

DRAFT

Short Form of Report

Pacific Collegiate School
Diversity Task Force

Report to the PCS Board of Directors

August 2, 2006

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Executive Summary:

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

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

The DTF conducted itself with three overarching themes:

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

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

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

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

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

Standard One: Diversity Planning

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

Commitment:

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

Standard Two: Structural Diversity

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

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

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

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

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

Standard Three: Classroom Diversity and Academic Success

Principles:

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

Commitments:

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

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

Standard Four: Campus Culture

Principles:

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

Commitment:

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

Standard Five: Domain: Accountability

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

Commitments:

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

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

IV. DIVERSITY STANDARDS

Role of Standards

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

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

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

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

Standard Two: Domain: Structural Diversity

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

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

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

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

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

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

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

Standard Three: Domain: Classroom Diversity and Academic Success

Principles:

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

Commitments:

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

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

Standard Four: Domain: Campus Culture

Principles:

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

Commitment:

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

Standard Five: Domain: Accountability

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

Commitments:

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

V. THE FIVE YEAR DIVERSITY PLAN

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

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

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

Diversity Planning

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

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

Structural Diversity

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

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

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

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

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

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

Classroom Diversity and Academic Success

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

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

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

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

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

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

Campus Culture

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

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

Accountability

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

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

Standard One
Domain: Diversity Planning

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

	<u>Five Year Goal(s)</u> <u>School Year 2010/11</u> (Column B)	<u>First Year Goal</u> <u>School Year 2006/07</u> (Column C)	<u>Planned Activities</u> (Column D)	<u>Method of Measurement</u> (Column E)	<u>Budget/Resource</u> <u>Implication</u> (Column F)
Diversity Planning					x= New Resource
	1. Goals of the Five Year Plan are reviewed, modified as needed, and met by 2010.	1.A. Board and principal sign plan by September 15, 2006.	1.A. Review plan at August Board of Directors meeting; ratify at September Board of Directors Meeting.	Signed plan	
		1.B. Integrate diversity planning and oversight into other PCS strategic planning processes.	1.B. Review structure of all PCS strategic planning processes. Make recommendations for necessary structural changes to ensure that diversity planning coordinates with all PCS planning efforts. Recommendations should also address timing of plan development and review, relationship to budget development, and evaluation of results.	Recommendation to PCS Board of Directors by December 2006.	
		1.C. Appoint Committee to oversee implementation and ongoing evaluation of Diversity Plan.	1.C. Review current role and function of Diversity Outreach Committee. Principal makes recommendations to Board of Directors regarding necessary changes in composition, reporting relationship, role, and function of an ongoing committee.	Recommendations by Principal to PCS Board of Directors by October 2006.	

Standard Two
Domain: Structural Diversity

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

	<u>Five Year Goal(s)</u> <u>School Year 2010/11</u> (Column B)	<u>First Year Goal</u> <u>School Year 2006/07</u> (Column C)	<u>Planned Activities</u> (Column D)	<u>Method of Measurement</u> (Column E)	<u>Budget/Resource</u> <u>Implication</u> (Column F)
Structural Diversity					x= New Resource
	<p>1. The lottery pool reflects the countywide demographic of college-seeking students.</p> <p>The PCS student body is racially and ethnically representative of the Santa Cruz County population seeking a college preparatory education.</p>	<p>1. Incremental year one targets are met for improving the percentage of applicants that are racially and ethnically representative of the Santa Cruz County population seeking a college preparatory education.</p>	<p>1A. Establish reliable data source and baseline for:</p> <ul style="list-style-type: none"> • PCS applicant data by racial and ethnic breakdown • county-wide demographic of students seeking college preparatory education. <p>Based on data above, identify incremental targets for 5-year diversity plan. Year one targets to be identified by October 15, 2006.</p>	<p>Written recommendation to Board of Directors by November 2006.</p>	
			<p>1.B. Ensure that enrollment forms, emergency forms, databases, and reports capture and maintain data in an accurate and culturally sensitive way.</p>	<p>Written recommendation to Board of Directors by November 2006.</p>	x
			<p>1.C. Conduct neighborhood walks and/or direct mail recruitments in Beach Flats, Davenport, Live Oak, and Watsonville.</p>	<p>Number of walks and direct mail campaign broken down by geographic area. Report by March 2007.</p>	x

