grade should know about an AP subject area but there is currently no process for formally assessing whether these goals have been reached and providing remediation in the summer for students not meeting these goals.

Using technology for learning, and supporting students to become technologically proficient, are core goals of the school. Despite some excellent examples of the use of technology, the extent to which technology is used as a tool for learning is somewhat limited in scope. Some of these examples include:

- Students in science classes, particularly conceptual physics regularly use digital probe ware to collect data and transfer it to a computer for analysis.
- There is widespread use of presentation software, such as PowerPoint, in combination with a digital projector to deliver lectures.
- 7<sup>th</sup> grade study skills students learn a variety of basic computer skills, including internet literacy, introduction to computer science, and basic office software.

Use of technology as an instructional tool is not yet part of the overall instructional culture. Several factors could be contributing to this, including:

- PCS has undertaken a multi-year assessment and planning process to determine our current

## C. Standards-Based Student Learning: Curriculum (Cont.)

strengths and weaknesses in the area of incorporating technology into instruction. A committee of teachers completed the Technology Plan in the 2007-8 school year. However, there is a limited understanding school wide about the contents of this plan, and it has yet to be integrated into the school program.

- Computer access for students is very limited. There is one room with about 20 working computers, but due to lack of classroom space this room is largely unavailable to student use. There is a cart with about 20 laptops, and spotty wireless internet access limits its use in certain areas of the school. There are sets of computers in most rooms used for science classes, and these computers are used on a variable basis.
- Professional development will be necessary to teach teachers how to incorporate technology use into instruction in a way that supports school wide learning goals.

### Areas of Strength

- ❖ Student surveys indicate very high levels of student satisfaction with the quality of instruction.
- ❖ Very high rate of college acceptance indicates quality instruction.
- ❖ Very high passage rate on AP tests indicates quality instruction.
- ❖ Math department is making efforts to reflect upon teaching practices.
- ❖ Creation of Faculty Dean position allows for greater emphasis than ever before on instructional quality.

### Areas for Growth

- ❖ Currently, the school's method of evaluating the quality of instruction provided to special needs and resource students is limited in scope
- ❖ Record-keeping and goal-setting procedures for AP scores do not guide instructional decisions by linking student achievement goals to AP results
- ❖ Student performance on Math STAR testing lags behind student performance in other subjects
- ❖ Pre-AP professional development and summative assessment is undeveloped.

## D. Standards-Based Student Learning: Assessment and Accountability

1. *To what extent does the school use a professionally acceptable assessment process to collect, disaggregate, analyze and report student performance data to the parents and other shareholders of the community?*

As a public charter school, PCS administers a comprehensive set of assessments, including all state-mandated exams (STAR, CAHSEE, and CELDT). Student results are also collected for AP, PSAT, SAT, and SAT II exams. Standardized tests are used annually as an external metric for student performance; results are reported to parents, to departments, to the board, prospective colleges, and to corresponding instructors.

### Supporting Documentation:

- ❖ School profile
- ❖ SARC

While there is a wealth of testing data, PCS has not been efficient at disaggregating this data in terms of student sub-groups. Currently, most analysis is done manually, which is time-consuming and less flexible in terms of different ways of looking at the data. Teachers are able to look at year to year trends, and make adjustments to curriculum, instruction and pacing. Additionally, student level data is made available to teachers when making decisions about instruction and placement of individuals.

PCS will be part of a pilot program, along with over one-hundred charter schools in California, implementing a program called Data Director. This program should allow the school to look at student performance from multiple perspectives and disaggregate in potentially more useful ways. This is an area that needs a lot of attention in the next few years.

Internally, PCS uses a variety of metrics to assess student progress towards learning goals. Exams, quizzes, lab activities, homework, and final exams are utilized across disciplines. PowerSchool, the student information system, is used by teachers to track student progress and communicate this to parents. Survey results by parents and students show that families are regularly accessing PowerSchool, and find it to be a useful tool for tracking grades and assignments.

2. *a) To what extent do teachers employ a variety of assessment strategies to evaluate student learning? b) To what extent do students and teachers use these findings to modify the teaching/learning process for the enhancement of the educational process of every student?*

Teachers at PCS use a large variety of assessments to evaluate student learning. Analysis of class syllabi and classroom observations demonstrate a large amount of data, both formal and informal, pertaining to student progress and understanding of key concepts. Teachers regularly use this data to modify teaching, both during the school year and in planning before the start of the year. In addition, there is some evidence of teachers using results of standardized testing to modify instruction.

### Supporting Documentation:

- ❖ Course syllabi
- ❖ Observation data

The extent to which teachers vary assessments depends largely on the subject of the class. In general, assessments are frequent, with most classes expecting students to do homework on a

## **D. Standards-Based Student Learning: Assessment and Accountability (Cont.)**

daily basis. All classes have a regular cycle of tests and quizzes, with some sort of summative assessment at the end of the course. Some examples of the variety and use of assessments are:

- In science classes, students regularly perform lab-based investigations, in most classes every other week. Students are expected to demonstrate understanding through formal lab write-ups. In addition, students also complete research papers and group and individual projects.
- In world language classes, students are assessed through formal exams, oral exams, dialogues, skits, debates, video projects, translations, and compositions. For the most part, conversation in language classes is predominantly in the target language.
- In English classes, students are assessed regularly in vocabulary, journal writing, essay writing, projects, and class participation. Rubrics are used extensively to evaluate writing assignments. Teachers also maintain portfolios of student work throughout the year, with students reflecting periodically on this collection of work.
- In math, students take regular exams and quizzes. In addition, progress is assessed through standards quizzes, vocabulary quizzes, group and individual projects, and frequent homework.
- In performing and visual arts, students are assessed through class participation, projects, performance (both informal and formal), journals, scripts, audio recordings, and competitions. Students are also assessed in their formal presentational skills.
- In history, students are assessed through class participation, debates, research papers, and group and individual projects. Student understanding of reading is assessed through section assessments, outlines, reading quizzes, text-based worksheets, and note-taking guides.

For most classes, students are asked a variety of types of test questions to assess their knowledge of content area. Most tests include multiple choice, short answer, and essay questions when applicable.

