

2008 No Child Left Behind–Blue Ribbon Schools Program

U.S. Department of Education

Public Private

Cover Sheet

Type of School (Check all that apply) Elementary Middle High K-12
 Charter Title I Magnet Choice

Name of Principal Mr. Andrew Goldenkranz
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Pacific Collegiate School
(As it should appear in the official records)

School Mailing Address 255 Swift Street
(If address is P.O. Box, also include street address.)

Santa Cruz California 95060-6225
City State Zip Code+4(9 digits total)

County Santa Cruz State School Code Number* 4430252

Telephone (831) 479-7785 Fax (831) 427-5254

Web site/URL www.pacificcollegiate.com E-mail pcs@th.net

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date
Principal's Signature

Name of Superintendent Mr. Andrew Goldenkranz
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Santa Cruz County Office of Education Tel. (831) 476-7140

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date
(Superintendent's Signature)

Name of School Board President/Chairperson Ms. Judy Carey
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date
(School Board President's/Chairperson's Signature)

**Private Schools: If the information requested is not applicable, write N/A in the space.*

Mail by commercial carrier (FedEx, UPS) or courier original signed cover sheet to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, US Department of Education, 400 Maryland Avenue, SW, Room 5E103, Washington DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

Include this page in the school's application as page 2.

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2007-2008 school year.
3. If the school includes grades 7 or higher, the school must have foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 2002 and has not received the No Child Left Behind—Blue Ribbon Schools award in the past five years.
5. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district wide compliance review.
6. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available. Throughout the document, round numbers to the nearest whole number to avoid decimals, except for numbers below 1, which should be rounded to the nearest tenth.

DISTRICT (Question 1-2 not applicable to private schools)

1. Number of schools in the district: _____ 0 Elementary schools
 _____ 0 Middle schools
 _____ 0 Junior High Schools
 _____ 1 High schools
 _____ 0 Other
 _____ 1 TOTAL
2. District Per Pupil Expenditure: _____ 7100
 Average State Per Pupil Expenditure: _____ 8900

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located
 Urban or large central city
 Suburban school with characteristics typical of an urban are
 Suburban
 Small city or town in a rural are
 Rural
4. _____ 3 Number of years the principal has been in her/his position at this school.
 _____ 0 If fewer than three years, how long was the previous principal at this school?
5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
Pre K	0	0	0	7	32	40	72
K	0	0	0	8	28	41	69
1	0	0	0	9	29	39	68
2	0	0	0	10	49	33	82
3	0	0	0	11	30	35	65
4	0	0	0	12	26	36	62
5	0	0	0	Other	0	0	0
6	0	0	0				
TOTAL STUDENTS IN THE APPLYING SCHOOL							418

6. Racial/ethnic composition of the school:
- | | |
|----|------------------------------------|
| 1 | % American Indian or Alaska Native |
| 10 | % Asian or Pacific Islander |
| 2 | % Black or African American |
| 6 | % Hispanic or Latino |
| 81 | % White |

100 % TOTAL

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year 9 %

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred to the school after October 1 until the end of the year	4
(2)	Number of students who transferred from the school after October 1 until the end of the year	34
(3)	Total of all transferred students [sum of rows (1) and (2)]	38
(4)	Total number of students in the school as of October 1	418
(5)	Total transferred students in row (3) divided by total students in row (4)	0.09
(6)	Amount in row (5) multiplied by 100	9

8. Limited English Proficient students in the school: 1 %
- | | |
|---|---|
| 4 | Total Number Limited English Proficient |
|---|---|

Number of languages represented 2

Specify languages: Spanish, Ukranian

9. Students eligible for free/reduced-priced meals 1 %

Total number students who qualify: 4

If this method does not produce an accurate estimate of the percentage of students from low income families, or the school does not participate in the federally supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: $\frac{4}{15}$ % Total Number of Students Serve

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>4</u>	Autism	<u>0</u>	Orthopedic Impairment
<u>1</u>	Deafness	<u>1</u>	Other Health Impairment
<u>0</u>	Deaf-Blindnes	<u>7</u>	Specific Learning Disabilit
<u>0</u>	Emotional Disturbanc	<u>2</u>	Speech or Language Impairment
<u>0</u>	Hearing Impairment	<u>0</u>	Traumatic Brain Injury
<u>0</u>	Mental Retardation	<u>0</u>	Visual Impairment Including Blindness
<u>0</u>	Multiple Disabilities		

