

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Western Center Academy

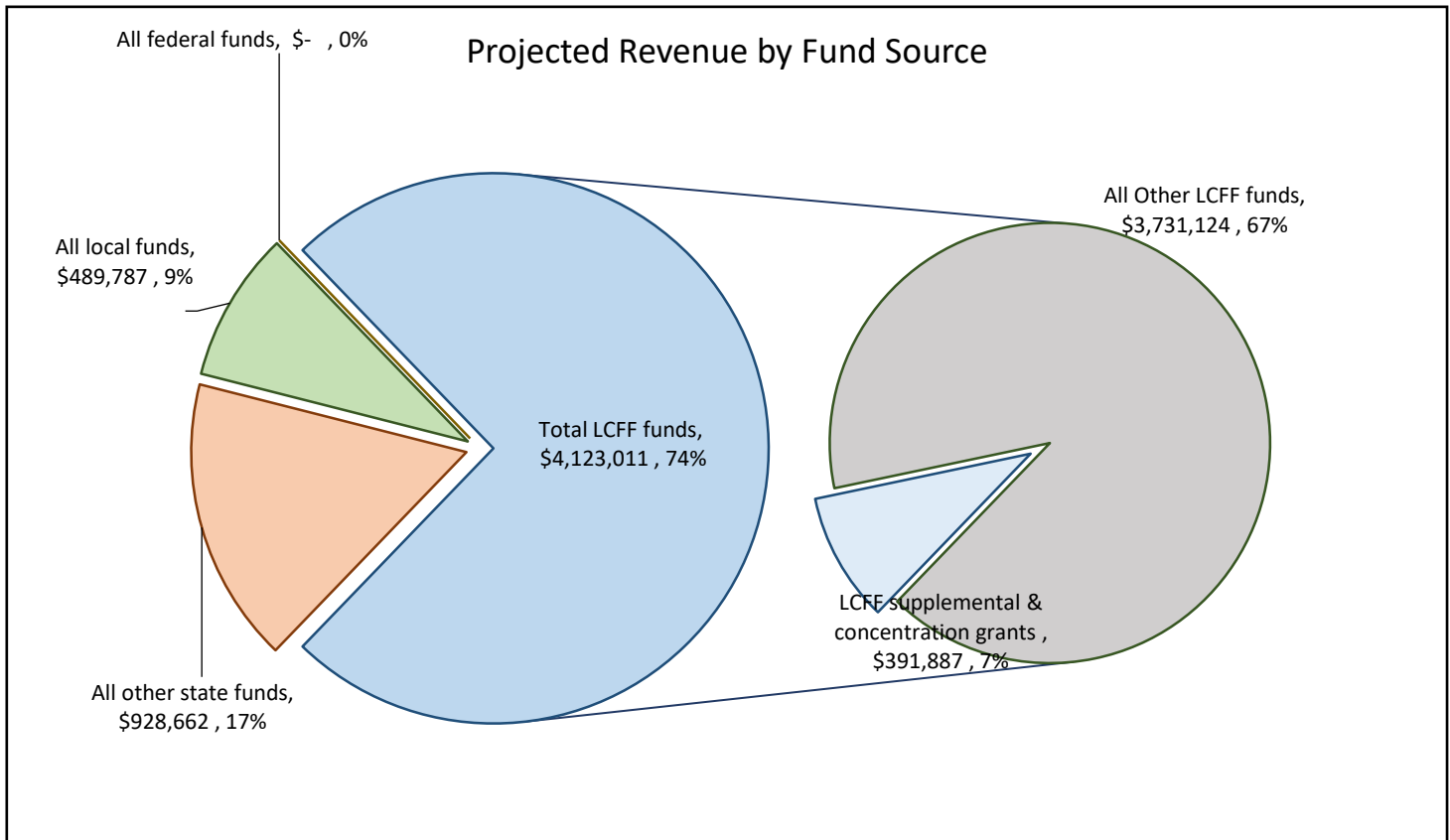
CDS Code: 33670820120675

Local Control and Accountability Plan (LCAP) Year: 2019-20

LEA contact information: Paul Bailey, pbailey@hemetusd.org

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

## Budget Overview for the 2019-20 LCAP Year

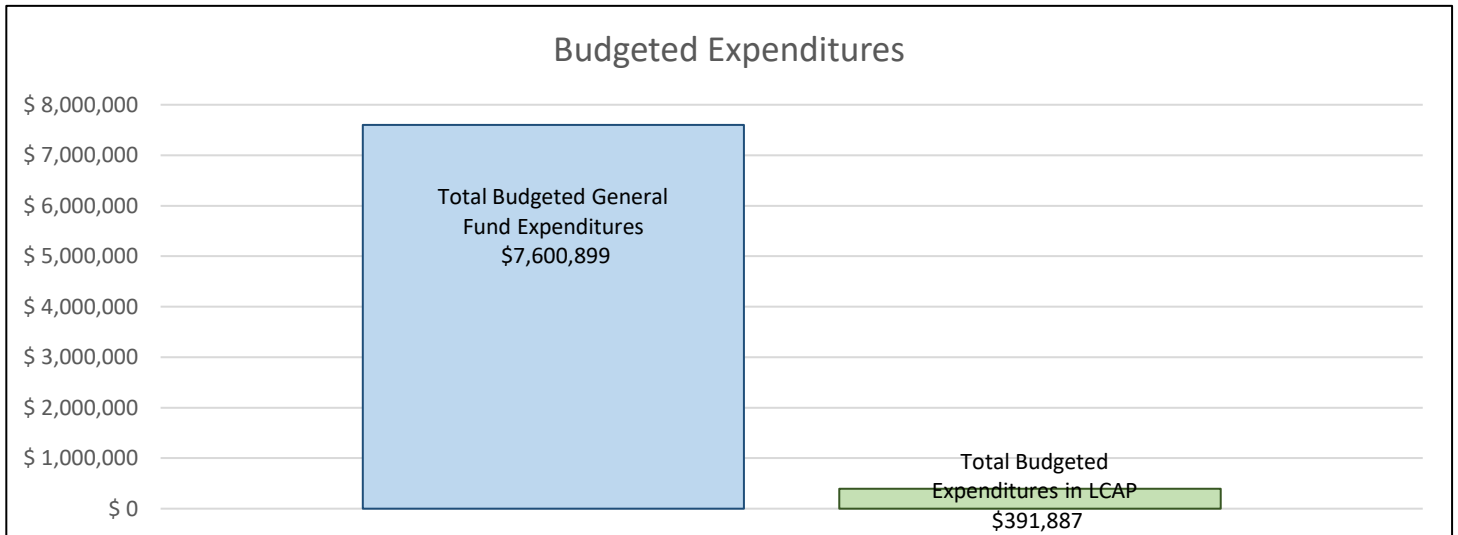


This chart shows the total general purpose revenue Western Center Academy expects to receive in the coming year from all sources.

The total revenue projected for Western Center Academy is \$5,541,460.00, of which \$4,123,011.00 is Local Control Funding Formula (LCFF), \$928,662.00 is other state funds, \$489,787.00 is local funds, and \$0.00 is federal funds. Of the \$4,123,011.00 in LCFF Funds, \$391,887.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.

# LCFF Budget Overview for Parents



This chart provides a quick summary of how much Western Center Academy plans to spend for 2019-20. It shows how much of the total is tied to planned actions and services in the LCAP.

Western Center Academy plans to spend \$7,600,899.00 for the 2019-20 school year. Of that amount, \$391,887.00 is tied to actions/services in the LCAP and \$7,209,012.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

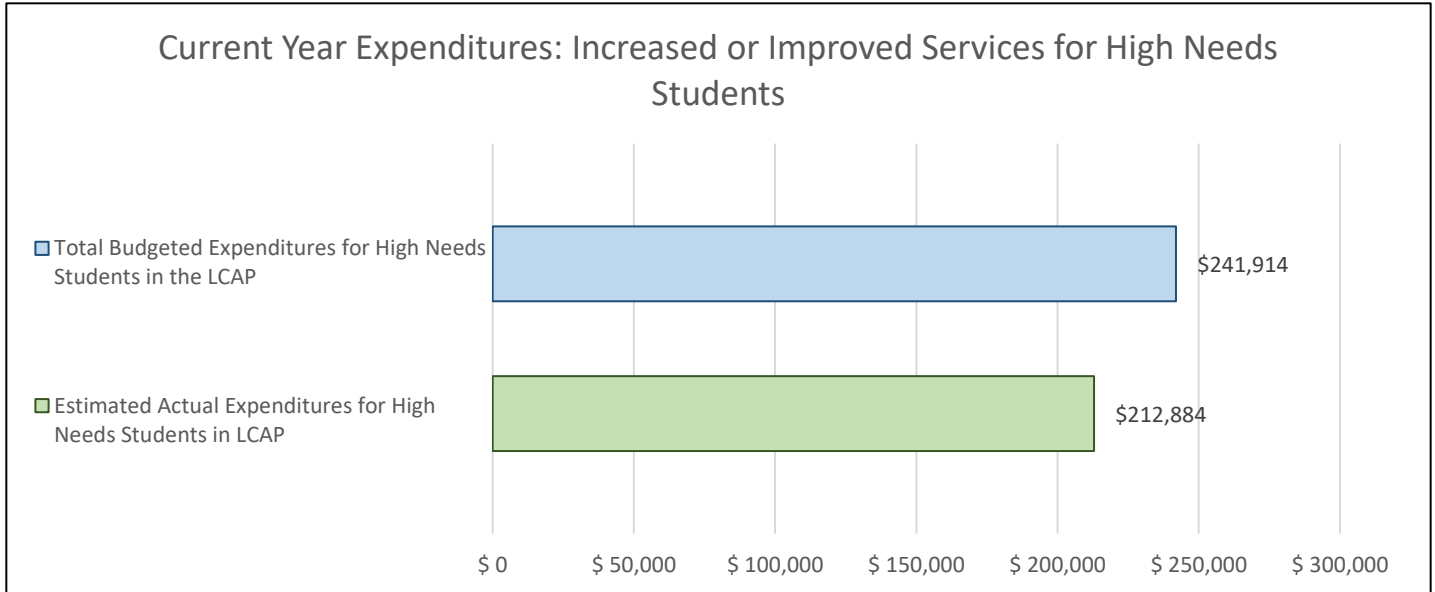