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	<u>Five Year Goal(s)</u> <u>School Year 2010/11</u> (Column B)	<u>First Year Goal</u> <u>School Year 2006/07</u> (Column C)	<u>Planned Activities</u> (Column D)	<u>Method of Measurement</u> (Column E)	<u>Budget/Resource</u> <u>Implication</u> (Column F)
Structural Diversity					x= New Resource
	<p>1. The lottery pool reflects the countywide demographic of college-seeking students.</p> <p>The PCS student body is racially and ethnically representative of the Santa Cruz County population seeking a college preparatory education.</p>	<p>1. Incremental year one targets are met for improving the percentage of applicants that are racially and ethnically representative of the Santa Cruz County population seeking a college preparatory education.</p>	<p>1.D. Develop anchor partner relationships with community-based agencies in targeted geographic areas. Some examples may include but not be limited to Live Oak Family Resource Center, Familia Center, La Manzana, Davenport Family Resource Center, and Mountain Community Resource Center.</p> <p>1. E. Develop partner relationships with county-wide educational institutions and programs. Some examples may include but not be limited to COE XL Tutoring, and Alianza school.</p> <p>1.F. Direct mail invitation and follow-up call to attend a PCS Open House to all public 5th and 6th grade teachers in Santa Cruz County</p>	<p>Quarterly reports on activities beginning in March 2007.</p> <p>Quarterly reports on activities beginning in March 2007.</p> <p>Number of teachers participating in Open House.</p> <p>Number of students from those schools enrolling in 2007 lottery.</p>	<p align="center">x</p> <p align="center">x</p>

Standard Two
Domain: Structural Diversity

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

	<u>Five Year Goal(s)</u> <u>School Year 2010/11</u> (Column B)	<u>First Year Goal</u> <u>School Year 2006/07</u> (Column C)	<u>Planned Activities</u> (Column D)	<u>Method of Measurement</u> (Column E)	<u>Budget/Resource</u> <u>Implication</u> (Column F)
Structural Diversity					x= New Resource
	<p>2. The community has an accurate and positive understanding of PCS.</p> <p>PCS ensures that all prospective and existing students and their families receive information about PCS that is understandable, respectful and provided in a manner compatible with their language and culture.</p>	<p>2. Develop and recommend for adoption by the Board a strategic approach for outreach and public relations that integrates diversity as one of the core outcomes.</p>	<p>2.A. PCS Board of Directors identifies a public relations expert to review existing public relations strategies and materials, interview and conduct focus groups with key stakeholders, and develop a comprehensive public relations plan that incorporates culturally relevant and effective outreach strategies, messages, and materials.</p>	<p>Written plan and proposed corresponding products, approaches and materials to the Board of Directors by April 2007.</p>	<p>x</p>

Standard Two
Domain: Structural Diversity

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	<u>Five Year Goal(s)</u> <u>School Year 2010/11</u> (Column B)	<u>First Year Goal</u> <u>School Year 2006/07</u> (Column C)	<u>Planned Activities</u> (Column D)	<u>Method of Measurement</u> (Column E)	<u>Budget/Resource</u> <u>Implication</u> (Column F)
Structural Diversity					x= New Resource
	3. The PCS faculty, staff and board of directors, is more racially and ethnically representative of the Santa Cruz County Population	3. All PCS outreach, recruitment and retention efforts for faculty, staff, and board members are conducted in a way that clearly utilizes effective methods of reaching diverse candidates, and results in more diverse applicant pools.	3.A. Add references to “Equal Opportunity Employer. . . .are encouraged to apply”	Written reference	
			3.B. Ensure that recruitment ads are put in ethnic minority professional associations according to specialties	List of where recruitment adds are placed	
			3.C. Build relationships with regional teacher preparation programs and other local pipeline programs.	Progress report by principal	
			3.D. Build on new board recruitment policy and community outreach efforts to increase racial and ethnic diversity of PCS Board.	Composition of new incoming faculty, staff, and Board members during School Year 06-07.	
			3.E. PCS Board of Directors identifies an HR expert to examine all current PCS hiring practices. Make recommendations for appropriate training where needed and standardized hiring protocols and practices that are culturally competent.	Written recommendations on training, protocols and practice to the Board of Directors by April 2007.	
			3.F. Develop data systems and protocols that track applicant statistics.	Evidence of system and protocol in place. Annual reporting.	