Teachers are generally in the practice of reflecting upon this student performance data, and modifying instruction, both for individual and groups, as a result. Student and parent surveys reflect satisfaction at the quality of feedback about assessments. Teachers are expected to maintain communication with families of students that are struggling via Power School, email, and phone. Individual plans, often including peer tutoring, teacher tutorial, or private tutoring, are based on the collection of data available.

3. *To what extent does the school with the support of the district and community have an assessment and monitoring system to determine student progress toward achievement of the academic standards and the expected school wide learning results?*
4. *To what extent does the assessment of student achievement in relation to the academic standards and the expected school wide learning results drive the school's program, its regular evaluation and improvement and usage of resources?*

As a public charter school, PCS recognizes the importance of being accountable to demonstrate student learning and achievement of academic standards. The school administers all state mandated exams, including the STAR, CAHSEE, and CELDT. The results of these exams are reported publicly through the SARC, as well as through regular reports to the PCS Board. In addition, PCS administers AP exams and tracks student achievement on SAT and SAT II exams.

## D. Standards-Based Student Learning: Assessment and Accountability (Cont.)

All student achievement data is made available to teachers at the beginning of each year. Teachers work individually and with departments to analyze results and assess any changes that need to be made for the upcoming year. For example, the Math department has been able to use CST results of overall student performance by testing strand to modify sequencing and pacing of material to better fit the testing blueprint. These changes, along with several other initiatives, have led to an increase in student test scores in the recent years. Similar attention to detailed test results has led to improvement in science as well. Individual student testing data, while not used extensively, is considered when working with new students and students being considered for placement in special education.

### Supporting Documentation:

- ❖ SARC
- ❖ Student Achievement Report to Board
- ❖ In-service Agendas

Internally, student course grades are the main indicator of student achievement. All teachers keep their grade books updated using an online grade book application that communicates directly with Power School. Families are able to check grades and assignments in classes via the internet at any time. Because the validity of the grades depends on them being up to date, teachers maintain the commitment of entering scores within two weeks for major assignments such as exams and essays. Survey results from students and parents demonstrate that Power School is both informative and widely used as a tool to keep track of student progress.

One area the school has struggled with is which metrics are the most useful in accurately measuring student achievement of PCS standards and expected school wide learning results. While CST results have been useful in guiding program improvement in math and science, scores in most subjects have remained fairly high. Given the focus on AP courses, results of AP exams have been more widely used by teachers as metrics of student achievement and program success. A large focus on recent professional development has been training in AP and pre-AP curriculum, and vertical alignment of school curriculum in all departments to prepare students for AP courses and exams. As an external metrics, AP results and to some extent SAT results have been the most useful in terms of reporting on college preparedness and overall program success.

Internal metrics of progress towards school learning goals are not as developed. Currently, course grades are the main data point for student achievement. While grade analysis has shown these scores to be quite valid in terms of consistency and alignment with external metrics (CST, AP), there is a need for a larger variety of data, both in terms of formative benchmark assessments as well as assessments more closely aligned with the school mission and expected learning results.

### Areas of Strength

- ❖ PCS has a tremendous amount of student achievement data, both formal and informal, that can be used for decision making.
- ❖ Power School is used effectively by teachers and is frequently accessed by students and parents.
- ❖ A regular cycle of reporting student achievement data to the Board has been implemented.

## **D. Standards-Based Student Learning: Assessment and Accountability (Cont.)**

### **Areas for Growth**

- ❖ PCS can develop internal, benchmark assessments to use as formative evaluations of student progress and curriculum development.
- ❖ Use of Data Director should help teachers and administration in analyzing student achievement data and making appropriate decisions.
- ❖ PCS needs to investigate ways to differentiate assessment for both high and low achieving students, as well as those receiving special services.

## **E. School Culture and Support for Student Personal and Academic Growth**

### ***1. To what extent does the school leadership employ a wide range of strategies to encourage parental and community involvement, especially with the teaching/learning process?***

One of the critical features of PCS is the way parents and community members are integrated as partners and resources in the educational process. As a charter school, PCS relies on parent volunteerism extensively. Built in to the charter is a requirement for every family to volunteer at least 40 hours per year on behalf of their child; many families donate far more than this amount. Parent involvement is crucial not only for the important work that gets done, but is also an essential part of how students are supported in achieving a high level of success.

With the high level of engagement and activity within the school, communication and outreach strategies have become a high priority. Parents, students, teachers, board members, staff, and community members at large expect and deserve to have as much transparency in the system as possible. PCS has responded to this need in a variety of ways:

- The school employs a full time Director of Development and Communications. The Director of Development oversees two part time staff members who work on communications and community outreach. This dedication of human resources has allowed the school to improve fund raising, both internal and external communication, and progress toward meeting goals outlined in the Diversity Plan.
- PCS administers surveys to gather feedback from all stakeholders. Students take two surveys each year about their individual classes, as well as a survey each spring about overall school issues. Parents take an annual survey about school issues. Faculty and staff, beginning in 2008, take an annual survey to give feedback on school administrative issues. This data is used extensively by school leadership, including student leadership, in decision and policy making.
- There is an active Parent Volunteer Association (PVA), which is chaired by a member of the PCS Board of Directors. The PVA is active in fundraising, classroom support and student extracurricular activities. PVA membership and meetings are open to all PCS parents.
- The school communicates regularly to all stakeholders about current news and upcoming events. Announcements are read to students once a day and these announcements are also available on the website. Also, once a day, the school sends out a daily announcement email to the entire community. Finally, the principal reports weekly to the community about school issues via a newsletter.
- Virtually every major decision the school makes comes after input from all stakeholders, including parents, students, faculty/staff members. Recent examples of decisions include whether to expand the overall school population, what qualities to look for in a new principal, the schools strategic direction, and the school position on facility negotiations with the local district. In each case, multiple opportunities were made available for public input, and this input was used to help make the decision.

PCS has also developed numerous opportunities, both curricular and extra-curricular, for students to be involved with and learn from their community:

- Community service is required of every student in order to graduate. Reflection on this community service is integrated into the English curriculum. PCS students serve

## E. Standards-Based Student Learning: Assessment and Accountability (Cont.)

internationally, nationally, and locally. Not only are PCS students able to learn through this service, but they are also able to act as ambassadors for the school wherever they go.