## Increased or Improved Services for High Needs Students in 2019-20

In 2019-20, Western Center Academy is projecting it will receive \$391,887.00 based on the enrollment of foster youth, English learner, and low-income students. Western Center Academy must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, Western Center Academy plans to spend \$356,617.00 on actions to meet this requirement. The additional improved services described in the LCAP include the following:

LCAP Actions and Services for high needs students include:

# LCFF Budget Overview for Parents

## Update on Increased or Improved Services for High Needs Students in 2018-19



This chart compares what Western Center Academy budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Western Center Academy estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2018-19, Western Center Academy's LCAP budgeted \$241,914.00 for planned actions to increase or improve services for high needs students. Western Center Academy estimates that it will actually spend \$212,884.00 for actions to increase or improve services for high needs students in 2018-19. The difference between the budgeted and actual expenditures of \$29,030.00 had the following impact on Western Center Academy's ability to increase or improve services for high needs students:

# Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

[Appendix B](#): Guiding Questions: Use as prompts (not limits)

[LCFF Evaluation Rubrics](#): Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name

Contact Name and Title

Email and Phone

Western Center Academy

Paul Bailey, Executive Director

pbailey@hemetusd.org

## 2017-20 Plan Summary

### The Story

Describe the students and community and how the LEA serves them.