Standard Two
Domain: Structural Diversity

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

	<u>Five Year Goal(s)</u> <u>School Year 2010/11</u> (Column B)	<u>First Year Goal</u> <u>School Year 2006/07</u> (Column C)	<u>Planned Activities</u> (Column D)	<u>Method of Measurement</u> (Column E)	<u>Budget/Resource</u> <u>Implication</u> (Column F)
Structural Diversity					x= New Resource
	4. Enrollment policies and practices reflect the principles and commitments expressed in PCS' Diversity Standards.	4. A. Assess the legal feasibility of developing an additional enrollment preference program based on socio-economic and/or first generation college criteria. If feasible, develop two-year pilot program for consideration by the Board of Directors.	4 A. In consultation with PCS legal counsel, define parameters of a pilot preference program including but not limited to the following: <ul style="list-style-type: none"> • Definition of preference • Number of slots and rationale • Lottery structure • Eligibility criteria • Application forms • Verification process • Outreach and Marketing • Implications for Charter Revision 	Written summary of pilot preference program. Report to Board of Directors in October 2006 and April 2007 with updates and recommendations.	

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	<u>Five Year Goal(s)</u> <u>School Year 2010/11</u> (Column B)	<u>First Year Goal</u> <u>School Year 2006/07</u> (Column C)	<u>Planned Activities</u> (Column D)	<u>Method of Measurement</u> (Column E)	<u>Budget/Resource</u> <u>Implication</u> (Column F)
Structural Diversity					x= New Resource
	4. Enrollment policies and practices reflect the principles and commitments expressed in PCS' Diversity Standards	4.B. Develop recommendations to mitigate the adverse impact of all set-asides on the demographic composition of the PCS student population, includes admissions preferences for children of Board, faculty, staff and siblings.	4.B. Board of Directors reviews existing admission preference for children of Board members; 4.B. Faculty, staff and admin assess recruitment and hiring history to assess relevance of staff preference; 4.B. Board, admin, and PVA assess use and need for sibling preference. 4.B. Board reviews current definitions of "siblings" and "children" as it relates to enrollment.	Written recommendations by November 2006.	

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Structural Diversity					x= New Resource
	5. Barriers to access created by site location, family expectations, transportation, and PCS' 7-12 structure, are actively addressed.	5. A. If PCS replication initiative is pursued, ensure that location considerations include impact on diversity as a key value. Incorporate impact on diversity as a key value in any preliminary analysis of upcoming lease renewal for current PCS site.	5.A. TBD based on status of replication discussion and any lease renewal preliminary activity.	TBD	
		5. B. Clarify and publicize the role of the family service commitment and the Annual Fund Drive (AFD).	5. B. PVA broadens definitions of parent service options and creates more user-friendly access.	Written description of parent service options.	
			5. B. Development Director and Development Committee ensure that materials emphasize the voluntary nature of our AFD.	Publicity materials	
		5.C. Transportation options for students adversely impacted by PCS location are developed.	5. C. Survey PCS families, community partners, and allies regarding transportation needs and opportunities.	Written survey results and recommendations to the Board of Directors by April 2007.	x

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Structural Diversity					x= New Resource
	5. Barriers to access created by site location, family expectations, transportation, and PCS' 7-12 structure, are actively addressed.	5.D. Research to assess the impact of changing schools twice in two years as an access barrier that impacts diversity at PCS.	5.D. Incorporate into all outreach strategies questions regarding PCS 7-12 structure as a barrier to lottery application.	Report of results by Principal.	
		5.E. Address cultural barriers and practices that create access problems for current and prospective students and families.	5.E. Identify current Spanish bilingual capacity of existing staff; based on results identify strategies for ensuring that language barriers to access for current and prospective families are addressed. 5.E. Identify ways in which current methods of informing and including current and prospective students and families create barriers to access and inclusion: examples include but are not limited to use of technology, use of language around family composition, responding to students and families with special needs and/or disabilities. Based on results, make recommendations for change as needed.	Written results and recommended strategies to Board of Directors by December 2006.	x