- PCS offers a variety of sports programs throughout the year, with community members and parents coaching, refereeing, monitoring, scorekeeping, and cheering on the players. PCS competes against local schools as well as schools out of our area, again promoting the school in a positive way throughout the community. Approximately 30 % of PCS students participate on an athletic team, making it a large part of the school culture.
- There are a variety of school wide assemblies and events that bring the school together as a community. Some of these events are: monthly assemblies in which outside speakers are often invited, arts festival, math/science day, science fair, an all school field trip, beach day and an all school viewing of presidential inaugural address.
- PCS hosts monthly parent education forums, which are open to the public. These presentations are given by local experts, and cover a range of subjects including positive parenting, issues of drug and alcohol use, and financing for college.
- PCS is one of the local schools that partners with the UC Santa Cruz CalTeach program. Prospective teachers are placed as interns in PCS math and science classrooms, where they work with teachers by observing classrooms, delivering curriculum, and helping students.

### 2. a) *To what extent is the school a safe, clean and orderly place that nurtures learning?*

PCS prides itself on being a small, safe environment that encourages all students to thrive both intellectually and emotionally. Feedback on surveys from both students and parents confirm that students generally feel safe, respected, and cared for. One of the virtues of a small charter school is the ability to define a specific mission, and design curriculum and programs to directly support this mission. PCS has the mission of preparing students to enter and thrive in college; several factors contribute to supporting students in this environment.

#### **Supporting Documentation:**

❖ Safety Plan Binder

Providing a safe, clean, and functional facility has been a school priority. After five years at our current site, the Board negotiated a two-year extension that will extend through the 2010-2011 school year. This extension will allow the school to maintain stability while organizing efforts to secure a long-term facility. Some examples of how PCS ensures a safe facility that promotes learning are:

- The safety committee meets monthly to discuss safety issues. This committee implements new procedures, ensures teacher and student training, and schedules emergency drills.
- Parent supervisors are on campus daily before, during and after school. These parents fulfill their volunteer hours by ensuring the school is safe and clean for students.
- PCS employs a full time custodian as well as a part time assistant, to ensure students, teachers, and administrators are working in a safe and healthy environment.
- Science classroom safety is supported by a part time lab assistant. This individual is responsible for maintaining a clean, OSHA compliant stockroom, and ordering and preparing materials for student labs. Students are taught safety procedures, and work carefully in small groups during laboratory sessions. In this way, all students are able to perform frequent lab investigations in a safe and clean environment.

PCS also regards supporting the emotional well-being of students as a central component to a successful school. Again, survey data show that students feel safe, supported, and know how

## E. Standards-Based Student Learning: Assessment and Accountability (Cont.)

to go about getting help when they need it. A variety of factors, both programmatic and curricular, add to the support services available to students:

- A key component to the school's charter is small class size. Average class size has remained steady at around 20 students, with a range of about 5 to 26. This allows teachers to have fewer students at a time as well as fewer students overall. Teachers and students feel like this allows for more personal connections and more time for individual assessment and instruction.
- The school has continually added more support for students. Beginning in the 2006-7 school year, the position of 7<sup>th</sup> and 8<sup>th</sup> grade academic specialist was added. This individual is able to meet individually with students, offering both academic and social support for students learning how to cope with a high academic environment. The school also has a full time college and academic counselor. Creating a registrar position in the 2008-9 year has significantly freed up the counselors time to focus on student issues. Additionally, a full time resource specialist and part time psychologist provide support for students with special needs.
- WEB (Where Everyone Belongs) was implemented in the 2007-8 school year. This program trains older students to act as mentors and role models for younger students and students new to the school, helping with what is often a stressful transition period.
- All teachers maintain at least one hour a week of tutorial. Many teachers open their room before school, during lunch, and after school for students to hang out. Students note in surveys that they feel teachers are very approachable if they have a problem.
- There are a variety of clubs and activities that promote inclusiveness of all students, including Junior Statesman of America, Gay-Straight Alliance, Dance Company, and Model UN.
- Student government, in response to student feedback, has begun a series of weekly focus groups to keep the pulse of the student body. This feedback is used by student leadership, and reported to the community through the student representative to the board.

### 2. *b) To what extent is the culture of the school characterized by trust, professionalism, high expectations for all students, and a focus on continuous school improvement?*

PCS has worked very hard in its ten year history to create a culture of professionalism and high expectations for all stakeholders. From its initial conception to the present, the school has maintained a constant focus on self evaluation and continuous improvement. All stakeholders surveyed rate the school very high on issues of respect, trust, and high expectations. As this is really the fabric of what PCS is, there are numerous examples of how this culture manifests itself. Some of the highlights are:

- PCS teachers are leaders and role models in this area. Teachers are held to, and hold themselves to, a high standard of performance and work ethic. Formal and informal observations of teachers show a tremendous amount of preparation and subject matter expertise. Built into the teaching contract are at least 10 and up to 15 paid professional development days for teachers. Many teachers use this time to improve their practice or subject matter knowledge.
- PCS encourages all students to adhere to an acronym (PREP) regarding student behavior and leadership. The school expects students to be (P)repared, (R)espectful, (E)ngaged, and

#### **Supportive Documentation:**

- ❖ PCS Standards
- ❖ Evaluation Rubric
- ❖ Contract
- ❖ Student Handbook
- ❖ Diversity Plan
- ❖ Organizational Chart
- ❖ Strategic Plan

## **E. Standards-Based Student Learning: Assessment and Accountability (Cont.)**

(P)rofessional. This philosophy appears on classroom walls, in student handbooks, and on teacher syllabi.

- Graduation requirements for students meet, and in many cases exceed, admissions requirements for UC schools. These requirements include five AP classes. All students are expected to engage in the same high standards curriculum.
- PCS has an atmosphere of trust and professionalism. Classroom observations show high quality instruction generally free from disruption. School policies such as the academic honesty policy place a great deal of responsibility on the students. Major behavior problems are rare, with suspension rates remaining consistently low from year to year.