The Western Center Academy is a dependent charter school of the Hemet Unified School District. Our students in grades 6-12 are selected in a random lottery from Hemet and surrounding districts. WCA focuses on Science, Technology, Engineering, and Mathematics with a particular focus on preparing students to major in a STEM field and successfully obtain a STEM career. Our high school's focus on Advanced Placement classes, A-G graduation requirements, and college dual-enrollment, and concurrent-enrollment courses fits well with our goals of college and career readiness options for all our students. We have achieved California Gold Ribbon, California Distinguished School and National Blue Ribbon status. US News ranked WCA the 77<sup>th</sup> best high school in the nation.

### LCAP Highlights

Identify and briefly summarize the key features of this year's LCAP.

Our data show that we are continuing to prepare students well for college and careers. Our students are getting accepted to prestigious universities and STEM majors (MIT, Stanford, Berkeley, UCLA, etc.). We will continue to work on refining our STEM focus and our post-secondary preparation. We will continue to refine our intervention programs for struggling students as well as our social and emotional support. Additionally, we continue to support technical courses in our MakerSpaces.

### Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

## Greatest Progress

Our ELA test scores continue to rise the longer that students remain with us. Our math scores remain high even though we accelerate and students are tested on concepts that they learned a year ago. (Figure 1) We have showed improvements in CAASPP testing, AP Pass rates, and PSAT scores (at 2 out of 3 grade levels). Demand for our high school is much higher than in any previous year.

2018 Met/Exceeded Standard CAASPP				
	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>	11 <sup>th</sup>
ELA	86	96	96	96
Math	72	67	72	65

Figure 1

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the LEA received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

## Greatest Needs

In the 2018 dashboard release, WCA did not receive any “Red” or “Orange” indicators for any subgroup on any available measure. We continue to deal the mismatch between what we are teaching in our accelerated math program and what is tested.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these performance gaps?

## Performance Gaps

There were no areas where one statistically significant group scored two performance levels below any other or any lower than Green. All subgroups scored either “High” or “Very High” in both ELA and Mathematics. In ELA, all 3 of our significant subgroups scored “Blue.” In Mathematics, all 3 significant subgroups scored “Green.”

2018 Distance from Standard by Subgroup	
Hispanic ELA	+85.3
Low SES ELA	+76.6
White ELA	+96.3
Hispanic Math	+26.2
Low SES Math	+20.9
White Math	+38.0

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

### **Increased or Improved services**

WCA thoroughly takes advantage of the Google suite of services and a student without access to technology at home would be at a huge disadvantage. As such, we ensure that every high school student has a Chromebook for taking online college courses and we purchase extra Chromebooks to check out to low-income middle school students to complete their homework assignments and projects. From there, middle school students may access all of their classroom resources on Google Drive, their Google Calendars, complete their homework in Google Docs, and receive Mathematics and Language Arts tutoring through ALEKS and IXL subscriptions.

Additionally, we have used LCAP funds to hire fully or a portion of a health tech, a counselor, school day tutors, an adult aide, and after school tutors. The focus of these individuals is to ensure the success of our unduplicated students through maintenance of health, tutoring support, digital resources, 504 and IEP support, ELD support, college counseling, and social/emotional counseling.

We continue to add to our career/technical education offerings by expanding our MakerSpace and the computer science courses that we offer.

# Budget Summary

Complete the table below. LEAs may include additional information or more detail, including graphics.

<b>DESCRIPTION</b>	<b>AMOUNT</b>
Total General Fund Budget Expenditures For LCAP Year	\$ 7,991,413
Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year	\$ 391,887

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

Western Center Academy's LCAP includes a comprehensive and detailed summary of expenses funded by the Supplemental and Concentration grant provided by the state. General fund expenditures not specified within the LCAP include general staffing expenses, facility costs and other associated costs that do not reflect specified goals established to benefit designated subgroups of students.

<b>DESCRIPTION</b>	<b>AMOUNT</b>
Total Projected LCFF Revenues for LCAP Year	\$ 6,331,371

# Annual Update

LCAP Year Reviewed: **2018-2019**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

## Goal 1

WCA will teach a college guidance course to all high school students and 100% of students at both the middle and high school will have access to a counselor and a health technician.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 3, 4, 7, 8

Local Priorities: [Add Local Priorities Here]

## Annual Measureable Outcomes

Expected	Actual
Implementation of Guidance 100 Class	Guidance 100 (college course)
Counselor available for college guidance	Full-time counselor employed at WCA who focuses much of her time on college counseling
College-going rate, 100%	96% of students are going to college, military, or religious missions.
Dual/Concurrent Enrollment college classes	Dual/Concurrent Enrollment college classes resulted in the completion of 1,130 college credits in Fall, 2018.

## Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.



## Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to fund a portion of a counselor and guidance teacher to work with our designated sub-groups to promote student success.	A full time counselor was hired and all of our sophomores are enrolled in College Guidance courses.	\$89,128	\$94,900

## Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to fund expanded services of the on-site health tech.	A full time health tech is on staff.	\$3,750	\$7,900

## Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Fund College Guidance class and access for designated sub-groups to additional college classes.	Students completed 1,929 college credits in the 2017-2018 school year. As of 5/17/2019, students have already completed 1,130 units this year.	\$3,100	\$3,665

## ANALYSIS

Describe the overall implementation of the actions/services to achieve the articulated goal.