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Structural Diversity					x= New Resource
	6. Students, faculty, staff, parents/ guardians and board members are knowledgeable about diversity issues and have achieved a high level of cultural competency about diversity issues.	6.A. Secure agreement on a strategic approach that will institutionalize PCS commitment to enhancing cultural knowledge and competencies. Approach needs to identify necessary resource commitments.	6.A. Write and issue a request for proposals (RFP) to solicit professional expertise in developing a 5-year institutional approach for educating and training staff, board, students, and parents on diversity related issues. Seek input from local experts and charter school technical assistance providers (like the Western Regional Equity Network) in the development of the RFP. Plan needs to identify core competencies that relate to the PCS mission and charter and make recommendations on training curriculum, venues, and other system changes to support increased knowledge. Issue a request for proposal by October 1, 2006 with vendor(s) selected by December 1 st .	Request for Proposal issued and vendor selected Written plan to Board by April 2007	x

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	<u>Five Year Goal(s)</u> <u>School Year 2010/11</u> (Column B)	<u>First Year Goal</u> <u>School Year 2006/07</u> (Column C)	<u>Planned Activities</u> (Column D)	<u>Method of Measurement</u> (Column E)	<u>Budget/Resource</u> <u>Implication</u> (Column F)
Structural Diversity					x= New Resource
	6. Students, faculty, staff, parents/ guardians and board members are knowledgeable about diversity issues and have achieved a high level of cultural competency about diversity issues.	6.B. Cultural competency education begins on campus at all levels	<p>6.B. Consultant to develop an annual comprehensive survey to identify student/parent/faculty/staff and Board of Director attitudes, biases and beliefs about diversity and cultural competencies and awareness.</p> <p>6.B. Set aside adequate instructional time for outside experts to lead a workshop for students and faculty on culture-race-ethnicity-sexual orientation diversity education/appreciation. First training to be an orientation/intro with progressive trainings each year specific to grade or level (age appropriate.)</p> <p>6.B. Ask PVA to sponsor parent discussions and debates about diversity and educational opportunities.</p>	<p>Publish annual results of the student/ parent/faculty cultural/diversity survey. For students, provide results by class to gauge changing attitudes and competency levels.</p> <p>Principal/Faculty recommendations</p> <p>Discussions are held</p>	

Standard Three
Domain: Classroom Diversity and Academic Success

Principle:

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

	<u>Five Year Goal(s)</u> <u>School Year 2010/11</u>	<u>First Year Goal</u> <u>School Year 2006/07</u>	<u>Planned Activities</u>	<u>Method of Measurement</u>	<u>Budget/Resource</u> <u>Implication</u>
	(Column B)	(Column C)	(Column D)	(Column E)	(Column F)
Classroom Diversity and Academic Success					x= New Resource
	1. PCS teachers, staff, board, parents, and students understand and fully appreciate the importance of diversity to students' intellectual as well as social and ethical development.	1. Review existing Diversity Belief Statement and ensure that it incorporates the value of diversity in the educational development of all students.	1. Small committee assigned to adapt existing Diversity Belief statement.	1. Statement is posted/ distributed to community.	
	2. Curriculum content truly reflects stated goals of PCS mission: to emphasize international and cross-cultural education and to promote fundamental ethical principles of compassion, honesty, fairness, respect and generosity.	2. Review current curriculum content for international and cross-cultural content and purposeful inclusion of ethical issues in all classes.	2.A. Teachers meet in departments to assess current state of curricular content with respect to international and cross cultural education. 2.B. Teachers meet as departments, divisions or grade level to share how ethical issues are brought up within the course content.	Reports are written. Idea bank is compiled. Reports are written. Idea bank is compiled.	Teacher meeting time needs to be allocated