11. Indicate number of full time and part time staff members in each of the categories below:

Number of Staff

	<u>Full-time</u>	<u>Part-time</u>
Administrator(s)	<u>1</u>	<u>1</u>
Classroom teachers	<u>17</u>	<u>15</u>
Special resource teachers/specialist	<u>0</u>	<u>1</u>
Paraprofessionals	<u>0</u>	<u>0</u>
Support Staff	<u>5</u>	<u>4</u>
Total number	<u>23</u>	<u>21</u>

12. Average school student-classroom teacher ratio, that is, the number of 18 : 1 students in the school divided by the FTE of classroom teachers, e.g., 22:1

13. Show the attendance patterns of teachers and students as a percentage. Please explain a high teacher turnover rate. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy in attendance, dropout or the drop-off rates. Only middle and high schools need to supply dropout rates, and only high schools need to supply drop-off

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Daily student attendance	95 %	95 %	95 %	96 %	95 %
Daily teacher attendance	97 %	98 %	98 %	97 %	98 %
Teacher turnover rate	21 %	30 %	16 %	42 %	25 %
Student drop out rate (middle/high	0 %	0 %	0 %	0 %	0 %
Student drop-off rate (high school	0 %	0 %	0 %	0 %	0 %

Please provide all explanations below

As a relatively new charter school, the early years saw a higher rate of teacher turnover than we would have liked. The majority of teacher turnover has been due to teachers leaving for graduate programs in their chosen field, or to pursue employment in other local

districts. Additionally, a large number of our teachers were not certificated, and the decision to not pursue a teaching credential caused some excellent teachers to decide on a different career path. One of the stated goals of our current strategic plan is to provide stability in the area of certificated employment. With 100% of our teachers credentialed, combined with an effort to provide competitive compensation, we feel that we are making excellent progress in this area.

14. ***(High Schools Only. Delete if not used.)***

Show what the students who graduated in Spring 2007 are doing as of the Fall 2007.

Graduating class size	58	
Enrolled in a 4-year college or university	89	%
Enrolled in a community college	7	%
Enrolled in vocational training	2	%
Found employment	0	%
Military service	0	%
Other (travel, staying home, etc.)	2	%
Unknown	0	%
Total	100	%

PART III - SUMMARY

Pacific Collegiate School is a public charter school whose mission is to provide a highly academic education, offering classes with rigorous standards and high expectations for students in 7th through 12th grades. The school's charter is sanctioned and regulated by the Santa Cruz County Office of Education. The school is located in the northern part of Santa Cruz County and therefore draws many students from the Santa Cruz city area. Pacific Collegiate School is a school of choice and is open to all students; no entrance exam is required. The students form a community of individuals identified primarily by their common goals of intellectual advancement and the pursuit of academic and intellectual interests beyond their secondary education. It is the belief of the school that small class size and an overall small school size allow students great opportunity to achieve their academic goals. Therefore, we strive to maintain an average class size of no more than twenty students to one teacher. Pacific Collegiate School intends to remain a small school in total enrollment.

Pacific Collegiate School's mission is to provide exemplary, standards based college preparatory and fine arts education for public middle and high school students of Santa Cruz County and bordering areas. Our vision is to offer any student the same quality of education offered by the most academically distinguished schools in California. Our graduates will be prepared to enter and thrive at the world's finest colleges and universities. In addition to a core college preparatory curriculum, Pacific Collegiate School will emphasize international, cross-cultural, and technological education in order to prepare graduates for life in the 21st Century. Pacific Collegiate students will be introduced to the rich variety of world cultures and become proficient in at least one foreign language and in the basic information technologies essential for cultural literacy in the 21st Century.

The culture of PCS is what makes the school's vision a reality. There is a high level of expectation that drives every person in the PCS community. Teachers have the expectation that all students can be successful learners. Students have high expectations that teachers will address student learning styles and needs, and be efficient and effective in their use of time and choice of curriculum. Parents hold teachers accountable for effective teaching strategies and attention to all students. Teachers, parents and students hold administrators responsible for effective educational leadership and facilitation of the development, articulation, implementation and stewardship of the school's mission.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

Each spring, students in grades 7-11 complete the California Standardized Testing and Reporting (STAR) assessments (<http://www.cde.ca.gov/ta/tg/sr/>). These tests are criterion referenced, and are benchmarked to five performance levels: far below basic, below basic, basic, proficient, and advanced. Typically, results are reported as the percentage of students at the proficient or advanced performance level. Because all students in a given grade level take the same language arts STAR test, these are a useful indicator for student achievement. In math, students take the STAR test for the course level they are in, rather than the grade level. Therefore, reporting of math scores over time is done by a combination of grade-level disaggregated STAR tests as well as math scores from the California High School Exit Exam (CAHSEE, <http://www.cde.ca.gov/ta/tg/hs/>), which all 10th grade students take each spring.