WCA hired a counselor to support students academically and emotionally. The counselor spends a great deal of time getting courses a-g and NCAA approved, registering students for college courses, and preparing families for the college transition. The school pays for all fees related to college course as well as textbooks for students in designated sub-groups and chromebooks for advanced middle school students who take college courses.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

WCA uses graduation, a-g completion, dual-enrollment college credits, and college acceptance as measures of how well we are preparing students for college. We had a 100% graduation rate and 100% a-g completion rate for the class of 2018. Every single one of our c/o 2018 graduating seniors either signed to attend college, will be participating in a religious mission, or enlisted in the military.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

We estimated low and use General Fund to finance the difference.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

As we grow as a school, we continue to offer more and more opportunities for our students to prove their college readiness through additional dual and concurrent enrollment opportunities as well as additional Advanced Placement courses. We will not change our goal of 100% college readiness, but we will internally expect greater and greater outcomes each year. We will add CTE courses and more electives of high interest for our students.

## Goal 2

Increase the amount of technology available to students, the quality of the wifi available to them, and the number of classroom opportunities to use technology.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 3

Local Priorities: [Add Local Priorities Here]

### Annual Measureable Outcomes

Expected	Actual
100% of high school students will have a Chromebook	100% of high school students were loaned a Chromebook
100% of middle school students will have access to a Chromebook, laptop, or iPad	100% of middle school students have access to a Chromebook, laptop, or iPad
100% of students will regularly use the Google suite of apps.	100% of students use the Google suite of apps daily.
90% of respondents will rate our wifi coverage and reliability as “sufficient” or higher.	91.2% of survey respondents rated our wifi coverage and reliability as “sufficient” or higher.
100% of middle school unduplicated students without access to technology at home will be loaned a chromebook.	11 middle school students have requested and received a Chromebook to take home.

### Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

#### Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Have online courses in place for remediation, acceleration, and college	Licenses were renewed for Edgenuity, IXL, and ALEKS and all 10 <sup>th</sup> -12 <sup>th</sup> graders	\$64,000	\$98,500

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
credits (Edgenuity, IXL, ALEKS, and Coastline).	have access to Coastline classes and books without cost to them.		

## Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to provide professional development opportunities.	Teachers took part in district, state, and national professional development opportunities and took part in Advanced Placement summer institutes.	\$15,200	\$22,700

## Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to update technology and subscriptions to digital supplemental services.	All high school students are loaned a Chromebook and all middle school students have access to a device in class. Unduplicated middle school students are loaned a chromebook upon request. Subscriptions to Criterion, Gizmos, and Socrative were continued.	\$5,100	\$6,500

## ANALYSIS

Describe the overall implementation of the actions/services to achieve the articulated goal.

In the past, programs like IXL and ALEKS have been used as support for students who are struggling in a course. Teachers have now begun to use them as part of the curriculum as well as acceleration for advanced students and support for struggling students. All of our teachers use the Google Suite and some teachers additionally use Criterion and TurnItIn for peer editing of writing, Socrative for online assessment, Edgenuity for credit recovery, and phet simulations in science courses. All of our high school students take Chromebooks home with them to complete online courses and submit assignments through Google Docs.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Our use of technology as a support for students has proven to be very successful. We managed to achieve a 100% graduation rate partially because of online credit recovery. We managed to achieve 100% a-g completion partially because of online college courses. We were able to expand our ability to tutor struggling students through online products and services. We had 6<sup>th</sup> graders complete all of 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade math and begin Algebra 1 through these online portals. We continue to check out Chromebooks to middle school students whose families cannot afford a computer at home and this has made an impactful difference to these families who have said that they would not be able to do their online homework any other way.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Teachers attended a new conference in Long Beach that hadn't been attended before, so the professional development budget was higher than expected.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

We have added additional online programs since our original goal was planned as well as modifying the way that we use the programs. We have increased our use of technology in the classrooms as Chromebooks have improved their capabilities. With the state testing in science becoming online and interactive, these changes in our technology use are also paying dividends in increased test scores.

## Goal 3

100% of our teachers will be highly qualified to teach rigorous curriculum, particularly in the high school grades for dual enrollment and advanced placement courses, 100% of our students will be enrolled in at least one Advanced Placement or Dual Enrollment college course.

State and/or Local Priorities addressed by this goal:

State Priorities: 2, 3, 4, 5, 6

Local Priorities: [Add Local Priorities Here]

### Annual Measureable Outcomes

Expected	Actual
100% of teachers will be fully credentialed to teach core classes	100% of teachers are fully credentialed to teach core classes
Fund concurrent enrollment courses and associated materials	College English 101, English 103, and Guidance 100 supported
New high school Advanced Placement teachers will be sent to AP Summer Institutes	All AP teachers have attended the appropriate summer institute for the course that they teach.

## Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

### Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Fund dual enrollment courses and associated materials taught by community college staff.	All dual/concurrent enrollment courses were fully funded including placement testing, tuition, fees, books, and materials as well as Chromebooks to complete some of the courses on.	\$72,000	\$112,000

### Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Send new teachers to Advanced Placement summer institutes.	All Advanced Placement teachers have attended the appropriate training. New teachers will also be expected to attend.	\$6,800	\$7,200

## ANALYSIS

Describe the overall implementation of the actions/services to achieve the articulated goal.

