



PACIFIC COAST CHARTER SCHOOL MID-CYCLE PROGRESS REPORT

**294 Green Valley Road
Watsonville, CA 95076**

Pajaro Valley Unified School District

February 12, 2020

**Accrediting Commission for Schools
Western Association of Schools and Colleges**

CONTENTS

I: Student/Community Profile Data	3
II: Significant Changes and Developments	10
III: Ongoing School Improvement	11
IV: Progress on Critical Areas for Follow-up/Schoolwide Action Plan	12
V: Schoolwide Action Plan Refinements	19

I: Student/Community Profile Data

Include the following:

- An updated student/community profile that includes the following: a brief, general description of the school and its programs; the school's vision, mission, and learner outcomes; student and faculty/staff demographics; and student achievement data for a three-year period.
- An updated summary of data with implications, identified critical learner needs, and important questions for staff discussion.

□ **Note:** *Use the current student/community profile and summary that has been updated annually since the last full visit and other annual progress reports. (See Task 1 of the Focus on Learning manual.)*

School Description

Pacific Coast Charter School (PCCS) is a community based, blended learning independent study charter school in Watsonville, California. PCCS currently serves 200 students in grades K-12, and is chartered under the Pajaro Valley Unified School District (PVUSD). Most students attending PCCS live within the Pajaro Valley Unified School District boundaries, with some students coming from other areas of Santa Cruz County and contiguous counties. The school (Charter School #170) was founded as a K-12 school in January 1999 by a committee of parents, teachers, students, and community members from 'Pajaro Valley Home Independent Study.'

Our goal is for all students to meet the academic standards and diploma requirements of the PVUSD and the State of California. PCCS values a self-directed, self-paced educational environment that includes access to a variety of learning opportunities and methods, including independent study, classroom settings, and online courses. Students may blend opportunities and methods to meet their unique learning needs. Students are guided to take responsibility for their educational goals, develop lifelong learning skills, and explore areas of special interest. The School-wide Learning Outcomes (SLOs) focus our decisions around curriculum and instruction. As such, at every grade level we challenge students to become academic achievers, 21st century learners, and global citizens.

PCCS supervising teachers each oversee a caseload of an enrollment of 27 students, resulting in a schoolwide average of 25 ADA to one teacher. They provide individualized instruction, guidance, coaching, and support to the students and families for the duration of their enrollment in the program. A personalized learning plan (PLP) is created for each student by the learning team (teacher, parent, and student) and is guided and overseen by a supervising teacher who meets with the student and parent on a regular basis. Each student and parent or guardian signs a Master Agreement that outlines the requirements of the student, his/her guardian, and the school. Students with special needs receive additional support from a Resource Specialist, Speech Therapist, Counselor, Migrant Education, and other support personnel from the PVUSD.

Hybrid onsite class offerings for grades 9-12 take place three days per week using a schedule similar to a college schedule in that some classes meet once a week, some twice a week, and the

majority of the assigned work is completed at home independently. Our hybrid high school classes include: College Prep English 1-4, General English, Math 1-3, Introduction to High School Math (new in 2018-2019), Pre-Calculus, World Civilizations, U.S. History, Oceanography, Environmental Science, Biology, Earth and Space Science, onsite tutoring and Edgenuity support 3 days a week, Art, Ceramics, Video Production, and Yearbook. High school students also have access to online instruction through Edgenuity and ALEKS, and off-campus courses at Cabrillo Community College. In addition, PCCS offers field trips, and special school-wide events planned by staff, students, parents, and community members.

The K-8 program offers twice weekly enrichment workshops on a wide variety of topics, including art and science. In addition, there are onsite events such as science expos, guest speakers, presentations, holiday celebrations, student led art exhibitions, and off-site field trips.

PCCS maintains a website that can be accessed by students, parents, and members of the community to get information about the school. The website is currently being updated for the 2019-20 school year to provide easier navigation and increased informational content. Additionally, PCCS publishes a K-12 monthly newsletter that updates families and students on important news, and describes classes, upcoming events, and school activities. The newsletter is posted to our website, and hard copies are made available to families. The K-8 teachers also send out twice monthly email bulletins to keep parents updated.