Continuous self-reflection is a hallmark of the PCS community. Teachers use feedback from student surveys, administrative observations, reciprocal peer observations, and student achievement data to constantly refine their practice. Students have many opportunities for reflection and improvement. For example, students in AP English Literature complete a self assessment with every essay in which they reflect on the process of writing. Math students are often given the opportunity to correct or retake tests to encourage thorough understanding. As a community, the school is constantly engaging in organizational self analysis. For example, the school formed a diversity task force with the goal of increasing diversity within the school to more closely match that of the surrounding community. During the 2007-8 school year, the Board and Administration engaged in an administrative assessment that culminated in restructuring aimed at increasing efficiency. Finally, the Board annually revises its strategic plan to meet the current challenges within the community.

3. *To what extent do all students receive appropriate support along with an individualized learning plan to help ensure academic success?*
4. *To what extent do students have access to a system of personal support services, activities and opportunities at the school and within the community?*

PCS has developed a network of both academic and social/emotional support services for students. The reality of a charter school with a specific mission is that students enter with a diverse array of academic backgrounds. Because there are no admissions criteria, some students are more equipped to deal with the expectations associated with the rigorous academic curriculum. Therefore, the school recognizes the importance of investing a great deal of time and resources into supporting students as central to developing and maintaining a strong academic program.

### **Supportive Documentation:**

- ❖ Survey Results from Information Meeting
- ❖ Shadow Day Schedule

An important feature of the overall school program is the extent to which the school helps families in making an informed choice about enrolling their child at PCS. Demand for the school is so great that admission is now based on a lottery for all applicants. Generally, the public sees the success of the school in terms of standardized test scores, and this has driven up interest in the school. The pitfall of this situation is that families may be choosing the school based on the reputation, and not on the school being a good fit for their child. A variety of strategies have been implemented to provide as much information for families as possible prior to enrolling their child:

## **E. Standards-Based Student Learning: Assessment and Accountability (Cont.)**

- In order to be included in the lottery, each family is required to attend an informational meeting to learn about the school. There are several meeting dates, in locations around the county, to accommodate this requirement. Every effort is made to provide as accurate of a picture as possible about academic, behavioral, and parent participation expectations. Attendees have noted that PCS students at these meetings have been particularly helpful in providing a clear picture of what the school is like.
- PCS encourages all prospective students and families to visit the school. Each year, the school schedules several “shadow” days in which applicant students are paired with current students to spend a day going to classes. This has been a useful opportunity for students to get a sense of the classroom environment and expectations first hand.
- While there are no exams for entrance into the school, potential incoming students are given assessments following the lottery. While these assessments are intended to help with placement and remediation, they can be used in some cases to give families an accurate representation of the level of academic preparation their child has.

A variety of academic and emotional support systems are in place for PCS students. Essential components to a highly rigorous, college preparatory curriculum are appropriate levels of support to help students maximize their opportunity for success. These support systems have been designed to target both individual and group needs while upholding the mission of the school of preparing students to enter and thrive in college. Examples of these support systems in place at PCS are:

- Academic Base Camp
- Study Skills course
- After school peer tutoring program
- Teacher office hours and tutorials
- 7<sup>th</sup>/8<sup>th</sup> grade academic and social support
- WEB
- Grade level meeting discussions about at risk students
- Power School

## **E. Standards-Based Student Learning: Assessment and Accountability (Cont.)**

### **Areas of Strength**

- ❖ PCS maintains active parent involvement in numerous aspects of school culture.
- ❖ PCS utilizes community resources by soliciting experts in their field, who volunteer in a variety of ways (i.e. adjudication of the science fair).
- ❖ PCS fosters mentoring between high school and middle school students through programs such as peer tutoring, WEB, and mixed grade level focus groups.
- ❖ PCS students are actively involved in community service above and beyond the minimum graduation requirements, including environmental, political, and social justice issues.
- ❖ PCS maintains a culture of academic excellence across curriculums and grade levels.
- ❖ PCS students are actively involved in the arts curriculum, which enhances learning across the curriculums.

### **Areas for Growth**

- ❖ Teachers need a greater awareness and training of Gardner's Multiple Intelligences to appeal to the variety of learning styles among our students.
- ❖ Further advancing our efforts for diversity in our students, faculty, and staff.
- ❖ Continue to foster a community of respect and citizenship among faculty, staff, students, parents, and the larger Santa Cruz community.
- ❖ Develop cross-curriculum alignment and collaboration.
- ❖ Assist students in learning how to balance their education with the rest of their lives in order to help them cope with stress.

# Chapter V

## Schoolwide Action Plan (Areas for Growth)

### GOAL #1: Develop a comprehensive writing across the curriculum program

Critical need/ESLR addressed: Writing competency across multiple subject areas

ACTION	PEOPLE	TIMELINE	MEASURE	REPORT	RESOURCES
Complete an inventory of grade-by-grade writing instruction.	<ul style="list-style-type: none"> <li>English faculty</li> </ul>	<ul style="list-style-type: none"> <li>Some progress in 2008-9</li> <li>Complete during 2009-10 school year</li> </ul>	<ul style="list-style-type: none"> <li>Vertical alignment document</li> </ul>	<ul style="list-style-type: none"> <li>English department meetings</li> <li>English department annual report</li> </ul>	
Develop a departmental Writing Curriculum Plan for stand-alone writing units to begin each semester of English.	<ul style="list-style-type: none"> <li>Designated English teacher</li> </ul>	<ul style="list-style-type: none"> <li>2009-10 school year</li> <li>2010-11 assess and refine</li> </ul>	<ul style="list-style-type: none"> <li>Vertical alignment document</li> </ul>	<ul style="list-style-type: none"> <li>English department meetings</li> <li>English department annual report</li> </ul>	<ul style="list-style-type: none"> <li>Teacher assignment (possible funding)</li> </ul>
Complete the Writing Across the Curriculum Inventory.	<ul style="list-style-type: none"> <li>Department chairs</li> </ul>	<ul style="list-style-type: none"> <li>2009-10 school year</li> </ul>	<ul style="list-style-type: none"> <li>Writing across curriculum document</li> </ul>	<ul style="list-style-type: none"> <li>English department meetings</li> <li>English</li> </ul>	<ul style="list-style-type: none"> <li>Time for cross-departmental collaboration</li> </ul>