In language arts, our students have performed extremely well on STAR tests. In all grade levels, about 90% of students meet or exceed the state standard of proficiency over the past five years of testing. More than half of the students at all grade levels exceeded the state standard. This pattern holds for the most recent five years of testing data. In terms of subgroup test scores, the state does not publish results when the number of students tested is less than 10. In each of the typical subgroups, the student enrollment at all grades levels has remained below 10 for the history of the school.

In mathematics, nearly 100% of students have met or exceeded the state standard as measured by the CAHSEE over the five most recent years of testing. In 7th grade, between 73% and 92% of students met the state standard in the five most recent years of testing, and more than 25% exceeded the standard. In 8th grade, between 46% and 57% of students met the state standard over the past three years. As in language arts, enrollment in subgroups was too low to have scores reported by the state. However, as with language arts, more than 95% of all students, including subgroups, participated in the testing, and these scores are included in the overall totals reported above.

These test results have led us to slightly different interpretations in language arts and math. In language, students are clearly performing above the state standard of proficient. In this case, we are looking at how to move more students into the advanced level. In addition, using other forms of assessment such as internal benchmarks and AP tests provide another level of detail in evaluating student progress. In math, the results show much room to improve in terms of our students' performance in relation to state standards at the 7th and 8th grade level. The good news is that virtually all of our students pass the CAHSEE on the first try. Again, this is an indicator that the CAHSEE may not be the best way to evaluate our program, and looking at how to move students into the proficient and advanced range on the STAR test is a major focus of the math department.

2. Using Assessment Results:

Each core course offered at PCS is aligned with or exceeds California State Standards or AP standards. Assessments are based on these standards and student achievement and mastery of these standards drives instruction. While the courses and assessments are grounded in state standards, the pacing and vertical alignment of the curriculum is guided by the Advanced Placement assessment, which is the capstone of each area of study.

The use of two distinct standards-aligned assessments is the key to success at PCS. It provides for a strong, cohesive curriculum. Because the vast majority of PCS students scored Advanced or Proficient on the California Standards Tests, AP Test data allows teachers to fine tune curriculum within a subject area in multiple grades (91% of all PCS 11th graders scored proficient and advanced on the California Standards Tests in English and Language Arts, 48% in math, 97% in Science and 91% in History and Social Science on the 2007 test).

For example, the results of the AP English Language exam, an eleventh grade course, drives the curriculum in seventh grade. Students in the seventh grade begin their preparation for Advanced Placement work through the texts they read as well as through the standards based learning activities they do in class. The texts are selected from a list of canonical works. Each of these texts contributes to the student's core knowledge of the traditional canon, which in turn is the study base for the AP English courses and exams. In addition to selecting consistently challenging texts, an effort has been made to select works across the generic spectrum that 'speak to each other.' Because the AP exams test students' ability to compose strong, coherent essays, and be able to identify and use a variety of literary and

rhetorical terms, the primary writing emphasis in all grades is grounded in the development of coherent, articulate expository essays. The goal, at every level, is to help students become skilled readers of prose and verse written in a variety of periods and in a variety of rhetorical odes, and to become skilled writers who can compose for a variety of purposes. Again, starting in the seventh grade, students write on a variety of topics and in a number of forms, including poetry, letters, and journals.

3. Communicating Assessment Results:

Powerschool is our student information system. This allows students and parents to keep track of academic progress virtually in real time. Information about grades, assignments, attendance, and teacher feedback are all available in a web-based format. In general, we have found that both student and parent use of Powerschool is high (over 90% of families access it on a regular basis) and effectively keeps families up to date about academic progress. Additionally, lines of communication are kept open between teachers and families both through email and face to face meetings. Student and parent course satisfaction surveys provide feedback to us about the regularity and accuracy of assessment and grading information. On the 2007 parent survey, 89% of families reported Powerschool as being a useful tool to monitor their student's progress and 77% of parents reported feeling that their student receives effective feedback about progress in class. As a school based on parental involvement, this is an essential part of how we effectively address the needs of individual students.