Staff Description

The staff of PCCS comprises the principal, ten credentialed teachers, a school counselor, an office manager, a registrar, a library media technician, a computer support technician, an RSP teacher and instructional aide, a school psychologist, a part time nurse and health clerk, and a district custodian, as well as part-time specialists who teach supplemental classes and workshops onsite. Pacific Coast has a talented staff that is collectively experienced in every aspect of education. All of the teachers meet or exceed the requirements of NCLB, assuring that students receive highly trained instruction in classes, as well as in their one-on-one conferences regarding their studies.

WASC Accreditation History

PCCS received its third six-year WASC accreditation in January 2017, and is currently in the process of completing its mid-cycle progress review in February 2020.

School Purpose: Vision, Mission, and Schoolwide Learner Outcomes

Vision: Pacific Coast Charter School students will be socially responsible, self-motivated, and competent lifelong learners.

Mission Statement:

Pacific Coast Charter School is a unique blend of home, community, and campus-based learning that supports K-12 students in realizing their potential through personalized educational plans that complement their diverse learning styles. PCCS promotes strong family and community relationships, academic achievement, independence, confidence, respect, responsibility, and self-directed learning.

Schoolwide Learner Outcomes:

Academic Achievers who will

- Develop self-directed learner skills
- Exhibit curiosity, creativity, and pursue unique interests
- Honor personal and academic commitments
- Think critically & provide evidence to support a position
- Meet or exceed proficiency of the CA State Common Core Standards

21st Century Learners who will

- Develop technology skills that enhance learning & college/career readiness
- Work collaboratively to solve problems, with respect and integrity
- Communicate clearly, both written and orally
- Examine issues from different perspectives and multiple sources

Global Citizens who will

- Actively contribute to the local community
- Develop an awareness and appreciation of diverse cultures
- Care about larger world issues and propose solutions

Program improvement status of school

PCCS is not a program improvement school, although PVUSD is a program improvement district. PCCS does not receive Title 1 funding.

LCAP Identified Needs and Description of Goals that apply to the school

The 8 areas of state priority found in the Local Control and Accountability Plan (LCAP) include: Implementation of Common Core State Standards, Student Engagement, Student Achievement, School Climate, Basic Services, Course Access, Parent Involvement, and Other Student Outcomes. As a dependent charter PCCS has an LCAP that is independent of the PVUSD. Below are the goals that were established for the three year cycle of PCCS for the 2017-18,

2018-19, and 2019-20 school years.

Pacific Coast Charter School LCAP Goals:

Goal #1: Students will be college and/or career ready by the time they graduate.

Goal #2: Socioeconomically disadvantaged students will receive additional support and resources.

Goal #3: The school climate and culture will create a positive experience for our students.

Student Demographics

Student Enrollment:

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
American Indian	0.4%	.54%	1.38%	1	1	3
African American	0.4%	0%	.92%	1	0	2
Asian	0.8%	1.09%	0.46%	2	2	1
Filipino	0.4%	0.54%	0.92%	1	1	2
Hispanic/Latino	65.3%	61.41%	68.2%	158	113	148
Pacific Islander	0%	0%	0%	0	0	0
White	30.6%	33.7%	25.35%	74	62	55
	Total Enrollment			242	184	217

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	16-17	17-18	18-19
Kindergarten	5	0	6
Grade 1	4	5	0
Grade 2	7	3	6
Grade3	4	5	2
Grade 4	4	2	2
Grade 5	9	5	4
Grade 6	5	9	7
Grade 7	17	9	11
Grade 8	14	23	8
Grade 9	18	28	36
Grade 10	36	19	40
Grade 11	32	41	39
Grade 12	87	35	56
Total Enrollment	242	184	217

English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
English Learners	38	24	39	15.7%	13.0%	18.0%
Fluent English Proficient (FEP)	85	55	72	35.1%	29.9%	33.2%
Reclassified Fluent English Proficient (RFEP)	2	4	3	6.7%	10.5%	12.5%

Special Education/504

Number of Students

Program	2017-18	2018-19	Current
IEP	29	27	30
504	22	14	18
ELL	27	33	30

Free/Reduced Lunch:

PVUSD has adopted a policy of free lunch for all students who qualify due to low socio-economic circumstances. PCCS is included in this plan.