**GOAL #1: Develop a comprehensive writing across the curriculum program (Cont'd.)**

ACTION	PEOPLE	TIMELINE	MEASURE	REPORT	RESOURCES
				department annual report	
<p><b>Review the English Department's writing units (outlined above) and collaborate to make connections across disciplines.</b></p>	<ul style="list-style-type: none"> <li>• Department chairs</li> <li>• All faculty</li> </ul>	<ul style="list-style-type: none"> <li>• Document written during 2009-10 school year</li> <li>• Departments begin developing and implementing lessons during 2009-10 school year</li> </ul>	<ul style="list-style-type: none"> <li>• Writing plans in all disciplines</li> </ul>	<ul style="list-style-type: none"> <li>• English department meetings</li> <li>• Faculty meetings</li> </ul>	<ul style="list-style-type: none"> <li>• Professional development</li> <li>• Time for planning</li> </ul>
<p><b>Fund, staff, and equip a writing lab.</b></p>	<ul style="list-style-type: none"> <li>• Management team</li> <li>• Board</li> </ul>	<ul style="list-style-type: none"> <li>• 2008-9, plan model develop program</li> <li>• 1<sup>st</sup> section in 2008-9 or 2009-10 year</li> <li>• Add sections based on need</li> <li>• Etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Review impact of student writing</li> <li>• Survey to determine meeting student and teacher needs</li> <li>• Student grades in writing course</li> <li>• Student portfolios</li> </ul>	<ul style="list-style-type: none"> <li>• Program success reported to management team and board</li> </ul>	<ul style="list-style-type: none"> <li>• Funding in budget</li> <li>• Professional development</li> <li>• Physical space and scheduling logistics</li> </ul>

**GOAL #2: Increase use of technology in curriculum, as outlined in the school technology plan.**

Critical need/ESLR addressed: Challenging all students through the appropriate use of technology.

ACTION	PEOPLE	TIMELINE	MEASURE	REPORT	RESOURCES
<b>Continually provide faculty and students with reliable internet access.</b>	<ul style="list-style-type: none"> <li>• Management team</li> <li>• IT support</li> <li>• Board Members</li> </ul>	<ul style="list-style-type: none"> <li>• 2009-2015</li> </ul>	<ul style="list-style-type: none"> <li>• 90% decrease in the number of tech support complaints</li> </ul>	<ul style="list-style-type: none"> <li>• Reports to Management team, board members</li> </ul>	<ul style="list-style-type: none"> <li>• Funding (full/partial) through contact with local technology companies</li> </ul>
<b>Provide students with a mobile computer lab.</b>	<ul style="list-style-type: none"> <li>• Management team</li> <li>• Board Members</li> </ul>	<ul style="list-style-type: none"> <li>• Each year add additional laptops to mobile lab</li> <li>• provide additional mobile lab(s) as necessary</li> </ul>	<ul style="list-style-type: none"> <li>• Survey faculty on needs</li> <li>• School Technology Plan</li> <li>• School's mission</li> <li>• School's budget</li> </ul>	<ul style="list-style-type: none"> <li>• Reports given by faculty</li> </ul>	<ul style="list-style-type: none"> <li>• Establish a campaign</li> <li>• petition school, parents and local community for support and donations</li> </ul>
<b>Identify opportunities for the school to acquire additional equipment and to better utilize existing space.</b>	<ul style="list-style-type: none"> <li>• Management team</li> <li>• Faculty</li> <li>• Board Members</li> </ul>	<ul style="list-style-type: none"> <li>• 2009 and ongoing</li> </ul>	<ul style="list-style-type: none"> <li>• Engage all in sharing opportunities obtained through other schools and in workshops</li> </ul>	<ul style="list-style-type: none"> <li>• Development reports to board</li> </ul>	<ul style="list-style-type: none"> <li>• Technology grants</li> <li>• Internet resources</li> </ul>
<b>Provide technology literacy skills to faculty and equip students for college.</b>	<ul style="list-style-type: none"> <li>• Faculty</li> <li>• Management team</li> <li>• IT support</li> </ul>	<ul style="list-style-type: none"> <li>• 2009-2013</li> </ul>	<ul style="list-style-type: none"> <li>• Renewal of software every 3 to 4 years</li> <li>• Renew hardware as needed</li> </ul>	Reports from: <ul style="list-style-type: none"> <li>• faculty</li> <li>• IT support</li> <li>• Management team</li> </ul>	<ul style="list-style-type: none"> <li>• Professional development</li> </ul>

**GOAL #2: Increase use of technology in curriculum, as outlined in the school technology plan.**

ACTION	PEOPLE	TIMELINE	MEASURE	REPORT	RESOURCES
<p><b>Provide training for faculty to effectively use available technology in their classes.</b></p>	<ul style="list-style-type: none"> <li>• Management team</li> <li>• Faculty Dean</li> <li>• Faculty</li> </ul>	<ul style="list-style-type: none"> <li>• 2010-14</li> </ul>	<ul style="list-style-type: none"> <li>• 2011-12, departmental professional development plan</li> <li>• 2012-13, Incorporate technology training into overall professional development plan</li> </ul>	<ul style="list-style-type: none"> <li>• Written plans</li> <li>• Course guides and sample lessons</li> </ul>	<ul style="list-style-type: none"> <li>• professional development</li> </ul>

**GOAL #3: Increase student achievement in math through differentiation of instruction, alignment of curriculum, and attention to overall school culture.**

Critical need/ESLR addressed: Student achievement in math and science.