Results of statewide standard assessments are organized and presented publicly in our school accountability report card each fall. Additionally, these results are tracked from year to year and made public to our board and parent population through public meetings and email newsletters. Starting in the 2007-8 school year we initiated monthly departmental curriculum meetings that were open to the public. The purpose of these meetings is to explain how we teach and assess within each of our subject areas. In this venue we have been able to carry out conversations about what state assessments mean and how they relate to our own internal assessments. Finally, we report annually to the county office of education, our chartering agency, about student achievement in relation to state standards.

4. Sharing Success:

As a successful public charter school, part of our mission is to collaborate and share information with other schools. Over the course of two school years, PCS hosted and visited more than 20 schools in varying stages of development. As a result, we have been able to share the practices that have led to our success, and learn about programs that have worked in other schools. We continue to host visiting schools on a regular basis. As a public school, a large part of our mission is to be a leader and innovator in how we help develop young people into outstanding citizens. To date, we have distributed over 500 copies of a promotional video that succinctly describes our program elements, and have a national mailing list of over 100 schools who have requested information. As a result, there are at least eight schools whose charter or school reform plan is based on our model.

Individual teachers share program success through conference presentation; for example, our world history teacher was accepted to present our model of a three-year world history sequence at the national AP conference. Our principal sits on the statewide member council for the California Charter School Association. Our science department chair is active in statewide science fair development, for which he has been recognized. Three of our teachers serve as AP readers or test developers, where they get to publish and share best practices. As a college preparatory charter school, we rely on a network of both local and national high achieving schools. For example, we actively share information about programs and student achievement with similar schools in Virginia and Arizona, as well as locally with both public and private schools.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

The course of study at Pacific Collegiate School focuses on the traditional core curriculum areas of mathematics, English, science and history as well as additional emphases on foreign languages and fine arts. The entire program is specifically designed to prepare students entering competitive colleges and universities worldwide. It is the expectation that all students will take Advanced Placement (AP) classes in most subjects by the time they are in the 11th and 12th grades; AP classes consequently form an integral part of the basic curriculum. Beginning in the 7th grade, classes prepare students for success in upper-level AP curricula. With this in mind, accelerated students, who have the requisite skills, may advance into classes well beyond their years. A gifted 8th grade math student could enroll in Calculus, or a keen student of language could enroll in AP French in the 9th grade. This breadth of vertical alignment is unique, but it is essential for preparing students to excel in a rigorous college atmosphere. In addition to course work, students are required to complete 20 hours of community service per year in high school. Students incorporate these service projects into their writing projects for English classes.

Each year, students read, discuss, and write about works of literature which are thematically linked with the history course. The primary writing emphasis is on developing coherent, articulate expository essays. Instruction in grammar is integrated with writing assignments, which teachers relate to the literature being studied. Students write on a variety of topics, and in a number of forms, including poetry, letters, and journals. All English courses, grades 7-10, will prepare students to take AP English Language and AP English Literature in the 11th and 12th grades.

The history curriculum at Pacific Collegiate School is global in its approach and grounded in a chronological study of human activities from ancient times to the present. In the 7th and 11th grades, students focus on American history, and in the 8th through 10th grades, students embark on an intensive three-year survey of world history. Standards-based textbooks provide the structure for each course, and these textbooks are supplemented with numerous primary source texts and multimedia presentations.

The mathematics curriculum at Pacific Collegiate School prepares students for at least AP Calculus B/C by 12th grade if they enter ready for Pre-Algebra in 7th grade. Students are placed in the appropriate math class as part of the enrollment process using a commonly recognized diagnostic tool as well as forwarding teacher recommendations and external test performance. At all levels of instruction there is attention to the following: judicious use of the graphing calculator including elementary programming; familiarity with a library of elementary functions; obtaining solutions analytically, numerically, and graphically; the development of rigorous mathematical exposition and argument; and applications in other courses, especially in science.

The science curriculum at Pacific Collegiate School prepares students for AP courses and is integrated with the prerequisite mathematics. The 7th and 8th grade science courses are thematically organized; students investigate life science in 7th grade and integrated chemistry/physical science in 8th grade. The themes are designed to retain interest in science by addressing common yet scientifically rich topics at an introductory qualitative level, introduce concepts that are prerequisite to high school courses, draw upon resources near the school, and apply arithmetic and algebra to simple natural phenomena. The high school level Biology, Chemistry, and Physics curricula follow the recommendations of UC and CSU for academic preparation in the natural sciences of entering students, and the most current California State Standards. We currently use the 'physics first' model, with conceptual physics in 9th grade, chemistry in 10th grade, and then AP Biology for 11th graders.