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	(Column B)	(Column C)	(Column D)	(Column E)	(Column F)
Classroom Diversity and Academic Success					x= New Resource
	2. Curriculum content truly reflects stated goals of PCS mission: to emphasize international and cross-cultural education and to promote fundamental ethical principles of compassion, honesty, fairness, respect and generosity	2. Review current curriculum content for international and cross-cultural content and purposeful inclusion of ethical issues in all classes.	2.C. Cultural/international/ ethical learning from different courses are shared with the broader school population in general student assemblies. (E.g. the African pen pal/ student writing project of 2 years ago, the Cinco de Mayo celebration with Head Start kids, the Cesar Chavez drama production of several years ago)	Assemblies occur.	Some funding
	3. Curriculum content supports goal to promote tolerance and cultural competency regarding ethnic, religious, gender, lifestyle and socio/economic differences in as well as beyond the PCS community.	3.A. Develop and maintain contacts with outside resources to enrich classroom activities and curriculum on differing cultures, socio-economic groups, and points of view.	3.A. Expand teacher attendance at professional meetings and lectures and events at UCSC or Cabrillo to broaden their awareness of these issues and to gather new ideas. 3.A. Develop list of resources for teachers for outside speakers in class: UC interns, parent resources, community organizations, students from different backgrounds.	Teachers share ideas in brief written notices. List is created and visits occur.	Funding needed for teacher attendance conference and meetings as well as release time.

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Classroom Diversity and Academic Success					x= New Resource
	4. PCS faculty are able to differentiate instructional styles and methods in order to reach students from different backgrounds who want to learn and are willing to put in the effort.	4.A. Teachers develop “idea bank” for methods to address students with diverse learning styles. 4.B. Establish baseline information about current practice and knowledge base. 4.C. Make recommendations on required training and optional trainings.	4.A. Teachers meet with colleagues to share ideas regarding different teaching methods. 4.B. Dialogue and assessment regarding current faculty practice and knowledge begins. 4.C. Research on effective training curriculum for diverse instructional styles begins. Ensure that training includes responsibilities under special accommodation laws. Teachers get training to learn different methods (Maybe a 2 nd yr goal) ?	Shared ideas are recorded in meeting notes. Baseline information Training recommendations to Board of Directors by April 2007	Meeting time Resources for training and faculty meeting time.
	5. PCS provides effective support for English language learners	5.A. Augment the number of regular classroom teachers who receive training in ESL instruction.	5.A. Assess needs regarding ESL-trained teachers.	Needs assessed and training is provided	Training cost

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	(Column B)	(Column C)	(Column D)	(Column E)	(Column F)
Classroom Diversity and Academic Success					x= New Resource
	<p>6. PCS faculty, staff, students, families and other community members are able to provide the necessary support so that the following excerpt from the PCS vision statement is attainable:</p> <p>“...all students are capable of taking and passing AP exams if the students are in a climate where that is expected of them, and they are given sufficient support to achieve this goal”</p>	<p>6.A. Support services are developed and augmented to help students with diverse learning styles or students who need additional support.</p>	<p>6.A. Expand after school tutoring by students</p> <p>6.A. Create “Homework Club” to accommodate students who need the time, place, resources (support material, tutors, computer access) or help to keep on top of homework. (Offer every school day until 5:30. Include a period for physical activity)</p> <p>6.A. Middle school learning support person works one on one or in small groups with 7th and 8th grade students needing support.</p> <p>6.A. Publicize and work with definition of “office hours” held regularly by teachers.</p> <p>6.A. Teachers in each grade level coordinate the development and distribution of written mini study skills for each course.</p> <p>6.A. Teachers/staff trained in cultural differences in expectations around school, participation and academics.</p>	<p>Tutoring is expanded.</p> <p>Homework club occurs and students needing extra help participate and are benefited.</p> <p>Middle school students know where to go for help, and go!</p> <p>Guidelines and times are publicized and clarified.</p> <p>Written documentation Teachers go over in 1st class and do refreshers</p> <p>Training occurs</p>	<p>\$ for staffing</p> <p>\$ for staffing (or PVA volunteers) Pursue Grants</p> <p>Budgeted</p> <p>No cost</p> <p>Staffing costs Meeting time for teachers/admin (sometimes for outside consultant)</p>

