

## **Pacific Collegiate School Diversity Status Report and Action Plan (2016-2020)**

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## **Pacific Collegiate School Diversity Status Report and Action Plan (2016-2020)**

### **I. Introduction/Vision Statement**

Pacific Collegiate School (PCS) values a student population that reflects the diversity of Santa Cruz County in many respects including demographic, socioeconomic, ethnic, cultural, religious, gender identities, sexual orientation and disabled communities. In broad terms, a diverse PCS school community serves two important purposes: (1) it demonstrates equal access for all community constituencies to a high-quality, standards-based, college preparatory and fine arts education that seeks to prepare its graduates to enter and thrive at the world's finest colleges and universities, and (2) it stimulates the school's academic/pedagogic perspective to encourage PCS students to engage and understand all community constituencies as they learn to assume leadership roles in their chosen fields.

PCS initially adopted a five-year Diversity Plan in 2006 as a "living document" that would provide a conceptual background for issues relating to school diversity, demonstrate an intention to take a variety of steps to diversify the school, and provide an itemized agenda to guide the actions of the school over the following five years. The Plan has been updated every five years to include an assessment of the progress PCS has made as well as new ideas for fostering diversity at the school.

### **II. Summary of 2006-2015 Progress**

- **Retention of Outreach Coordinator.** In January of 2007, PCS created and funded a paid staff position for an Outreach Coordinator, whose responsibilities include maintaining and enhancing the school's current diversity and reaching communities which are currently regarded as underrepresented.
- **Development of Community Outreach Program.** The Community Outreach Program includes programs for disseminating information about PCS, raising awareness of PCS and the procedures for admission, and the development of community partnerships to facilitate positive interactions between PCS students and staff and Santa Cruz community members, including tutoring, mentoring, and other community service projects.
- **Development of "First To College" (FTC) Lottery Program.** The PCS admission lottery sets aside a number of seats for applicants to 7th grade who would be the first in their family to attend college, which has increased the admission of Hispanic students in some years, and by design has consistently enhanced the socioeconomic and cultural diversity of the pupil population.
- **Programs for Student Support.** As part of the efforts to sustain a diverse student population, PCS established and enhanced numerous levels of student support, including teacher grade level teams, a full time 7th and 8th grade Academic Support specialist, a Study Skills and Technology class for all 7th grade students, and a revised bell schedule to include block periods and in-school tutorial.
- **Promotion of Diversity in School Culture and Mentoring.** In order to support students of all academic backgrounds, PCS has put a variety of support structures in place. These

include a summer program for incoming 7th grade and 10th grade students called Base Camp, a social support program called Where Everyone Belongs, and the Study Skills and Technology course for all 7th graders.

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

### **III. Summary of 2016-2020 Diversity Action Plan**

- **Improve Outreach Efforts.** The Outreach Coordinator will develop a new and comprehensive outreach plan, continue the successful after-school tutoring partnership with Barrios Unidos, explore the possibility of expanding the opportunities for such tutoring partnerships, and work in collaboration with the PCS Communications & Marketing Task Force/Committee to shift public perception of diversity at PCS.
- **Build an Inclusive and Supportive School Culture.** The Diversity Committee will create a data collection subcommittee focused on assessing the needs of FTC students and families with the goal of ensuring and improving FTC student retention, consider establishing a parent advisory committee, invite one or two students annually to serve on the committee, work to ensure all PCS materials are accessible in both English and Spanish and available in electronic and print format and are clear regarding financial contributions, consider additional programs for student support, and promote diversity through student leadership opportunities.
- **Recruit Diverse School Leadership.** The Diversity Committee will recruit a diverse board, faculty/staff, and committee members for the development and maintenance of a PCS student population reflective of our community's demographics.
- **Expand Data Collection and Assessment.** PCS will continue to improve upon methods and standards of gathering data for the purpose of assessing the needs of its ethnically diverse and first-to-college population in order to provide concise and effective support.

### **IV. Review of 2006-2011 Diversity Plan and Progress**

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

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

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

established in 2004. The Diversity Oversight Committee continues to meet monthly and includes the Outreach Coordinator and school principal.