The success of the Western Center Academy has created a reputation that attracts well-qualified, experienced teachers to our applicant pool. We have been lucky to have an excellent, highly-qualified teacher apply for and accept each one of our open positions. In a small high school, often teachers are required to teach outside of their credential area. Through careful planning, some part-time teachers, and teachers credentialed to teach multiple subjects, we have been able to have every one of our high school teachers teaching in an area that they are highly qualified and credentialed to teach. Our curriculum, beginning in 6<sup>th</sup> grade is rigorous, taught by qualified teachers, and supported with technology and tutors.

Between online college coursework, in person courses taught by college faculty, and in person courses taught by our own faculty with master's degrees through the college, we are able to enroll every one of our high school students in a college-credit bearing course. Our AP testing rate is very high as is the pass rate on those tests. The pass rate for our college courses is near 100%.

In the 2019-20 school year, we will be expanding our freshman class from approximately 80 students to approximately 96. This will require the addition of an English teacher.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Our most recent graduating class had a 100% a-g completion rate and a 100% 4-year college acceptance rate. Additionally, many of our 12<sup>th</sup> graders passed AP exams although the data for this year's exams will not be available until July. 79% of the class of 2018 passed an AP exam at some point in the high school career. This is a testament to our excellent teachers and opportunities for students to complete college courses.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

More college credits and AP exams resulted in more college textbooks and AP test fees.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

The number of college courses offered continues to increase. Additionally, our high school enrollment continues to increase. As it does, the budget for tuition and books will also continue to increase.



## Goal 4

Students, particularly SED students will participate in opportunities to do open-ended projects, participate in job shadowing, hear from practicing scientists, prepare for STEM majors in college, visit colleges, and experience leadership and team work.

State and/or Local Priorities addressed by this goal:

State Priorities: 2, 3, 4, 5, 6

Local Priorities: [Add Local Priorities Here]

### Annual Measureable Outcomes

Expected	Actual
100% of students will participate in open-ended projects in class and through Engineering Days (high school only)	100% of students participate in open ended projects in class, in STEM lab class (middle school only), and through Engineering Days (high school only). All middle school students rotated through 4 hands-on lab classes except for a small group of intervention students who received small group tutoring during that time. All classes at all levels use group projects and technology.
High school students participate in college field trips	All high school students have experienced a college field trip, culminating in a trip to the local college where staff walk the students through the application and the school pays the application fee to ensure that all students complete at least one application.
Students get experience with leadership and team work through classroom group work, clubs, and teams.	All students participate in group work and group projects in class with rotating, defined roles in the groups. A large number of students participate in clubs and teams to gain further teamwork experiences including ASB, Science Olympiad, Robotics, Theater, Ten80 Racing, Engineering Club, Biodiversity Project, and Science Fair. Students in CTE courses will work on group projects regularly.

## Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

### Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Participation in open-ended projects, STEM activities, guest speakers, tutoring, and field trips.	Middle and high school students participated in numerous hands-on STEM activities and engineering days. Students at all grade levels participated in a variety of field trips in STEM and humanities.	\$9,600	\$8,400

### Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
High school students participate in Engineering Days.	All high school students participated in one or more engineering days as well as a variety of spirit days.	\$6,565	\$4,200

## ANALYSIS

Describe the overall implementation of the actions/services to achieve the articulated goal.

All of our sophomores take a College Guidance course through Mt. San Jacinto College. In this course, they research college and careers, make an 8-year plan, write college essays, create resumes, and research college majors. Middle school students participate in twelve hands-on lab courses where they work on STEM projects in groups in preparation for STEM careers in the future. High school students participate in college field trips.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

100% of our middle school students were enrolled in four hands-on rotating STEM labs. 100% of our sophomores were enrolled in a College Guidance class. We expanded or continued our robotics and Ten80 STEM racing programs and added Science Olympiad to our STEM extra-curricular activities.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

We only performed one engineering day last year, so costs were lower than predicted.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Our original idea for a "Senior Project" has morphed into CTE courses and building displays for a summer museum that WCA students will host as part of the Engineering Club.

# Stakeholder Engagement

LCAP Year: 2019-20

## Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

WCA annually sends out both student and parent surveys as to how well we are meeting our LCAP goals. More than 2/3 of our students respond and we summarize the data and discuss it with faculty. The survey asks questions about homework, technology, grades, culture, relationships, clubs, access to a counselor, access to health services, and college goals.

Once per month, we meet as a faculty and discuss items that we have discovered through analyzing test scores, survey results, and test scores. Middle school teachers meet with the high school teachers and articulate vertically based upon our findings in the test scores. We constantly update our curriculum, supports, and programs based upon the recommendations from these meetings. Each of our incoming parents attends an informational meeting where we also discuss our LCAP goals and get feedback from attendees. As a charter school, we have our own Governing Council and we present our LCAP/LCFF budget, data, findings, and recommendations to them on a regular basis. The council approves any new programs or curricular changes before they take place. Each week, the leadership team meets to discuss courses, master scheduling, staffing, and such based upon our analysis of parent surveys, teacher surveys, and data.

## Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

These meetings have led us to implement a social/emotional learning program in 6<sup>th</sup> grade, Character Playbook. Most of our elective options are additional college-level courses. Feedback from these meetings has led us to investigating more elective options for our students which are more creative and engaging. Entire chapters of our WASC report were written by committees in these collaborative meetings to ensure that our LCAP and WASC self-study are in alignment.

# Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged

## Goal 1

WCA will teach a college guidance course and an online college guidance course to all high school students and 100% of students at both the middle and high school will have access to a counselor and a health technician.