Attendance Rates:

School Year	Schoolwide Attendance Rate
2017-2018	98%

2018-2019	98%
As of December 2019	98%

Student Achievement Data

CAASP/SBAC Results:

English Language Arts/Literacy (All Students)

School Year	2016-17	2017-18	2018-19
Standard Exceeded	20.24	13.3	15.15
Standard Met	30.95	35.56	22.73
Met or Exceeded	51.2	48.9	37.9

Mathematics (All Students)

School Year	2016-17	2017-18	2018-19
Standard Exceeded	12.9	9.9	4.7
Standard Met	9.4	17.6	12.5
Met or Exceeded	22.3	27.5	17.2

Collecting and analyzing accurate data has historically been a challenge at Pacific Coast Charter due to inherent factors such as the transient nature of the student population, small test sample sizes, and low student participation. It has been difficult to determine specific trends or areas of improvement due to the fact that we cannot always track student progress at our school site over a set period of time. We also have a high number of students that, due to medical or social-emotional issues, choose to opt-out of the standardized testing. In addition, since the students attending PCCS do not have a traditional class schedule, it becomes challenging to find an appropriate time to get all of them together to take a group test.

PCCS has been working with the district to make the NWEA/MAP testing available for the students. It is our hope that this assessment will enable the school to gather accurate information about how the students are progressing academically during the time that they are enrolled with

us. The teachers and administration are working with members of the district office to determine how this form of testing can best be utilized to fit the unique needs and challenges of Pacific Coast Charter and the students it serves.

II: Significant Changes and Developments

- **Include a description of any significant changes and/or developments, i.e., program additions since the last full visit, changes in student enrollment, staffing changes.**
- **Describe the impact these changes and/or developments have had on the school and/or specific curricular programs.**

Significant Changes Since Last Full Self-study:

Significant changes that have occurred since the last self-study have primarily involved staffing. For the 2018-2019 school year PCCS hired a new administrator to replace the previous one who had served for the past three years. A new counselor was also hired that same year. The new principal has over 14 years experience as an administrator, primarily in alternative education, and has worked for PVUSD for the last seven years. The counselor, although new to charter schools, brings our team sixteen years of student service experience. In addition to the administrator and school counselor, several new teachers were hired to work with the HS and K-8 program at PCCS, as well as new administrative staff in the office.

The current staff at PCCS is fully committed to our vision and mission of utilizing a blended approach to personalized learning; maintaining a strong Independent Study program, designed with rigor and with the students' best interests at heart; and creating as many options for each student upon graduation as possible.

As of Fall 2019, there are now three K-8 teachers, seven high school teachers, one counselor, one librarian, one registrar, one office manager, and a .20 technical liaison.

Another significant change that has occurred over the past three years is the district's adoption of a new Student Information System (SIS). Previously PCCS used SchoolLoop as their method of communication with families and Eschools as the student management system. For the 2019-2020 year, PVUSD has discontinued both of these systems and moved the entire district to a Synergy and Google platform. While not without its hiccups during the transition, the district technology team has provided continual assistance for training in these programs. In addition, due to PCCS' unique needs, the district team has provided dedicated help to our site as our student management methods are very different than that of traditional school sites (i.e. use of supervising teachers, no daily attendance taken, etc.).

Impact of Significant Changes Since Last Full Self-study:

Due to the previous Principal and Counselor leaving PCCS in spring of 2018, the current staff does not have any direct information as to what was conducted during counselor/student

meetings over the past three years and how that impacted the students and the school. However, the current staff decided at the November 2019 staff meeting that one of the first steps towards an equitable counseling program needs to be scheduled counselor meetings. PCCS will require all seniors to have an individual meeting with the school counselor between December 2019 through March 2020. This meeting will include how to create the FSA ID, how to apply for the FAFSA or Dream Act, assistance with community college/vocational training applications, and any other post-PCCS plans. All juniors will have an individual meeting with the counselor during March and April of 2020 for career and college planning. We will continue to discuss and formalize how to address freshmen, sophomores, and their needs. In addition, the counselor does meet with any students that are Foster, Homeless, Students in Transition, etc. either during, or in addition to, meetings with the Supervising Teacher to ensure a team approach. The counselor is also trained in AB167 protocol and collaborates with department liaisons from Santa Cruz County Office of Education to ensure all student needs are being addressed.