ACTION	PEOPLE	TIMELINE	MEASURE	REPORT	RESOURCES
<b>Differentiation of instruction</b>					
<b>Integration of AP free response questions and other open-ended math projects</b>	<ul style="list-style-type: none"> <li>All math teachers</li> </ul>	<ul style="list-style-type: none"> <li>Begin 2008-9</li> <li>Review and refine annually</li> </ul>	<ul style="list-style-type: none"> <li>Student completion of problems</li> </ul>	<ul style="list-style-type: none"> <li>Annual department report to board</li> </ul>	<ul style="list-style-type: none"> <li>Access to problems</li> <li>Department meeting time</li> </ul>
<b>Integration of individualized tutorial program (ALEKS)</b>	<ul style="list-style-type: none"> <li>All math teachers</li> <li><i>Pre-Algebra through Pre-Calculus</i></li> </ul>	<ul style="list-style-type: none"> <li>Pilot 2008-9</li> <li>Refine use 2009 and beyond</li> </ul>	<ul style="list-style-type: none"> <li>Student completion rate</li> <li>CST score comparisons</li> </ul>	<ul style="list-style-type: none"> <li>Monthly math department meeting progress reports</li> <li>Annual report to board</li> </ul>	<ul style="list-style-type: none"> <li>Funding for student accounts</li> <li>Professional development for best practices</li> </ul>
<b>Development of open ended activities vertically aligned throughout the curriculum</b>	<ul style="list-style-type: none"> <li>All math teachers</li> </ul>	<ul style="list-style-type: none"> <li>2009-2010</li> <li>Review and refine annually</li> </ul>	<ul style="list-style-type: none"> <li>Developed and used activity bank with corresponding student completion</li> <li>AP enrollment</li> <li>AP score comparisons</li> </ul>	<ul style="list-style-type: none"> <li>Annual report to board</li> </ul>	<ul style="list-style-type: none"> <li>Professional development for best practices and professional organizations</li> </ul>

**GOAL #3: Increase student achievement in math through differentiation of instruction, alignment of curriculum, and attention to overall school culture.**

ACTION	PEOPLE	TIMELINE	MEASURE	REPORT	RESOURCES
<b>Curriculum alignment with standards</b>					
<b>Develop curriculum map and pacing guide aligned to state standards</b>	<ul style="list-style-type: none"> <li>All Math teachers</li> </ul>	<ul style="list-style-type: none"> <li>Implement 2008-9</li> <li>Review and refine annually</li> </ul>	<ul style="list-style-type: none"> <li>Bank of Curriculum maps for each math class</li> <li>CST score comparisons</li> </ul>	<ul style="list-style-type: none"> <li>Annual report to board</li> </ul>	<ul style="list-style-type: none"> <li>Professional development for best practices and professional organizations</li> </ul>
<b>Vertical alignment of math curriculum to AP standards</b>	<ul style="list-style-type: none"> <li>All Math teachers</li> </ul>	<ul style="list-style-type: none"> <li>Implement 2008-9</li> <li>Review and refine annually</li> </ul>	<ul style="list-style-type: none"> <li>Bank of Curriculum maps for each math class</li> <li>AP enrollment</li> <li>AP score comparisons</li> </ul>	<ul style="list-style-type: none"> <li>Annual report to board</li> </ul>	<ul style="list-style-type: none"> <li>Professional development for best practices and professional organizations</li> </ul>
<b>Horizontal alignment of math curriculum with other departments</b>	<ul style="list-style-type: none"> <li>All Math teachers</li> <li>All departments</li> </ul>	<ul style="list-style-type: none"> <li>Implement 2008-9</li> <li>Review and refine annually</li> </ul>	<ul style="list-style-type: none"> <li>Bank of Curriculum maps for each math class</li> </ul>	<ul style="list-style-type: none"> <li>Annual report to board</li> </ul>	<ul style="list-style-type: none"> <li>Other departments at PCS</li> <li>Research on best practices</li> </ul>
<b>Standards aligned vocabulary development</b>	<ul style="list-style-type: none"> <li>All math teachers</li> </ul>	<ul style="list-style-type: none"> <li>Implement 2008-9</li> <li>Review and refine annually</li> </ul>	<ul style="list-style-type: none"> <li>Vocabulary assessments</li> </ul>	<ul style="list-style-type: none"> <li>Annual report to board</li> <li>Measure impact on general math performance</li> </ul>	<ul style="list-style-type: none"> <li>Research on best practices</li> </ul>

**GOAL #3: Increase student achievement in math through differentiation of instruction, alignment of curriculum, and attention to overall school culture.**

ACTION	PEOPLE	TIMELINE	MEASURE	REPORT	RESOURCES
<b>Building a school culture of appreciation and understanding of mathematics</b>					
<b>Creation of PCS math club</b>	<ul style="list-style-type: none"> <li>All Math teachers</li> </ul>	<ul style="list-style-type: none"> <li>Implement 2008-9</li> <li>Review and refine annually</li> </ul>	<ul style="list-style-type: none"> <li>Attendance and participation rosters from club sponsored events</li> </ul>	<ul style="list-style-type: none"> <li>Annual report to board</li> </ul>	<ul style="list-style-type: none"> <li>Guests from professional community</li> <li>Possible funding</li> </ul>
<b>Celebration of community events (e.g. math day, pi day)</b>	<ul style="list-style-type: none"> <li>All Math teachers</li> </ul>	<ul style="list-style-type: none"> <li>Implement 2008-9</li> <li>Review and refine annually</li> </ul>	<ul style="list-style-type: none"> <li>Math elective enrollment data comparison</li> </ul>	<ul style="list-style-type: none"> <li>Annual report to board</li> </ul>	<ul style="list-style-type: none"> <li>Time for planning</li> <li>Community participation</li> </ul>

**GOAL #4: Support all entering students in graduating from PCS prepared to enter and succeed at their chosen college or university.**

Critical need/ESLR addressed: Supporting and challenging all students.