3. Development of PCS Community Outreach Program. The PCS Community Outreach program started immediately and has included dissemination of information about PCS and upcoming events through the school website and local newspapers and other means. The Outreach Coordinator has supervised the dissemination of information to area schools, community centers, libraries, after-school programs, health clinics, religious institutions, local businesses, and other places where student families of diverse backgrounds might be reached.<sup>1</sup> The Outreach Coordinator has attended a wide variety of community events to raise awareness of PCS and the procedures for admission. PCS has developed community partnerships to facilitate positive interactions between PCS students and staff and Santa Cruz community members, including tutoring, mentoring, and other community service projects.<sup>2</sup> Prior to the annual admissions lottery, which is typically held in March, PCS conducts at least three information meetings for students and their families. These meetings are widely advertised in English as well as Spanish, and Spanish language interpretation is available at each meeting. All literature, handouts and PowerPoint presentations are translated into Spanish. The PCS website has a translation feature so that the website material can be instantly converted to Spanish. PCS also has staff members who are fluent Spanish speakers who can support prospective families and students with the application process. The online admission application is available in both Spanish and English and hard copies of both applications are available on campus for those not able to access information via the Internet.

4. Development of Pilot “First to College” (FTC) Program Affecting PCS Lottery. The combination of open public access and high academic standards has resulted in significantly more demand for PCS admission than there are spaces available for students. Pursuant to California State charter school law, PCS holds an annual public lottery for admissions. The lottery is widely publicized, open to all - there are no tests and no application fees - and is completely transparent.<sup>3</sup>

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<sup>1</sup> The Facilities Use Agreement between PCS and the Santa Cruz City Schools District (SCCSD), which was in effect until PCS moved into its new building in 2015, specifically prohibited direct recruitment or “targeting” of SCCSD students, which meant that PCS had to come up with alternative ways of reaching out to the diverse student population of the SCCSD. The Facilities Use Agreement was replaced by a new agreement, called a Memorandum of Understanding, which continues this policy in effect.

<sup>2</sup> The agencies and organizations included the following: Migrant Head Start, the Imagine Program in Beach Flats; Ceiba Charter College Prep Academy; La Familia Community Center; Boys and Girls Club; Rebele Family Shelter; UCSC Educational Partnership Center; COSMOS; Gear Up; Girls in Engineering; and the San Jose State University Nursing School program, which mentored children in the Live Oak and Beach Flats neighborhoods.

<sup>3</sup> California charter school law requires PCS to describe the “means by which the school will achieve racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.” (Ed. Code, §§ 47605, subd. (b)(5)(G), 47605.6, subd. (b)(5)(H).) However, like all

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

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

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

In the 2010-2011 school year, the Math Department began offering drop-in after-school tutorial programs staffed by volunteer faculty, and the program currently operates on Mondays and Tuesdays after school. Many students are officially referred to the program, but students have also opted to attend. The program’s organizers track the attendance of students, and it is specifically aimed at improving achievement in math.

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California public education institutions, PCS is prohibited by law from instituting admissions policies that promote enrollment of children of a particular racial or ethnic group. (Cal. Const., art. 1, § 31.)

<sup>4</sup> The Student Support Team is comprised of the Academic Support Specialist, the Director of Special Education, the College Counselor, and the Assistant Principal/Dean of Students.

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

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

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

## **V. Review of 2011-2015 Diversity Plan and Progress**

The 2011-2015 Diversity Plan identified five measures PCS would evaluate and pursue.<sup>5</sup> Those measures, and the progress made on each, are as follows:

1. Continued Improvement of Outreach Efforts. The PCS Community Outreach program has continued to find new ways to reach diverse communities. In 2014, PCS established a tutoring program with Barrios Unidos. Children in grades kindergarten to 12th

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<sup>5</sup> Significant to the 2011-2015 diversity efforts, several challenges were presented in 2013. First, the former PCS principal resigned, and the Board focused much of its efforts on the search for and transition to a new principal. Second, the Santa Cruz City Schools issued a notice that it intended to reoccupy the former Natural Bridges Elementary School site, which PCS had been using for nearly all school facilities, and terminated the lease agreement upon two years’ notice. From 2013 to 2015, the Board focused significant efforts and resources on locating a new facility for the school, securing funding for the purchase of the new facility, and moving into the new facility.