### State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 5, 6

Local Priorities: [List Local Priorities here]

### Identified Need:

The need for a school counselor and health tech for college counseling, social/emotional health, parent involvement, and stress management was clear in the original planning of the school and in subsequent meetings and surveys. Metrics include enrollment in college guidance course, counseling contacts data, health tech logbook, graduation rate, a-g completion rate, and sign in sheets for parent and student college information meetings.

### Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Graduation rate	2016-2017: 100%	100%	100%	100%
"a-g" completion	2016-2017: 100%	100%	100%	100%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Enrollment in College Guidance course	2016-2017: 100%	100%	100%	100%

# Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

## Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

All

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

n/a

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

Continue to fund a portion of a counselor and guidance teacher to work with our designated sub-groups to promote student success.

2018-19 Actions/Services

Continue to fund a portion of a counselor and guidance teacher to work with our designated sub-groups to promote student success.

2019-20 Actions/Services

Continue to fund a portion of a counselor and guidance teacher to work with our designated sub-groups to promote student success.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$85,609	\$89,128	\$142,600
Source	Supplemental & Concentration	Supplemental & Concentration	Supplemental & Concentration
Budget Reference	Certificated Salaries (1000-1999) Employee Benefits (3000-3999)	Certificated Salaries (1000-1999) Employee Benefits (3000-3999)	Certificated Salaries (1000-1999) Employee Benefits (3000-3999)

## Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

All

### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

n/a

## Actions/Services



Select from New, Modified, or Unchanged for 2017-18

New

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

Expand services of health technician.

2018-19 Actions/Services

Continue the expanded services of health technician.

2019-20 Actions/Services

Continue the expanded services of health technician.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$3,520	\$3,750	\$6,000
Source	Supplemental & Concentration	Supplemental & Concentration	Supplemental & Concentration
Budget Reference	Classified Salaries (2000-2999) Employee Benefits (3000-3999)	Classified Salaries (2000-2999) Employee Benefits (3000-3999)	Classified Salaries (2000-2999) Employee Benefits (3000-3999)

### Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

All

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

n/a

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

**2017-18 Actions/Services**

Fund College Guidance class and access for designated sub-groups to additional college classes.

**2018-19 Actions/Services**

Fund College Guidance class and access for designated sub-groups to additional college classes.

**2019-20 Actions/Services**

Fund College Guidance class and access for designated sub-groups to additional college classes.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$2,868	\$3,100	\$4,960
Source	Supplemental & Concentration	Supplemental & Concentration	Supplemental & Concentration
Budget Reference	Certificated Salaries (1000-1999) Employee Benefits (3000-3999) Books & Supplies (4000-4999) Services & Operating Expenses (5000-5999)	Certificated Salaries (1000-1999) Employee Benefits (3000-3999) Books & Supplies (4000-4999) Services & Operating Expenses (5000-5999)	Certificated Salaries (1000-1999) Employee Benefits (3000-3999) Books & Supplies (4000-4999) Services & Operating Expenses (5000-5999)

## Goal 2

Increase the amount of technology available to students, the quality of the WiFi available to them, and the number of classroom opportunities to use technology. 2014-2015 will be our baseline year and then each year after that; we will either improve each of these metrics or reach a rate of 90% of respondents rating the metric as “sufficient” or higher.

### State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 5, 6

Local Priorities: [List Local Priorities here]

### Identified Need:

With the business world and scientific community becoming world-wide and digital, access to technology and a strong connection to the internet are vital to a student’s education in a changing world. Through access to a Chromebook, digital resources, the Google suite, keyboarding instruction, and a variety of technology labs (robotics, coding, etc.), students will be well prepared for their connected future. With state testing being converted to completely online, these changes will also ensure that our students are able to demonstrate their learning appropriately on these exams.

Progress will be measured via technology inventories, student surveys, parent surveys, test scores, and technology inventory.

### Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
High school Chromebooks	2016-2017: 100%	100%	100%	100%
Middle school tech access	2016-2017: 100%	100%	100%	100%
Middle school access to online supports	2016-2017: 100%	100%	100%	100%

# Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

## Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

All

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

All

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

Have online courses in place for remediation, acceleration, and college credits (Edgenuity, IXL, ALEKS, and Coastline)

2018-19 Actions/Services

Continue to have online courses in place for remediation, acceleration, and college credits (Edgenuity, IXL, ALEKS, and Coastline)

2019-20 Actions/Services

Continue to have online courses in place for remediation, acceleration, and college credits (Edgenuity, IXL, ALEKS, and Coastline)

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$59,600	\$64,000	\$102,400
Source	Supplemental & Concentration	Supplemental & Concentration	Supplemental & Concentration
Budget Reference	Books & Supplies (4000-4999) Services & Operating Expenses (5000-5999)	Books & Supplies (4000-4999) Services & Operating Expenses (5000-5999)	Books & Supplies (4000-4999) Services & Operating Expenses (5000-5999)

## Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

All

### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

All

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

Continue to provide professional development opportunities.

2018-19 Actions/Services

Continue to provide professional development opportunities.

2019-20 Actions/Services

Continue to provide professional development opportunities.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$14,500	\$15,200	\$24,320
Source	Supplemental & Concentration	Supplemental & Concentration	Supplemental & Concentration
Budget Reference	Certificated Salaries (1000-1999) Employee Benefits (3000-3999) Books & Supplies (4000-4999) Services & Operating Expenses (5000-5999)	Certificated Salaries (1000-1999) Employee Benefits (3000-3999) Books & Supplies (4000-4999) Services & Operating Expenses (5000-5999)	Certificated Salaries (1000-1999) Employee Benefits (3000-3999) Books & Supplies (4000-4999) Services & Operating Expenses (5000-5999)

### Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

All

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

All

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

**2017-18 Actions/Services**

Continue to update technology and subscriptions to digital supplemental services.