In addition, PCCS previously utilized a local agency to provide social and emotional counseling services. However, this program, although extremely helpful for traditional school sites, did not work well for PCCS due to students' attendance on different days/times depending on their individualized learning plan. In addition, the referred students that the agency arranged to work with frequently did not complete the necessary paperwork and/or did not attend all sessions. The school counselor now addresses all social and emotional needs of students in coordination with the student, family, staff, and local agencies.

The primary impact of the administrative change is a more positive outlook and improved school culture. Under the previous administrator, PCCS experienced high turnover among teachers and office staff, which itself was a significant change from the preceding years. Over the past year and a half, no staff members have left the school. This is a reflection of the shift back to an administrative style that puts students first and values staff cohesion. Staff morale, collaboration, and positive engagement is high, and students report greater levels of engagement and trust. Everyone feels as though they are on the same team, and meetings (whether staff, student, or parent meetings) are more productive.

Additionally, student/parent issues that supervising teachers previously handled on their own have been successfully managed by the administration and counselor, leaving the supervising teachers with more time and mental energy to focus on other aspects of their work with students.

The shift to the Synergy SIS with Google Classroom alignment has been mostly favorable thus far. As it is new this school year, we have not yet achieved full acclimatization. The change in school culture has also positively impacted our ability to work together to navigate the new system.

III: Ongoing School Improvement

- **Describe the process of engagement of all stakeholders in review of the student achievement data and the implementation and monitoring of the schoolwide action plan.**

- Describe the process used to prepare the progress report.

Stakeholder Engagement

Stakeholder engagement in matters pertaining to the daily operation and ongoing improvement of Pacific Coast Charter is solicited in several ways. Students, parents, and community members are invited to the monthly Governing Council meetings where they are encouraged to provide input on issues that affect the school. These meetings include items that help in the creation of the school's Local Control and Accountability Plan (LCAP), as well as items that pertain to that plan such as student assessment, school site safety and security, and school expenditures. Stakeholders are also encouraged to provide input through surveys and questionnaires provided by supervising teachers.

For the creation of this progress report, information was gathered and shared with the school's staff and its Governing Council. Roles for writing the various sections of the report were assigned at one of the regularly scheduled all-staff meetings, and the document was shared with the PCCS educational team for their contributions. A rough version of the report was shared with the Governing Council prior to their December meeting, and their input and feedback during that meeting was added to the final draft. Following the Governing Council's updates the report was then shared again with the staff so that final changes could be made prior to its submission to WASC and the Chair of the Visiting Committee.

IV: Progress on Critical Areas for Follow-up/Schoolwide Action Plan

- Provide analytical comments on the accomplishment of each schoolwide action plan section referencing the critical areas for follow-up addressed through each section; provide supporting evidence, including how each area has impacted student achievement.
 - If any critical areas for follow-up were not included in the school's action plan, indicate what actions have been taken to address this issue and provide supporting evidence, including the impact on student achievement.
- **Note:** *The school's schoolwide action plan should have incorporated all the critical areas of follow-up or major recommendations that were stated in the last self-study visiting committee report.*

Schoolwide Critical Areas for Follow-Up (list numerically; Include who, what, why, and the impact on student learning). The Visiting Committee concurs with the school's identified areas that are outlined in the schoolwide action plan. These are summarized below:

1. ***Staff and administration will work together to fully implement the CCSS, including coordinating professional development that will lead to student growth.***
 - **Math:**