Standard Three
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	<u>Five Year Goal(s)</u> <u>School Year 2010/11</u> (Column B)	<u>First Year Goal</u> <u>School Year 2006/07</u> (Column C)	<u>Planned Activities</u> (Column D)	<u>Method of Measurement</u> (Column E)	<u>Budget/Resource</u> <u>Implication</u> (Column F)
Classroom Diversity and Academic Success					x= New Resource
	<p>6. PCS faculty, staff, students, families and other community members are able to provide the necessary support so</p> <p>“...all students are capable of taking and passing AP exams if the students are in a climate where that is expected of them, and they are given sufficient support to achieve this goal”</p>	<p>6.B. Support services are developed to help families support their students’ learning</p> <p>6.C. Develop literature for registration that clarifies PCS expectations regarding time commitment for students, homework help, computer access needs, etc.</p> <p>6.D. Survey families’ individual needs (transportation, after school care, quiet place for homework, support in English language learning for parents or students)</p>	<p>6.B. Family academic support meetings.</p> <p>6.B. The PVA offers family support activities, both on academic and social levels.</p> <p>6.C. Teachers, counselors to create with parent input</p> <p>6.D. Surveys completed, distributed to staff.</p>	<p>Staff facilitate meetings</p> <p>Support activities occur</p> <p>Literature complete, distributed, signed by parents and collected.</p> <p>Each students’ responses should be available to students’ teachers and counseling staff.</p>	Teacher/admin time

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Classroom Diversity and Academic Success					x= New Resource
	7. Students receive consistent academic advisory support from entrance to exit.	7. Culturally competent models for effective academic advisory services are studied. Important desired outcomes include continuity of advisor/student relationship, clarification on critical information to track and disseminate, and effective support for college preparation and application process	7.A. Designated teacher committee completes an Advisory study” with recommendations for implementation in Fall 2007. 7.B. Create mentoring and shadowing opportunities for families who need assistance in the college application process and/or would like to learn more about a particular career field or college/university.	A written study and recommendation are approved by faculty and presented to Principal by Spring 2007. New counselor works with PVA and faculty to create a program.	Meeting time for current teachers. \$ to fund advisory time put in by teachers outside of regular class time.

Standard Four
Domain: Campus Culture

Principle:

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

	<u>Five Year Goal(s)</u> <u>School Year 2010/11</u> (Column B)	<u>First Year Goal</u> <u>School Year 2006/07</u> (Column C)	<u>Planned Activities</u> (Column D)	<u>Method of Measurement</u> (Column E)	<u>Budget/Resource</u> <u>Implication</u> (Column F)
Campus Culture					x= New Resource
	1. All students feel welcome, respected and safe on campus.	1.A. Create a more diverse range of scheduled cultural events, and provide hands on opportunities for students to experience diversity that are not necessarily community service activities. 1.B. Staff & faculty are knowledgeable and skilled at creating & maintaining environments that ensure respectful student interactions. 1.C. Identify and address concerns about harassment on campus.	1.A. Annual schedule of cultural events planned and promoted, including, but not limited to student assemblies. Some need to be "student speaking to students." 1.A. Enhance community presence in classrooms and campus with outside speakers, lecturers and students from other schools. 1.A. Work with Campus Culture Committee to create a multi-year plan of community assemblies & diversity events which include entire community in school events 1.B. Staff and faculty work with Principal to develop strategies, training opportunities, and teacher support structures to ensure that respectful interactions among students occur. 1.C. Student Government and Faculty work together to make recommendations on strategies for creating a harassment free culture. Recommendations should address interim strategies for students that need individual support.	Track and publish classroom and school-wide events on a quarterly basis. Multi-year plan. Recommendations by Principal Written recommendations and interim strategies	