**2018-19 Actions/Services**

Continue to update technology and subscriptions to digital supplemental services.

**2019-20 Actions/Services**

Continue to update technology and subscriptions to digital supplemental services.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$4,892	\$5,100	\$8,160
Source	Supplemental & Concentration	Supplemental & Concentration	Supplemental & Concentration
Budget Reference	Books & Supplies (4000-4999) Services & Operating Expenses (5000-5999)	Books & Supplies (4000-4999) Services & Operating Expenses (5000-5999)	Books & Supplies (4000-4999) Services & Operating Expenses (5000-5999)

## Goal 3

100% of our teachers will be highly qualified to teach rigorous curriculum, particularly in the high school grades for dual enrollment and advanced placement courses, 100% of our students will be enrolled in at least one Advanced Placement or Dual Enrollment college course.

### State and/or Local Priorities addressed by this goal:

State Priorities: 2, 3, 4, 5, 6

Local Priorities: [List Local Priorities here]

### Identified Need:

It is well understood how vital excellent, credentialed, well-qualified teachers are to the success of a traditional school. When you add on top of that, accelerated honors courses for all, the need for highly qualified teachers becomes even more apparent. Once well qualified teachers are hired, then it is vital to allow them to receive training necessary to remain on the cutting edge and stay up-to-date on changes in standards, assessment, and curriculum.

### Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Middle school teachers highly qualified	2016-2017: 100%	100%	100%	100%
High school teachers highly qualified	2016-2017: 100%	100%	100%	100%
Percentage of 10-12 <sup>th</sup> graders enrolled in dual enrollment of AP course	2016-2017: 100%	100%	100%	100%



# Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

## Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s) selection here]

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

All

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

n/a

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

Fund dual enrollment courses and associated materials taught by community college staff.

2018-19 Actions/Services

Fund dual enrollment courses and associated materials taught by community college staff.

2019-20 Actions/Services

Fund dual enrollment courses and associated materials taught by community college staff.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$67,521	\$72,000	\$115,200
Source	Supplemental & Concentration	Supplemental & Concentration	Supplemental & Concentration
Budget Reference	Certificated Salaries (1000-1999) Classified Salaries (2000-2999) Employee Benefits (3000-3999) Books & Supplies (4000-4999)	Certificated Salaries (1000-1999) Classified Salaries (2000-2999) Employee Benefits (3000-3999) Books & Supplies (4000-4999)	Certificated Salaries (1000-1999) Classified Salaries (2000-2999) Employee Benefits (3000-3999) Books & Supplies (4000-4999)

## Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

All

### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

n/a

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

Send teachers to Advanced Placement summer institutes.

2018-19 Actions/Services

Send teachers to Advanced Placement summer institutes.

2019-20 Actions/Services

Send teachers to Advanced Placement summer institutes.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$6,250	\$6,800	\$10,880
Source	Supplemental & Concentration	Supplemental & Concentration	Supplemental & Concentration
Budget Reference	Certificated Salaries (1000-1999) Classified Salaries (2000-2999) Employee Benefits (3000-3999) Books & Supplies (4000-4999)	Certificated Salaries (1000-1999) Classified Salaries (2000-2999) Employee Benefits (3000-3999) Books & Supplies (4000-4999)	Certificated Salaries (1000-1999) Classified Salaries (2000-2999) Employee Benefits (3000-3999) Books & Supplies (4000-4999)

## Goal 4

Students, particularly SED students will participate in opportunities to do open-ended projects, participate in job shadowing, hear from practicing scientists, prepare for STEM majors in college, visit colleges, and experience leadership and team work.

### State and/or Local Priorities addressed by this goal:

State Priorities: 2, 3, 4, 5, 6

Local Priorities: [List Local Priorities here]

### Identified Need:

Unduplicated students typically have fewer resources at home to research and visit colleges and have fewer role models in STEM careers. In order to provide equity to our students in preparation for STEM careers, we need to ensure that all students have access to college counseling, college field trips, and the skills necessary to be successful in a STEM career. These metrics will be measured via classroom observations, field trip calendar, and opportunities for leadership via in-school and extracurricular activities.

### Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Project-based activities such as engineering days, STEM labs, guest speakers	2016-2017: 100%	100%	100%	100%
Summer college course opportunities for remediation and acceleration	2016-2017: 100%	100%	100%	100%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
College and career information, counseling, and preparation through Guidance course, counselor, and parent nights	2016-2017: 100%	100%	100%	100%

## Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

### Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

All

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

n/a

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

Participation in open-ended projects, STEM activities, guest speakers, tutoring, and field trips.

2018-19 Actions/Services

Participation in open-ended projects, STEM activities, guest speakers, tutoring, and field trips.

2019-20 Actions/Services

Participation in open-ended projects, STEM activities, guest speakers, tutoring, and field trips.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$9,476	\$9,600	\$15,360
Source	Supplemental & Concentration	Supplemental & Concentration	Supplemental & Concentration
Budget Reference	Certificated Salaries (1000-1999) Employee Benefits (3000-3999) Books & Supplies (4000-4999)	Certificated Salaries (1000-1999) Employee Benefits (3000-3999) Books & Supplies (4000-4999)	Certificated Salaries (1000-1999) Employee Benefits (3000-3999) Books & Supplies (4000-4999)

## Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

All

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

n/a

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

High school students participate in Engineering Days.

2018-19 Actions/Services

High school students participate in Engineering Days.