- HS math teachers attended local CPM conferences over the past 3 years
- Math 2 and 3 were added to the school's curriculum
- HS math teachers participated in year-long training and coaching to facilitate courses Math 1, 2, and 3
- HS Math teacher participated in online workshops/training in the use of DESMOS graphing calculator, GeoGebra, Efofex, ALEKS, Wolfram|Alpha, Wolfram Mathematica, Graphic Organizers in Mathematics, Montessori Geometry for the Adolescent, Robotics (Ozobots) to inform and facilitate learning within the CPM context
- HS math teachers attended annual California Mathematics Council (CMC North) Conference
- K-12 continued use of CCSS-aligned ALEKS curriculum
- 6-8 weekly math workshop focused on the CCSS mathematical practices.
- **Science:**
 - HS teachers attended NGSS conferences within the past 3 years
 - HS teacher attended Teacher Summer Institute at the Monterey Bay Aquarium, and has implemented relevant lessons with students
 - Both HS science teachers added additional science content areas to their credentials
 - Based on NGSS standards, HS science classes monitor a local water source on a monthly basis and report the data analysis back to the school community
 - We have added several field trips each year for K-12 students focused on applying NGSS
 - K-8 Science teacher trained in and implemented engineering and STEAM curriculum and instruction.
 - K-8 teacher completed site-specific teacher training and implemented instruction at Elkhorn Slough
 - NGSS 6-8th grade hands-on science workshops
 - K-5 NGSS hands-on science units taught in workshops: biology, earth science, and physical science
- **English/History Department:**
 - All HS monthly essays are now written to reflect Common Core Standards
 - HS English teacher attended annual Educator Days through Santa Cruz Shakespeare to improve Shakespeare instruction with students
 - K-12 implemented new curriculum addressing Common Core Standards, including the National Geographic EDGE curriculum and Benchmark Accessing Complex Texts
 - K-12 collaboration with PCCS librarian to purchase books reflecting diversity, create library displays, and increase student reading

- **Cross-Curricular:**

- K-8 focus on cross-curricular vocabulary development
- Several K-12 staff members participated in Tech Academies in Video Production and Coding and have been teaching lessons to students
- HS Science teachers and English teacher are leading students in the development of a Climate Action Project in conjunction with the Monterey Bay Aquarium
- Several staff members participated in CCIS (California Consortium of Independent Studies) conferences.
- K-8 attended PVUSD training days on Mindfulness, and have integrated lessons into weekly workshops
- K-8 staff weekly training/teaching of VAPA workshops onsite
- All HS teachers collaborated to update independent study course agreements to reflect Common Core Standards
- Regular student presentations on research areas of interest in all subjects
- Several HS teachers participated in the Santa Cruz/Silicon Valley New Teacher Project
- Middle School Science Workshop required increased rigor in critical thinking, reflection, and tech skills

- 2. ***Provide ample time for teacher collaboration:***

- a. ***Time to meet within grade-level and departments.***

- b. ***Time to discuss how to best serve students in common.***

- c. ***Time to plan for school-wide events and cross-curricular projects.***

- d. ***Time to share curriculum and instruction practices for implementing CCSS***

- Monthly all-staff meetings (planning school-wide events, K-8 and 9-12 collaboration)
- Monthly HS meetings
 - Added a section of agenda called “Students of Concern” to address as a group individual students who need extra support
- Weekly K-8 meetings address individual student progress, collaborative planning, curriculum and instruction, and communication with families, high school, and other support staff
- Flexible times for departmental meetings to allow for better access to the students we supervise, CCSS and NGSS collaboration, and curriculum sharing
- Staff comments indicate that productivity in meetings has increased due to a more positive staff climate and school culture

- 3. ***Improve communication between staff, students, parents, and community:***

- a. School events will be communicated to students, parents, and community via web-based interface.*
- b. Communicate academic progress towards Common Core State Standards and student grades on SchoolLoop*
- c. Active participation in Governing Council by parents, admin, K-12 teachers, and community members.*
- d. K-8 staff regularly seek parent input on procedures, events, curriculum, and enrichment workshops. Whole program built upon strong relationships between students, parents and supervising teachers.*

PCCS uses a multitude of methods to provide updated communication to students, families, and the greater community. We use automated calls, monthly newsletters, the Remind text app, email blasts, as well as the PVUSD Peachjar flyer program. Any of these methods can be used to promote events such as the Back to School celebration, community service opportunities, job fairs, college/career events, grading/attendance periods, etc. As a staff we do feel that our website is outdated and we are in discussions to determine if the district technology department will update it or if we need to utilize an outside provider.