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	<u>Five Year Goal(s)</u> <u>School Year 2010/11</u>	<u>First Year Goal</u> <u>School Year 2006/07</u>	<u>Planned Activities</u>	<u>Method of Measurement</u>	<u>Budget/Resource</u> <u>Implication</u>
	(Column B)	(Column C)	(Column D)	(Column E)	(Column F)
Campus Culture					x= New Resource
	2. Policies and student code of conduct are highly integrated and supported within the school culture.	2.A. All students, staff & faculty are educated regarding school code of conduct & policies 2.B. School defines and trains staff & students on a clear affirmative process for administration of policies with appropriate positive measures.	2.A. Post code of conduct in classrooms. 2.B. Provide teacher training on code and methodology for consistent, across-the-board enforcement of code.	Code posted by September 2006 Survey teachers and students at the end of the year re: code of conduct and respectful interaction.	
	3. Creative, and supportive student groups exist: and clubs, activities, & community service that promote diversity are embraced and supported.	3.A. Encourage more student groups with diverse focus (foster cultural groups or a GSA).	3.A. Meet with representatives from Student Government to discuss strategies for encouraging more student groups with diverse cultural focus. 3.A. Principal works with staff to coordinate Triangle Speakers into appropriate classroom and calendar time. 3.A. Student Government contacts Santa Cruz High and other local high schools to learn more about the establishment and function of their student diversity centers.	Written recommendations from Student Government implemented by January 2007. Triangle Speakers come to PCS by May 2007 Successful contact and recommendations to Student Body	

Standard Four
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Principle:

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- By respecting and celebrating diversity, all students have a broadened appreciation of self and others and can experience the benefits of diversity.

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Campus Culture					x= New Resource
	4. Students are involved in all plans for diversity activities and receive academic or community service credit for doing so	4.A. Create clear process and mechanisms for soliciting student input and leadership on diversity planning. 4.B. Integrate a student academic component for supporting, planning and implementing diversity activities.	4.A. Assess how students currently provide input and leadership on planning for diversity related activities. 4.A. Work with representatives from Student Government and Student Organizations to create an easy mechanism for students to provide input and feedback about proposed diversity activities. 4.B. Use UCSC interns as a significant resource for coordination of student input and diversity activities/trainings. 4.B. Recommend that Student Government consider a newly elected position that coordinates diversity efforts.	Mechanism for student input and feedback about proposed activities implemented by January 2007. UCSC intern(s) utilized during School Yr 2006/07. For credit student council position created during School Yr 06/07	
	5. Ensure that all families & students have equal access and equal opportunities to participate and succeed.	5.A. Analyze arenas where PCS makes assumptions that all students and families have equal access, resources, and support to succeed.	5.A. PVA, in conjunction with Student Government and faculty, surveys students and families. Based on results, makes recommendations about a range of support to ensure success of all students and families. 5.A. Ask PVA to sponsor parent discussions and forums about access and participation. 5.A. On student registration and enrollment forms, ask how students and families prefer to be contacted (email or hard copy).	Survey instrument and recommendations for enhancements to Board of Directors by April 2007. Sponsored forums September 2006	

Standard Five
Domain: Accountability

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

	<u>Five Year Goal(s)</u> <u>School Year 2010/11</u> (Column B)	<u>First Year Goal</u> <u>School Year 2006/07</u> (Column C)	<u>Planned Activities</u> (Column D)	<u>Method of Measurement</u> (Column E)	<u>Budget/Resource</u> <u>Implication</u> (Column F)
Accountability					x= New Resource
	1. Goals of the Five Year Plan are reviewed, modified as needed, and met by 2010.	1.A. Budget appropriate resources to support the full implementation of first year plan.	1.A. Request budget augmentation in Sept. 2006 to acquire sufficient staffing support. 1.A. Submit recommended job description(s)/ staffing plan and recruitment strategy to Board of Directors by September 2006. 1.A. Secure additional staffing resources by December 2006. 1.A. Request budget augmentation in September 2006 for diversity training consulting services.	Recommendations approved by Board of Directors. Staffing resources secured.	x
		1.B. Make recommendations for utilization, modification, and/or development of data management and evaluation systems necessary to effectively evaluate diversity plan goals.	1.B. Review all existing data collection and data management systems currently used to track diversity related data. 1.B. Identify gaps, inconsistencies, and barriers to successful data management. 1.B. Make recommendations to Board of Directors for necessary changes in April 2007.	Recommendations to Board of Directors in April 2007.	x
		1.C. Ensure that appropriate teacher, staff, and board job descriptions and evaluation processes effectively address accountability to diversity plan goals.	1.C. Review all job descriptions and performance evaluation processes. Make recommendations to Board of Directors for necessary changes in January 2007. 1.C. Incorporate questions into exit interview process for faculty, staff, and students that solicit input on diversity related topics.	Recommendations to Board of Directors in January 2007.	