2019-20 Actions/Services

High school students participate in Engineering Days.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$5,860	\$6,565	\$10,504
Source	Supplemental & Concentration	Supplemental & Concentration	Supplemental & Concentration
Budget Reference	Books & Supplies (4000-4999)	Books & Supplies (4000-4999)	Books & Supplies (4000-4999)

# Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2019-20

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$ 391,887

6.60%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

**Goal 1: Action 1-** The Center for Law and Social Policy (2015) found that unduplicated students are less likely to apply to college and one contributing factor is the lack of knowledge at home about the college entrance process as well of the lack of access to a counselor at school. Closing this “College Knowledge” gap is the goal of this action and that gap is larger for unduplicated students.

CLASP, 2015. Course, Counselor, and Teacher Gaps: Addressing the College Readiness Challenge in High-Poverty High schools. June, 2015. Downloaded: <http://www.clasp.org/resources-and-publications/publication-1/CollegeReadinessPaperFINALJune.pdf>

**Goal 1: Action 2-** SRI International found that students who have access to a school nurse or health tech are less likely to miss school and academic achievement improves. Because unduplicated students may have less access to medical care outside of the school and typically have lower attendance rates, the presence of a health tech positively influences unduplicated students even more than their peers.

**Goal 1: Action 3-** We believe that the best way to ensure that students are ready for college is for them to experience college-level courses in high school. It is well-documented that unduplicated students are under-represented in Advanced Placement and dual enrollment courses. This action aims to remove any barriers that students, particularly unduplicated students, face in accessing these college-level courses. We provide a wide variety of courses, counselors to support students in planning for courses, all of the materials required for the courses, as well as support during courses to ensure that all students are successful and prepared for college. These supports benefit unduplicated students the most.



**Goal 2: Action 1-** As a charter school, entrance is by random lottery. We can never predict the percentage of unduplicated pupils who will be selected or the needs that the entering class of students will bring with them. We have, however, found that in the past certain things have worked for supporting struggling students. We have found that struggling students cannot catch up to their peers or to their grade level goals by working at the same pace. We have found that digital resources with which students may work at their own pace is an excellent way for struggling students to fill in missing foundational skills in order to perform at grade level. Unduplicated students historically have enrolled with more gaps in their knowledge and therefore have increased need for these resources. These resources work equally well for differentiation of advanced students also.

**Goal 2: Action 2-** The greatest resource that an unduplicated student can have is an excellent teacher. Part of being an excellent teacher is attending professional development. Our teachers have access to a variety of professional development opportunities offered locally, state-wide, and nationally. To affect our unduplicated students most, these professional development opportunities often center around ELD, Common Core, NGSS, and Special Education. Our Resource Teacher and ELD Coordinator regularly attends district professional development in these areas.

**Goal 2: Action 3-** In order for the learning of unduplicated students to be reflected accurately on assessments, they need to have experience with the technology-enhanced assessments. Our teachers use products like Criterion where students write online and have their peers edit their papers virtually, have their teachers provide feedback, and the students edit their drafts numerous times online. These products are available to everyone, but unduplicated students, particularly those of poverty benefit from these resources the most. Because of this particular action, students will have access to this online writing/editing software, science simulations, online testing, and digital assignment submission. Each of these things will help unduplicated students to be able to communicate what they've learned more effectively.

**Goal 3: Action 1-** Without this action, the burden of college tuition and books would be unfairly biased against unduplicated students. This particular action item allows us to provide college course tuition and fees, college books, and college placement exams to all students at no cost to them. Many unduplicated students would not be able to afford a college class if not for this action and that would put them at a distinct disadvantage in the college application process.

**Goal 3: Action 2-** Similar to the justification for professional development and college courses, professional development for our teachers who teach Advanced Placement courses also particularly favors unduplicated students who traditionally have a lower pass rate on AP exams than their peers. Through the serviced in the LCAP plan, we aim for all of our students to pass their AP exams with particular emphasis on the extra help that unduplicated students often need. That support begins with proper training of AP teachers.

**Goal 4: Action 1-** Kisida, Bowen, and Greene's research found that students benefit academically and culturally by taking field trips to museums, nature centers, and other cultural hubs. They found

that students from rural and high-poverty schools benefit even more. It is clear that unduplicated students have fewer resources to participate in these cultural and academic experiences on their own and often lack the ability to visit colleges before applying senior year. Our goal in this action is to level that playing field by ensuring that all of our students have access to these opportunities and have the experience of visit numerous local universities. All students will benefit from these experiences, but the research shows that unduplicated students will benefit even more.

Kisida, Bowen, Greene, 2014. The Educational Value of Field Trips. Education Next, Winter, Vol 14, No. 1.

**Goal 4: Action 2-** According to US Census Bureau data, “Low-SES children are often left home to fend for themselves and their younger siblings while their caregivers work long hours; compared with their well-off peers, they spend less time playing outdoors and more time watching television and are less likely to participate in after-school activities (U.S. Census Bureau, 2000).” While most students are home interacting with their parents and participating in intellectually stimulating activities, this research shows that many unduplicated students spend their time in less academic pursuits. In order to help remedy this imbalance, we offer Engineering Days, large group engineering projects with a culminating competition at the end. Often these activities involve professional engineers and guest speakers which also benefit unduplicated students more with exposure to unfamiliar careers. Further, Dunnett and his colleagues have demonstrated that the deleterious effects of poverty can be nearly reversed through academic environmental richness. This action aims to enrich the academic environment of all while having the greatest effect on unduplicated students.

Dunnett SB. 2004. Environmental enrichment affects striatal graft morphology and functional recovery. Eur J Neurosci 19:159- 168