grade who participate in Barrios Unidos are transported to PCS two days a week, where students provide tutoring and PCS staff provide academic assessments. During the 2014-2015 school year, approximately 20 students from the Beach Flats community participated. During the 2015-2016 year, about 20 students from Beach Flats and an additional 20 students from the Live Oak community participated and there was a waitlist of about the same numbers from each community to join the program, the total number participating being limited due to transportation issues. The program has been a tremendous success, although Barrios Unidos has found it challenging to continue transportation funding.<sup>6</sup> In conjunction with the tutoring program, PCS has been involved in potluck community events with Barrios Unidos parents. The events have been at both PCS and in the Beach Flats Community Center.<sup>7</sup> Through both the tutoring program and the community events, families who might not have even been aware of PCS have now been introduced to PCS in a positive and welcoming manner, and some of those families have applied for the PCS lottery.<sup>8</sup>

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

In 2015, PCS began a program called the AP Base Camp to help incoming 10th through 12th grade students prepare for the Advanced Placement (AP) courses and exams specifically and the increased academic expectations of the upper grades in general. The AP Base Camp is an 8-day program held over the summer for two hours per day. The program focuses on the

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<sup>6</sup> Transportation is an issue with respect to diversity efforts because PCS is located on the far west side of Santa Cruz and in the far northern part of Santa Cruz County. Public transportation is not convenient, and PCS does not have funds for busing. However, PCS provides a carpooling resource through its website and advertises the carpooling resource to all families. Many families do use carpooling to transport their students from locations around the county.

<sup>7</sup> Speakers have included: Martin Vargas-Vega, Associated Students of Cabrillo College Student Senate President; Jacob Martinez, CEO and founder of Digital Nest; and Leslie DeRose, Cabrillo College Outreach Program Coordinator.

<sup>8</sup> For the March 2015 lottery (FTC and regular), three Barrios Unidos children applied but none received admission; and for the March 2016 lottery, none received admission although it is unclear how many, if any, applied. Going forward, PCS will make efforts to track the applications and lottery success of students from the tutoring program.

skills of reading a textbook, outlining, and preparing for quizzes/assessments. Up to 50 students may enroll, and preference is given to new students as well as those recommended by teachers.

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

3. Evaluation and Refinement of Lottery. In 2014, the PCS Board of Directors permanently adopted the FTC Lottery, based on the results of the PCS FTC Pilot Lottery Study, with amendments adopted following discussions during the County Office of Education (COE) Board of Education Trustees' Charter School Committee meeting on October 7, 2014. Pursuant to the October 2014 amendments, the admission reserve for FTC students will increase from 10 percent to 15 percent in increments of one percent per year for five years starting in the 2015-2016 school year. This will result in the following admissions reserves: 11 percent for the 2015-2016 school year, 12 percent for the 2016-2017 school year, 13 percent for the 2017-2018 school year, 14 percent for the 2018-2019 school year, and 15 percent for the 2019-2020 school year, after which it will remain at 15 percent.

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

5. Pursuit of Opportunities for Cultural Enrichment. The 2011-2015 plan recognized that the PCS experience has been enriched by academic and extracurricular programs focused on the appreciation of diverse cultures and peoples, by students from other countries who attend PCS, and by the experiences of PCS students who participate in programs for travel and study abroad. The plan envisioned the evaluation of potential "sister schools" and other opportunities for learning across international borders. During that time period, PCS began hosting more foreign exchange students and offering a formal student exchange with a school in Denmark and a school in Chile. PCS also began offering four world languages, with an increasing focus on culture, as per the changing AP curriculum.

## **VI. 2016-2020 Diversity Action Plan and Recommendations**

Plan Elements and Reporting Timeline: The 2016-2020 Diversity Plan has four elements: (A) continued improvement of outreach efforts; (B) continue to build an inclusive and supportive school culture; (C) board, faculty/staff, and committee diversity recruitment; and (D) improved data collection and assessment. The Outreach Coordinator will prepare a status report addressing the progress in these areas, to be submitted to the Board of Directors each December and May.

**A. *Continued Improvement of Outreach Efforts***

*General Goal:* Find new ways to spread information about PCS to diverse communities and attract families from those communities to apply for the PCS admissions lottery. Improve and expand current outreach efforts in order to attract students throughout Santa Cruz County and dispel misperceptions about PCS.

The following three specific programs will help PCS reach the above goal:

1. Redevelopment of PCS Outreach Plan. The Outreach Coordinator, in collaboration with the PCS Diversity Committee, will develop a new and comprehensive outreach plan including: (a) assessment of outreach efforts to date; (b) strengthening of existing partnerships with community organizations and developing new community partnerships (e.g., with Digital Nest); (c) implementation of creative new strategies for outreach - for example, by inviting outside groups (e.g., Boys and Girls Club) to PCS events such as Fusion Dance performance and theater programs, and/or by hosting (or co-hosting) community forums and educational programs.