The following are other ways we strive to keep our lines of communication clear and open:

- SARC, Synergy Teacher VUE, Synergy Student VUE, Synergy Parent VUE, yearly reports with CDE/LCAP data, regular progress reports for Edgenuity and ALEKS
- K-8 narratives are provided for each student. Supervising Teachers provide a specific individualized report that includes parent/teacher/student feedback, work completion, data/test scores, as well as social/emotional/mental health. It is meant to be a comprehensive evaluation process, not just a “report card.”
- Teacher communication supports transition between 8th and 9th grade
- Grades 9-12 utilize Personalized Learning Plans to communicate academic progress, during and in addition to regular teacher/student/parent meetings
- Supervising Teachers also include the Principal and/or Counselor in meetings with struggling students (academically or socially/emotionally) to ensure that all resources are considered for the best possible outcome
- Student achievement data is shared at the Governing Council meetings
- School staff and Governing Council are both involved in the implementation and monitoring of the school’s LCAP
- The school is designed in such a way as to provide parents and students with multiple opportunities to discuss ideas, concerns, and questions during one-on-one meetings with staff.

4. Every student will meet annually with the guidance counselor and supervising teacher to create and/or revise four-year and college and career plans/goals.

a. Every high school student will meet annually with the guidance counselor and supervising teacher to discuss progress, course selection, and resources to successfully plan and complete their four-year and post-secondary goals.

Due to the unique nature of PCCS' individualized learning plans and the addition of a new school counselor in 2018, PCCS staff are in the process of creating a more equitable and accessible counseling program to ensure all students get the services they need. However, our students have been continually guided toward post-PCCS plans with great care and attention to their individuality and strengths. There is ample opportunity to complete the a-g coursework necessary for four-year universities, and students are strongly encouraged to take courses at Cabrillo College to not only satisfy high school graduation requirements but also personal interests. The current counselor attends monthly meetings at Cabrillo to get the most updated information on upcoming courses, new programs, and various opportunities such as summer exploration programs in STEM, computer science, criminal justice pathways, etc. and then shares that information at staff meetings and in email updates.

Since our students have flexible schedules, this allows them to get a part-time job or take a short term class/workshop such graphic design at a local non-profit, DigitalNest. It also allows them to complete their community service hours at locations where they have personal interest. For example, a student that wants to be a veterinarian volunteers at the local animal shelter, or a student that wants to become a chef volunteers with the Teen Kitchen program.

As of October 2019, not all high school students have met with the school counselor. However, all students have a Supervising Teacher with whom they frequently meet to review coursework, credit completion, college and career goals. The school counselor meets with students that need assistance in an area that the Supervising Teacher may not have. For example, a Supervising Teacher may assist a student with a community college application. Then, the student may meet with the counselor to learn about and complete the necessary items for the Cal-Grant, FAFSA, and other scholarships.

It was decided at the November 2019 staff meeting that one of the first steps towards an equitable counseling program needs to be scheduled counselor meetings. PCCS will require all seniors to have an individual meeting with the school counselor between December 2019 and March 2019. We will continue to discuss and formalize how to address other grade levels and

their needs.

In addition, PCCS previously utilized a local agency to provide social and emotional counseling services. However, this program, although extremely helpful for traditional school sites, did not work well for PCCS due to students attendance on different days/times depending on their individualized learning plan. In addition, the referred students that the agency arranged to work with frequently did not complete the necessary paperwork and/or did not attend all sessions. The school counselor now addresses all social and emotional needs of students in coordination with the student, family, staff, and local agencies.

5. Utilize consistent grading policies and assignment of credits:

- a. Update course descriptions and course syllabi.***
- b. Align CP courses to satisfy the UCOP a-g requirements.***
- c. Calibrate assignment of credits and rubric scoring.***

- HS has updated all a-g course descriptions and course syllabi
- HS has aligned CP courses to satisfy UCOP a-g requirements
- Regular, ongoing discussions happen between HS Supervising Teachers and Subject Matter teachers in regards to credits, scoring based on reviewing individual student needs. Regular collaboration due to positive staff climate has also led to an increase in consistency of credit assignment and scoring.
- Middle school workshops are now evaluated with a consistent rubric to ensure all staff are aware of student participation and quality of work. Discussions then can happen with students and parents.

In addition, the Visiting Committee has identified areas that need to be strengthened: (Note: Show the relationship to what the school has already identified, if possible.)