ACTION	PEOPLE	TIMELINE	MEASURE	REPORT	RESOURCES
<b>Special needs and ESL students</b>					
<b>Define Special Education, ESL and 504 support, protocol and procedure at PCS. Disseminate and explain to all constituents.</b>	<ul style="list-style-type: none"> <li>• Special Education coordinator</li> <li>• Principal</li> <li>• Resource specialist</li> <li>• Counselor</li> </ul>	<ul style="list-style-type: none"> <li>• Developed and introduced in Fall 2008</li> <li>• Revisit and refine annually</li> </ul>	<ul style="list-style-type: none"> <li>• Level of articulation between classroom teachers and resource</li> </ul>	<ul style="list-style-type: none"> <li>• Faculty meetings</li> <li>• Leadership meetings</li> </ul>	
<b>Establish and implement an ELD curriculum that will prepare ELD students for PCS curriculum.</b>	<ul style="list-style-type: none"> <li>• ELD teacher</li> <li>• Regular education teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing, continually assess EL levels</li> <li>• 2009-10 research/develop curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• Retention of students in target population</li> <li>• Course grades of students in target population</li> </ul>	<ul style="list-style-type: none"> <li>• Principal reports to board</li> </ul>	<ul style="list-style-type: none"> <li>• Time for planning</li> <li>• Access to curriculum</li> </ul>
<b>Establish policy and practice accommodating special education students to have differentiated expectations in AP classes.</b>	<ul style="list-style-type: none"> <li>• Counselor</li> <li>• AP teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Research and develop 2008-9</li> <li>• Implement 2009-10</li> </ul>	<ul style="list-style-type: none"> <li>• Non-AP equivalents for Special Education students</li> <li>• Number of non-passing grades</li> </ul>	<ul style="list-style-type: none"> <li>• Enrollment numbers reported with special education data</li> </ul>	<ul style="list-style-type: none"> <li>• Support of departments</li> <li>• Time for policy development</li> <li>• Curriculum support materials</li> </ul>

**GOAL #4: Support all entering students in graduating from PCS prepared to enter and succeed at their chosen college or university.**

ACTION	PEOPLE	TIMELINE	MEASURE	REPORT	RESOURCES
<b>Support, preparation and success at PCS and in college</b>					
<b>Initiate Student Support Team. Provide support, guidance, referral, counseling, community referrals, one-on-one sessions, group sessions, etc. where needed.</b>	<ul style="list-style-type: none"> <li>• Counselor</li> <li>• Student Dean</li> <li>• Peer Tutor Program Coordinator</li> <li>• Study Hall Proctor</li> <li>• Academic Support Teacher</li> </ul>	<ul style="list-style-type: none"> <li>• Formation 2008-9</li> <li>• Evaluate and modify annually</li> </ul>	<ul style="list-style-type: none"> <li>• Level of student attrition</li> <li>• Improvement of identified students</li> </ul>	<ul style="list-style-type: none"> <li>• Hold bi-weekly meetings.</li> <li>• Meeting minutes reported to all faculty</li> </ul>	<ul style="list-style-type: none"> <li>• Time for all members to meet</li> </ul>
<b>Evaluate 6-year graduation grid for balance of course load. Establish pace and course progression of graduation requirements appropriate for all students.</b>	<ul style="list-style-type: none"> <li>• Counselor</li> <li>• Leadership team</li> <li>• Faculty</li> </ul>	<ul style="list-style-type: none"> <li>• Begin data gathering 2008-9</li> <li>• Implement changes 2009-10 and beyond</li> <li>• Annual assessment of impact</li> </ul>	<ul style="list-style-type: none"> <li>• Stability of enrollment in core classes</li> <li>• Survey of students regarding stress.</li> <li>• Percent of students retained and graduated</li> </ul>	<ul style="list-style-type: none"> <li>• Reported with enrollment and attrition data weekly</li> <li>• Annual assessment and report to board</li> </ul>	<ul style="list-style-type: none"> <li>• Time for planning and implementation</li> <li>• Possible funding for new elective courses</li> </ul>
<b>College Planning and Fit with Naviance</b>					
<b>Maintain accurate, up to date information in Naviance</b>	<ul style="list-style-type: none"> <li>• Counselor</li> <li>• Registrar</li> <li>• Scholarship Committee</li> <li>• Other support staff.</li> <li>• Students and</li> </ul>	<ul style="list-style-type: none"> <li>• Data input 2008-9 and ongoing</li> <li>• Education of school community ongoing</li> </ul>	<ul style="list-style-type: none"> <li>• Data entry up to date</li> <li>• Survey results of level of use and satisfaction</li> </ul>	<ul style="list-style-type: none"> <li>• Survey results reported annually</li> </ul>	<ul style="list-style-type: none"> <li>• Time and money for professional development of staff and faculty</li> <li>• Time for education of families</li> </ul>

**GOAL #4: Support all entering students in graduating from PCS prepared to enter and succeed at their chosen college or university.**

ACTION	PEOPLE	TIMELINE	MEASURE	REPORT	RESOURCES
	Parents				
<b>Educate all school stakeholders about use of Naviance as a college planning tool.</b>	<ul style="list-style-type: none"> <li>• Counselor</li> <li>• Registrar</li> <li>• Scholarship Committee</li> <li>• Other support staff.</li> <li>• Students and Parents</li> </ul>	<ul style="list-style-type: none"> <li>• 2008-9 some teachers used for college letters</li> <li>• 2009-10 and ongoing, train teachers, student and parents in workshops</li> </ul>	<ul style="list-style-type: none"> <li>• Survey results of level of use and satisfaction</li> <li>• Acceptance rates to first choice college</li> </ul>	<ul style="list-style-type: none"> <li>• Report generated annually</li> </ul>	<ul style="list-style-type: none"> <li>• Time and money for professional development of staff and faculty</li> <li>• Time for education of families</li> </ul>
<b>Incorporate Naviance career and test preparation materials into study skills and core class curriculum</b>	<ul style="list-style-type: none"> <li>• Counselor</li> <li>• Study skills teacher</li> <li>• Core curriculum teachers</li> </ul>	<ul style="list-style-type: none"> <li>• 2009-10 begin</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Survey results of level of use and satisfaction</li> <li>•</li> </ul>		

**GOAL #5: Further develop structures that improve and reward quality instruction at PCS.**

Critical need/ESLR addressed: Support of all ESLR's and critical needs.