2. Continue, Improve, and Expand Community Service/Partnerships. PCS will continue the successful after-school tutoring partnership with Barrios Unidos, with efforts to focus the program on the 3rd through 6th grade age group, which has the most potential to lead to increased lottery applications from the community served by Barrios Unidos. PCS will also explore the possibility of expanding the opportunities for such tutoring partnerships into the Santa Cruz educational community by publicizing its program as a model for other schools.

3. Shift Public Perception. The Outreach Coordinator and Diversity Committee will work in collaboration with the PCS Communications & Marketing Task Working Group (part of the PCS Development Committee) to shift public perception of diversity at PCS by (a) raising the visibility of the FTC lottery; (b) highlighting and celebrating the diversity of the PCS student body with a new section on the PCS website (tentatively entitled “Who is PCS?”), or revamping the website to include such content throughout; and (c) examining all marketing materials to ensure the promotion of diverse student recruitment (i.e., by addressing the misperception that PCS has tuition or “required” donations and parent volunteer hours).

**B. *Build an Inclusive and Supportive School Culture***

*General Goal:* PCS will provide academic support to all students, which will enhance and sustain the diversity outreach efforts and student retention. PCS will work with faculty, staff, and leadership to foster a school culture that is inclusive and supportive. PCS is committed to the long-term retention of diverse and FTC students and families.

The following seven specific programs will help PCS reach the above goal:

1. First to College Families’ Needs Assessments. In collaboration with school administration, the Diversity Committee will develop a slate of needs assessment surveys and

discussions about how best to support diverse and FTC students and families in the school community with the goal of ensuring and improving FTC student retention. These materials will be in English, Spanish, and any other needed languages.

In the spring of 2015, an initial FTC parent's survey was conducted to identify issues affecting the ability of families to support their students' academic achievements and goals. The results contributed to the development of the 2015-2019 PCS Strategic Plan. A follow-up survey is planned for spring 2017.

2. Development of In-House Parent Advisory Committee and English Language Learner (ELL) Teacher Position. With input from a Diversity Committee subcommittee, PCS will consider establishing a parent advisory committee following the model of English Learning Advisory Committees (ELAC's) and site councils. While currently not mandated to establish an ELAC, this advisory committee would seek to serve similar purposes for all families from traditionally underserved groups, including ELL, FTC, and low socioeconomic status. The committee – tentatively entitled a Family Learning Advisory Committee (FLAC) or Family Academic Advisory Committee (FAAC) – would include parents from various backgrounds and would be aimed at determining the needs of students and parents from the various backgrounds and improving student retention. The FLAC/FAAC committee would provide advice and input regarding services and expenditures for target populations in the district Local Control Accountability Plan (LCAP), as well as providing input on services related to the needs of these students. In addition, the school will consider establishing an ELL teacher position to serve the needs of students for whom English is a second language.

3. Foster Student Involvement in Diversity Efforts. The Diversity Committee will invite one or two students annually to serve on the committee (with selection criteria to be developed) and support related activities including outreach, school activities, and website development. PCS will encourage a faculty member to lead an occasional diversity-related seminar, giving students the opportunity to brainstorm and discuss diversity issues.

4. Support Consistent, Clear, and Inclusive Parent Communications. The Diversity Committee and Outreach Coordinator will work with the Parent Volunteer Association, Development Committee, Arts Department, and Athletic Director/Activities Coordinator to ensure all materials are accessible in both English and Spanish and available in electronic and print format. Moreover, messaging in all materials will clarify that while financial donations and volunteer service to PCS is encouraged at whatever level possible, they are not mandatory. For example, materials will be reviewed to ensure that they specify all PCS students can participate in an extracurricular activity without paying a "fee." The Diversity Committee will draft a set of guidelines for parent volunteers, coaches, and teachers for fundraising requests.

5. Improvement and Refinement of Academic Support Programs. With the goal of ensuring and improving student retention, PCS will continue to offer Tutorial, Seminar, Base Camp, AP Base Camp, and test preparation programs, and will seek to update and improve them over time. PCS will also strive to incorporate opportunities for one-on-one student/faculty member check-ins (as were available in the Advisory program). PCS will consider these

additional programs: providing FAFSA help in Spanish, giving preference to FTC students in AP Base Camp, reconsidering a Summer Academic Camp for students who have completed 5th grade (with the target of bringing in more FTC students and improving diversity)

6. Promote Diversity Through Student Leadership Opportunities. With the goal of ensuring and improving student retention and success, PCS will explore more opportunities for study abroad type programs that are open to diverse populations; encourage native language speakers to become peer tutors; and encourage and recruit students from diverse backgrounds, including FTC students, to become WEB leaders, club leaders, and student government representatives.