- 1. Staff should create regular, formal opportunities to analyze existing academic and anecdotal data from each teacher to:***
 - a. Search for demographic trends in the student population.***
 - b. Calibrate grading practices and instructional rigor to create a consistent learning environment for all students***

- We are currently implementing a system to consolidate data about student needs and demographics in order to identify and provide individual support for teachers and students. The staff will be using part of a professional development day in January of 2020 to gather and consolidate information about the unique needs of the student population that we serve. Supervising teachers will be using a spreadsheet to identify and

track the exact number of students on their caseload that have specific social-emotional, environmental, and academic needs. We can then use that data to plan ways to ensure that we are meeting those needs and providing the best possible support for our students.

- Plan to analyze CAASPP data in the Fall and STAR data in the spring; investigating data retrieval systems that more accurately reflect the academic progress of PCCS student population

c. Identify and provide individual instructional and/or curricular supports for any teacher who needs it.

- Mentorships of new PCCS teachers by veteran PCCS teachers; we plan to implement a more formalized method for identifying, assigning, and compensating mentors
- Newly credentialed HS teachers participated in the SC/SV New Teacher Project

2. Modify onsite instruction, particularly interventions, to better serve the differentiated needs of a student population who have been unsuccessful in a traditional classroom setting or never been exposed to that type of instruction.

- HS math courses are supplementing instruction with ALEKS for more individualized learning and to address areas of academic need
- HS math classes are implementing Math Journals containing basic notes with examples, and a reflection page
- HS English classes include a wide variety of curricular support to meet a range of student needs, including access to audiobooks, and alternate or modified texts as needed.
- Tutoring classes are available to students three times a week and supervising teachers make themselves available for additional support in academics and overall self-directed learner skills.
- Regular, ongoing conversations occur between Supervising Teachers and subject matter teachers of onsite/hybrid classes to ensure that appropriate interventions are implemented. Subject matter teachers collaborate and share supports and techniques.

3. Develop and implement supports to develop the skills required of students to succeed as self directed, independent learners.

- K-12 supervising teachers provide ongoing individualized instruction during meetings with supervised students to develop self-directed, independent learner skills (examples: time management, organization of work, preparing for appointments, appropriate communication)

4. Implement transitional plans between middle school and high school, as well as create relationships between high school and middle school students, that will strengthen ties across all grade levels and promote retention of students from eighth to ninth grade.

- Supervising teachers of 8th graders collaborate with high school teachers to make a smooth transition for students going from K-8 program to high school. This includes conferences to discuss each student's next academic goals and socio-emotional needs.
- 8th grade students and parents are introduced to high school teachers and encouraged to visit high school classes to learn about the program.
- PCCS Orientation is offered to new high school students in the beginning of the school year. However, if a student joins us at another time during the year, the Principal and the Supervising Teacher make sure the student/family are provided with a thorough overview of the PCCS program.
- Several events and field trips include K-8 and high school students together to promote school unity, including: back-to-school picnic, end of year BBQ, whale watching & History of Monterey field trip
- High school teachers attend K-8 student presentations and events when possible.
- Middle and high school students display their work in common hallways for viewing by one another.
- High school students on Yearbook staff interact with K-8 while photographing K-8 students in workshops and events.
- Middle and high school students sometimes play on the same sports teams.
- PCCS Yearbook has evolved to reflect more of a "whole school" approach rather than differentiating so strongly between K-5, Middle School, and High School. New yearbook cover Art Contest is open to all PCCS students.
- HS students volunteer in K-8 workshops and events.

V: Schoolwide Action Plan Refinements

- **Comment on the refinements made to the single schoolwide action plan since the last self-study visit to reflect schoolwide progress and/or newly identified issues.**
- **Include a copy of the school's latest updated schoolwide action plan.**

Since the last self-study there have been some changes in the way that Pacific Coast Charter outlines their goals and school plans. When the last self-study was conducted in 2016 the school was working off of their Schoolwide Action Plan (SAP), the name of which was then changed to the School Plan for Student Achievement (SPSA). Following that, PCCS no longer used a SPSA

and was told to operate using their own Local Control and Accountability Plan (LCAP), the goals of which are presented in Part One of this report.

Currently Pacific Coast Charter is in year three of its three year LCAP, and the LCAP format/template has been updated and changed for the 2020-21 plan. The Santa Cruz County Office of Education will be providing training for the new template in January of 2020 and the administration of PCCS will be working with stakeholders to develop an updated school plan that will reflect the current needs of the school. Progress on the goals from the original SAP from the full self study has been addressed in the previous sections of this report.