ACTION	PEOPLE	TIMELINE	MEASURE	REPORT	RESOURCES
<p><b>Continually assess teacher satisfaction with rubric and evaluation process. Continually assess student and parent satisfaction with student educational experience.</b></p>	<ul style="list-style-type: none"> <li>• Management team</li> <li>• Teachers</li> <li>• board members</li> </ul>	<ul style="list-style-type: none"> <li>• 2009-2010, 2010-2011, and 2013-2014—conduct surveys and make minor changes where needed</li> <li>• 2011-2012 and 2014-2015, fully reevaluate systems</li> <li>• 2012-2013, implement new system</li> <li>• Form committee in 2011 to look at health care and compensation issues.</li> </ul>	<ul style="list-style-type: none"> <li>• 80% or more support for current evaluation system on teacher surveys.</li> <li>• 80% or more satisfaction by students and parents on survey questions related to instruction.</li> </ul>	<ul style="list-style-type: none"> <li>• Reports to appropriate administrative staff and board (2009, 2012).</li> </ul>	<ul style="list-style-type: none"> <li>• Survey tools.</li> </ul>

**GOAL #5: Further develop structures that improve and reward quality instruction at PCS.**

<p><b>Increase faculty attendance at College Board professional development events and professional academic organizations' events to 22 teachers total per year by 2015.</b></p>	<ul style="list-style-type: none"> <li>• Management team</li> <li>• faculty</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing</li> </ul>	<ul style="list-style-type: none"> <li>• Participation in conferences; increase in participation each year.</li> <li>• departmental budgets</li> <li>• Individual professional development plans</li> </ul>	<ul style="list-style-type: none"> <li>• Reports given by teachers at faculty meetings</li> <li>• Management team reports to board</li> </ul>	<ul style="list-style-type: none"> <li>• Funding for events</li> <li>• help with travel</li> <li>• planning, publicizing events (publishing opportunities on the faculty website)</li> </ul>
<p><b>Identify opportunities for teachers to work with teachers in other schools and reward these efforts.</b></p>	<ul style="list-style-type: none"> <li>• Management team</li> <li>• faculty</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing teacher visits of other school sites</li> <li>• In two of the next six years, PCS will host a professional development event on site.</li> </ul>	<ul style="list-style-type: none"> <li>• 25-50% of teachers engage in observations of other schools</li> <li>• workshop materials</li> </ul>	<ul style="list-style-type: none"> <li>• Reports and presentations given by teachers at meetings</li> <li>• Modifications to evaluation rubric</li> </ul>	<ul style="list-style-type: none"> <li>• Local contacts in other schools</li> <li>• funding for teachers observing at other schools</li> </ul>
<p><b>Develop a comprehensive school-wide professional development plan.</b></p>	<ul style="list-style-type: none"> <li>• Faculty Dean</li> <li>• management team</li> <li>• faculty</li> </ul>	<ul style="list-style-type: none"> <li>• By 2012-13, establish a comprehensive school-wide professional development plan</li> </ul>	<ul style="list-style-type: none"> <li>• Written report</li> </ul>	<ul style="list-style-type: none"> <li>• Report created and disseminated to faculty, board, and staff</li> </ul>	<ul style="list-style-type: none"> <li>• Websites</li> <li>• other professional development plans</li> <li>• professional associations</li> </ul>

**GOAL #5: Further develop structures that improve and reward quality instruction at PCS.**

<p><b>Departments create vertically aligned professional development plans.</b></p>	<ul style="list-style-type: none"> <li>• Departments</li> <li>• management team</li> </ul>	<ul style="list-style-type: none"> <li>• By 2011-2012, departments will establish professional development plans</li> <li>• 2012-2013 integrated into school-wide professional development plan</li> </ul>	<ul style="list-style-type: none"> <li>• Written plan</li> </ul>	<ul style="list-style-type: none"> <li>• Plan created by faculty and administration</li> <li>• disseminated to faculty, board, and staff</li> </ul>	<ul style="list-style-type: none"> <li>• Websites</li> <li>• other professional development plans</li> <li>• professional associations</li> </ul>
<p><b>Grade level teams create horizontally aligned professional development plans.</b></p>	<ul style="list-style-type: none"> <li>• Grade level teams</li> <li>• management team</li> </ul>	<ul style="list-style-type: none"> <li>• By 2014, grade levels will establish professional development plans</li> </ul>	<ul style="list-style-type: none"> <li>• Written plan</li> </ul>	<ul style="list-style-type: none"> <li>• Plan created by faculty and administration</li> <li>• disseminated to faculty, board, and staff</li> </ul>	<ul style="list-style-type: none"> <li>• Websites</li> <li>• other professional development plans</li> <li>• professional associations</li> </ul>
<p><b>Implement process for departmental curricular review.</b></p>	<ul style="list-style-type: none"> <li>• Faculty Dean</li> <li>• management team</li> <li>• Faculty</li> <li>• departments</li> </ul>	<ul style="list-style-type: none"> <li>• Create plan during 2009-2010 school year</li> <li>• implement in 2010-2011</li> </ul>	<ul style="list-style-type: none"> <li>• Written plan</li> </ul>	<ul style="list-style-type: none"> <li>• Reported to faculty and board</li> </ul>	<ul style="list-style-type: none"> <li>• Systems used at other schools</li> </ul>

# Appendix

1. 2006 – 2011 Charter
2. Bell Schedules 08 – 09
3. Budget
4. Employee Handbook
5. Mission, Vision, and Strategies
6. School Map
7. Strategic Plan 2008 – 2013
8. Student Handbook 2008 – 2009
9. Operating Agreement – April 2006 – 2011

## Items Available on CD

- CD 1.** 2009 High School Application
- CD 2.** About the National Charter School Evaluation – Summary of Mathematica Study
- CD 3.** Academic Calendar – 2008 – 2009
- CD 4.** Academic Performance Index Reports
- CD 5.** AP Courses Offered at Pacific Collegiate School vs. Other Local High Schools
- CD 6.** Bylaws 12/3/08
- CD 7.** Clubs
- CD 8.** Comprehensive Educational Technology Plan
- CD 9.** Diversity Plan Full Version 8/06
- CD 10.** Lottery Information Sheet – 2009 – 2010 Lottery
- CD 11.** Master Teaching Schedule 2008 – 2009
- CD 12.** Mathematica U.S. Department of Education Press Release
- CD 13.** Parent Volunteer Association Bylaws
- CD 14.** School Profile 2008 – 2009
- CD 15.** School Satisfaction Surveys
- CD 16.** Special Education Department Overview
- CD 17.** Student Outcome Data Tables
- CD 18.** Student Support Systems