7. Study Benefits and Impacts of a Possible Sixth Grade. PCS will explore whether the addition of a 6th grade cohort would help in the recruitment and retention of students of diverse backgrounds. The results of this study could serve as a recommendation for the next charter renewal.<sup>9</sup>

### ***C. Board, Faculty/Staff, and Committee Member Diversity Recruitment***

*General Goal:* To succeed in developing and maintaining a PCS student population that is reflective of our community's demographics and truly diverse, PCS also seeks school administration, faculty, staff, and committees that are similarly reflective and diverse. A diverse body of adults in leadership and educational roles provides insight and example to the student community. A first step in achieving this overall goal will be to conduct a voluntary and anonymous diversity survey for faculty, staff and board to assess the makeup of school leadership and administration.

The following three specific programs will help PCS reach the above goal:

1. Board. Nonprofits traditionally have a more difficult time achieving inclusivity on their boards than in their staffs. In a concerted effort to overcome this phenomenon, the PCS Board will do the following in its member recruitment: (a) review and revise its recruitment materials and strategies with the goal of improving diversity; (b) expand outreach both geographically and in terms of advertising methods; (c) leverage connections with local organizations that serve underrepresented constituencies; and (d) consider engaging a search firm to enhance diversity. Additionally, the PCS Board will provide its members annual diversity and bias training.

2. Faculty/Staff. PCS will review and revise its faculty and staff recruitment materials as well as its recruitment strategies with the goal of improving diversity. The Diversity

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<sup>9</sup> When PCS was founded, it was aligned with the then-existing grade-year division between elementary and middle schools in the local school district, in which middle school began in 7th grade. As many of the local school districts have now changed to begin middle school instruction in 6th grade, PCS is no longer aligned with the grade-year division in those schools. Although some (mainly smaller) local elementary schools do go through 6th grade, adding a 6th grade to PCS could help with diversity efforts in that it might reduce barriers for students who would be challenged by multiple school transitions (i.e., attending different schools for 5th, 6th, and 7th grades).

Committee will support these efforts by helping with the review of materials, suggesting language to be included in all recruitment materials, and possibly by having a committee member participate in the hiring process.

3. Diversity Committee. Committed Diversity Committee members are critical to the execution of the PCS vision and this Action Plan. To develop and sustain an active and efficient Diversity Committee, PCS will institute guidelines for service on the committee. The guidelines will address recruitment, selection, and terms of service.

#### ***D. Expand Data Collection and Assessment***

*General Goal:* Devise methods and standards of gathering data and needs assessments of student body that are inclusive of diversity and first-to-college status to help inform future outreach efforts and sustain and support current students/families. In collecting this information, great respect will be paid to privacy of all students and their families.

The following two specific programs will help PCS reach the above goal:

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

2. Evaluate Feasibility and Potential Effectiveness of Further Lottery Refinements. Based on data collection and assessment, PCS will consider whether diversity improvement can be achieved by additional lottery measures, such as a 9th grade entry FTC lottery reserve<sup>10</sup> or a lottery reserve for applicants eligible for free and reduced lunch.

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<sup>10</sup> The 9th grade lottery typically has a significant number of slots for new students due to post-8th grade attrition. After the 2015-2016 school year, there were 15 lottery openings for the 9th grade. After the 2014-2015 school year, there were 11 lottery openings for the ninth grade. There is no data available for the 2013-2014 school year. After the 2012-2013 school year, there were five lottery openings for the 9th grade. After the 2011-2012 school year, there were 10 lottery openings for the 9th grade.

Anecdotally, the reasons for pre-9th grade transfer include: (1) students wanting a comprehensive high school experience, (2) students not wanting an AP high school experience, (3) students wanting to be with friends, and (4) students wanting to play certain high school sports.