The language classes at Pacific Collegiate School with the exception of Latin are taught primarily in the target language. The emphasis is on developing oral and auditory competence, and on reading and writing in the target language. Cultural activities and presentations throughout the year and field trips and guest presentations help students gain appreciation of the historical and cultural context of their language of study. Our three year language requirement increases the confidence and fluency of students and also raises their profile for college admissions.

Pacific Collegiate School recognizes the importance of the fine arts as creative disciplines that embody a wealth of universal ideas, values, emotions and technologies that are integral parts of our civilization. The Fine Arts program of Pacific Collegiate School is based upon the concept that the arts are an essential component of a complete education and a requirement for cultural literacy. In concert with the international

focus of Pacific Collegiate School, the Fine Arts program incorporates the contributions of diverse cultural traditions across many time periods. The Fine Arts program at Pacific Collegiate School encompasses the traditional and digital visual arts, theater arts, instrumental and choral music, and dance.

2b. (Secondary Schools) English:

The PCS English curriculum is designed to prepare students, beginning in the 7th grade, for successful completion of the AP English Language and English Literature courses they will take in the 11th and 12th grades respectively. Texts are selected from a list of canonical works. Each of these texts contributes to the students' core knowledge of the traditional canon, which in turn is the study-base for the AP English courses and exams.

Students in the 7th grade begin their preparation for Advanced Placement work through the texts they read as well as through the work they do in class. With the exception of 12th grade, the literature at each grade level is thematically linked with the history course of that grade. Thus connections are continually made between literary texts and historical texts, a strategy that helps students not only make sense of what they read, but recognize the essential link between imaginative work and the real world. Because the AP exams test students' ability to compose strong, coherent essays, and be able to identify and use a variety of literary and rhetorical terms, the primary writing emphasis in all grades is on developing coherent, articulate expository essays.

Each year, students read a different Shakespeare play in class, as reader's theater. They also memorize passages from these plays and recite them in class, giving brief presentations to show understanding of their passage in context. Students learn to give formal presentations and to participate effectively in discussions. The primary writing emphasis is on developing coherent, articulate expository essays. Instruction in grammar is integrated with writing assignments, which are related to the literature being studied. Students write on a variety of topics, and in a number of forms, including poetry, letters, and journals. Compositions are carefully and promptly evaluated, and students learn how to correct and revise their work both on their own and in collaborative peer groups. Each year, students build their vocabularies through a supplementary vocabulary program (currently Vocabulary Workshop) which includes preparation for the PSAT and SAT exams.

3. Additional Curriculum Area:

The study of foreign languages at Pacific Collegiate School offers students exposure to cultures other than their own and facilitates the development of a global perspective, providing a direct pathway into other modes of thought and experience by introducing students to new vocabularies, different forms of expression, and different cultural perspectives on the world in which we live. At a more fundamental level, the study of a second language provides the students the tools to help them understand how languages work, and this knowledge has an impact both on their understanding of English and other foreign languages they may choose to study. PCS has a three-year foreign language graduation requirement, which exceeds state and federal standards. As the language courses are sequentially based upon skill level, students may begin a study of a foreign language as early as the seventh grade, allowing them to develop other essential cognitive skills at an earlier age. This also makes it possible for a student to complete two three-year language sequences while at PCS.

All of the foreign language classes at PCS share a common goal; the achievement of linguistic proficiency after three years, accompanied by the acquisition of tools for the further exploration of a culture's history, texts, visual arts, and cultural practices. In keeping with the state performance standards, the goals for foreign language learning are aligned with key terms: communication, culture, connections, comparisons and communities. When applied to the study of the living languages (French, Japanese, and Spanish), the goal of linguistic proficiency encompasses oral and written proficiency, and the students acquire the tools to help them communicate and 'live in' a language and more fully experience another living culture. The study of Latin offers a different set of goals to students, introducing them to a root language that will benefit them in their study of nearly any other language, and at the same time developing their ability to read Latin literature in the original, itself an introduction to a wealth of literary, historical and cultural material from antiquity. Despite the differences in approach that exist in the studies of modern and ancient languages, the common goal of proficiency is achieved through the acquisition of oral, aural, and written linguistic skills.

4. Instructional Methods:

Site based instruction is provided to students at Pacific Collegiate School. The specific method of instruction varies depending on the discipline and the instructor. Science classes are largely hands-on, with students using equipment like PASCO probes and computers. Drama and Music are performance-based and the students practice daily. In Art, the students work in a studio environment. In Math, English, History, and Foreign Language, many different techniques are used including direct instruction, Socratic dialogues, facilitated group work, individual coaching, and student presentations.