## VII. Data and Appendixes

### A. *Measurements of Diversity*

Evidence suggests that the demographics of PCS applicants are similar to the pupil population of peers attending Santa Cruz City School District high schools that pursue a college preparatory curriculum, as demonstrated by enrollment in AP classes. PCS will continue to monitor this important basis of comparison. In recognition that a diverse student body is critical to an excellent education, PCS will continue its efforts to achieve diversity in all areas, including race, ethnicity, socioeconomic status, sexual orientation, and gender identity/expression.<sup>11</sup>

### B. *Diversity Index Data/Tables*

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

#### 1. Percentage of PCS Students Reported as Hispanic/Latino

School Year	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Total	Santa Cruz High School (SCHS) District
2010-11	5.0	10.2	6.7	12.6	12.3	5.5	9.0	32.6%
2011-12	17.0	13.6	11.4	4.7	10.7	10.4	11.4	34.5%
2012-13	21.6	16.1	11.4	13.1	5.9	11.0	13.2	35.9 %

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<sup>11</sup> In the fall of 2015, the COE informed PCS that it expects the PCS population to reflect the ethnic/racial diversity of the three high schools in the SCCSD. That expectation led to the increased FTC lottery reserves discussed in section V.3.

2013-14	13.5	20.5	17.0	11.8	14.7	6.1	14.0	37.1 %
2014-15	15.41	13.5	16.1	16.3	12.3	15.5	14.9	37.6 %
2015-16	16.3	14.3	13.3	16.0	16.0	12.7	14.8	TBD
2016-17	7.6	18.3	18.7	14.1	18.3	14.7	15.3	TBD

2. Percentage of PCS Students Reported as White

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

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

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

4. First to College (FTC) Students

Academic performance data of the FTC students is compiled in the table below. The numbers are fairly small, making it difficult to identify trends. However, the high success rate on Advanced Placement exams in our first graduating class is notable.

PCS First To College Academic Data (through 2015-2016)									
Classes	GPA		% who Met or Exceeded the Standard on CAASPP						% of AP Exams with 3, 4, or 5
	Junior High	High School	7th ELA	7th Math	8th ELA	8th Math	11th ELA	11th Math	
2017	2.62	2.758					83% (n=6)	50% (n=6)	88% (n=16)
2018	2.45	2.74							67% (n=3)
2019	3.057	3.331			60% (n=10)	50% (n=10)			
2020	2.494		75% (n=8)	50% (n=8)	75% (n=8)	38% (n=8)			
2021	2.401		29% (n=7)	29% (n=7)					

5. PCS Student Diversity Results

Key student diversity categories are combined for comparison.

School Year	Total Enrollment*	FTC Students**	Hispanic Students
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2016-2017	522	54	10.3%	80	15.3%
2015-2016	518	55	10.6%	74	14.3%
2014-2015	508	63	12.4%	82	16.1%
2013-2014	504	61	12.1%	70	13.9%

FTC (First to College) and Hispanic student data are self-reported; Hispanic students reported as Hispanic/Latino.

\* Starting enrollment as of the first Wednesday of each October.

\*\* FTC students admitted through sibling preference, FTC lottery, general lottery, and after 7<sup>th</sup> grade combined.

6. 2014-2015 Ethnic Diversity Index - Santa Cruz County Schools

School	Ethnic Diversity Index	Enrollment
San Lorenzo Valley High	22	757
San Lorenzo Valley Middle	25	490
Scotts Valley High	28	784
Scotts Valley Middle	32	625
<b>Pacific Collegiate School</b>	<b>34</b>	<b>508</b>
Aptos High	37	1,417
Mission Hill Middle	38	641
Santa Cruz High	39	1,031
Branciforte Middle	41	488
Soquel High	41	1,075
Harbor High	42	1,032
All Santa Cruz County public schools	39	40,584

2014-2015 scores from the California Department of Education's (CDE) state-wide Ethnic Diversity Index (EDI) web site (<http://www.ed-data.org/>) for selected Santa Cruz County middle and high schools. The CDE recognizes seven racial categories. EDI values close to 100 indicate a school has a fairly even distribution of students among the seven categories. Numbers closer to 0 indicate that students are predominately from a single racial group.

**C. *First to College (FTC) Lottery Data***

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

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

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

**D. *Western Association of Schools and Colleges (WASC) Plan Diversity Goals***

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

<b>Tasks</b>	<b>Responsible Parties</b>	<b>Progress Assessments</b>	<b>Timeline</b>	<b>Progress Reports</b>
Establish baseline	Administration	Creation of a	2015 to	Annual report to

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

***E. 2015-2018 Strategic Plan Diversity Goals***

***As part of its 2015-2018 Strategic Plan for PCS, the PCS Board adopted the following diversity-related goals:***

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