All students are supported in their organization through the use of student planners. Incoming students are invited to a summer Academic Base Camp (ABC), a combination of focused language arts and math content along with study skills and technology development. Study skills are also taught as a course to new students who need support in acclimating to the demands of a rigorous academic program. Incoming students are also paired with upper division students in a cross age mentoring program (WEB, Where Everybody Belongs). Additionally, we run an all day study hall and after school tutoring program along with teacher led office hours to work with students in smaller groups. Special needs students are mainstreamed under the oversight of our Special Education Director. In addition, PCS has a resource specialist who works one on one with these students. Teachers meet with parents and the Special Education Director to develop yearly IEP or 504 goals for our special needs students.

Pacific Collegiate strives to maintain an average class size of no more than 20 students per class. This allows teachers to give students individualized attention and quality feedback on their work. In addition to regular classroom teaching, the teachers at Pacific Collegiate School offer tutorials on a weekly basis to students who want help or to accommodate enrichment opportunities outside of regular classroom hours. Teachers supplement classroom study with field trips and multiple independent study options. Pacific Collegiate students at the high school level also have opportunities to take college courses at our partnering institutions, UCSC and Cabrillo College, or through AP online offerings.

5. Professional Development:

At PCS, long range staff development includes any activity or process intended to improve skills, attitudes, understanding or performance in current roles and includes both individual learning and organizational improvement. At PCS, the teacher is a leader in a learner-centered community. Teachers engage in several hours of peer observation and collaboration with each other to build effective instructional delivery. Our Academic Counselor meets with other area high school counselors to share and discuss best practices, and brings this information back to the staff for research based conversation.

Teachers, after consultation with the Principal, set their own professional goals for the year. After ten informal and at least two formal evaluations, using the results of student surveys, there is room for a mid-course evaluation and room for correction or modification of goals. The final evaluations in the spring include 2/3 proficiency mapping for teachers and 1/3 growth model compared to the August evaluations. We use a state-adopted rubric for professional quality, including student engagement, instructional design, assessment, family and community engagement, and professional development. So for the first time as a school, teachers from different backgrounds and departments have a common language and vocabulary for defining good teaching.

Teachers are encouraged to engage in additional professional development specific to their interests. Each faculty member is paid for up to 12 hours of peer observation of colleagues both at PCS and other model schools. In addition, teachers can add up to five days of professional development that is specific to their area of interest. The school schedule has been structured to allow for at least four hours per month of professional development. In these sessions, teachers are given the opportunity to meet as a faculty, with departments, with grade level teams, and school focus committees.

PART VII - ASSESSMENT RESULTS

Subject Reading (ELA) Grade 7 Test California Standards Test

Edition/Publication Year _____ Publisher _____

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April	April
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Proficient plus Advanced	89	92	88	90	89
% "Exceeding" State Standards					
Advanced	56	68	58	58	46
Number of students tested	66	63	73	69	70
Percent of total students tested	99	97	100	97	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April	April
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Proficient plus Advanced	91	84	90	91	90
% "Exceeding" State Standards					
Advanced	58	67	74	53	50
Number of students tested	67	78	65	68	70
Percent of total students tested	96	99	97	97	97
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April	April
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Proficient plus Advanced	90	96	94	97	92
% "Exceeding" State Standards					
Advanced	74	87	74	85	80
Number of students tested	83	69	70	68	60
Percent of total students tested	99	100	100	99	95
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April	April
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Proficient plus Advanced	93	96	96	96	96
% "Exceeding" State Standards					
Advanced	75	73	71	80	75
Number of students tested	65	62	56	55	57
Percent of total students tested	97	95	86	93	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April	April
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Proficient plus Advanced	91	98	100	87	89
% "Exceeding" State Standards					
Advanced	75	86	76	70	80
Number of students tested	57	50	33	47	35
Percent of total students tested	91	77	59	77	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April	April
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Proficient plus Advanced	77	89	74	92	73
% "Exceeding" State Standards					
Advanced		38	40	51	24
Number of students tested	66	63	73	69	70
Percent of total students tested	99	97	100	97	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April		
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Proficient plus Advanced	46	58	57		
% "Exceeding" State Standards					
Number of students tested	67	63	66		
Percent of total students tested	96	99	97		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
SUBGROUP SCORES					
1.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March	March	March	March
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Pass	100	100	100	97	100
% "Exceeding" State Standards					
Number of students tested	66	64	63	61	58
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					