

LCAP Year 2017-18 2018-19 2019-20

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](#) [Note: this text will be hyperlinked to the LCFF Evaluation Rubric web page when it becomes available.]: 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	Western Center Academy		
Contact Name and Title	Paul Bailey, Principal	Email and Phone	951-766-9030 pbailey@hemetusd.org

2017-20 Plan Summary

THE STORY

Briefly 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 both California Gold Ribbon and National Blue Ribbon status.

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 are creating a CTE pathway beginning with basic woodworking and tool skills and ending with CNC machines.

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.

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.

GREATEST PROGRESS

2017 Met/Exceeded Standard for c/o 2022 Cohort			
	6 th (2015)	7 th (2016)	8 th (2017)
ELA	85	94	96
Math	89	81	86

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 Fall 2017 dashboard release, WCA did not receive any “Red” or “Orange” indicators for any subgroup on any available measure. Although we do not have any College/Career Indicator data because we did not have seniors in 2016, we used the state criteria to self-analyze our 2017 seniors and calculated a 100% readiness rate.

In our recent WASC report, our recommendations included focusing on career readiness; continue to focus on college readiness; continue to focus on students socially, emotionally, and academically; and to refine supports for SPED and ELD students.

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. All subgroups scored either “High” or “Very High” in both ELA and Mathematics. Two of the traditionally underperforming subgroups, English Learners and Socioeconomically Disadvantaged students both scored “Very High” in ELA and “High” and “Very High” respectively in Mathematics.

INCREASED OR IMPROVED SERVICES

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.

Our school is very dependent upon the Google suite of services and a student without access to technology at home would be at a huge disadvantage. As such, we purchase extra Chromebooks to check out to low-income students to complete their homework assignments and projects. From there, 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, technology, college counseling, and social/emotional counseling. We will be increasing the hours of our health technician for the 2018-2019 school year and beyond.

We are in the process of adding a CTE pathway and through a variety of funds, will support the teacher, building a new workshop, and furnishing the workshop with equipment. Our unduplicated students will have access to this state-of-the-art facility through our CTE classes and some after-school clubs.

BUDGET SUMMARY

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

DESCRIPTION

AMOUNT

Total General Fund Budget Expenditures for LCAP Year

\$5,441,313

Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year

\$ 241,914

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.

\$ 5,102,189

Total Projected LCFF Revenues for LCAP Year

Annual Update

LCAP Year Reviewed: 2016-17

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 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

ANNUAL MEASURABLE 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%	100% with the exception of students going on religious missions or joining the military.
Dual/Concurrent Enrollment college classes program	Dual/Concurrent Enrollment college classes program resulted in the completion of 679 college credits in Fall, 2017

ACTIONS / SERVICES

Action **1**

Actions/Services

PLANNED Continue to fund a portion of a counselor and guidance teacher to work with our designated sub-groups to promote student success.	ACTUAL A full time counselor was hired and all of our sophomores are enrolled in College Guidance courses.
---	--

Expenditures

BUDGETED \$79,054	ESTIMATED ACTUAL \$40,944
-----------------------------	-------------------------------------

Action **2**

Actions/Services

PLANNED Further expand the services of the on-site health tech.	ACTUAL A full time health tech is on staff.
---	---

Expenditures

BUDGETED \$2,669	ESTIMATED ACTUAL \$3,369
----------------------------	------------------------------------

Action **3**

Actions/Services

PLANNED Fund College Guidance class and access for designated sub-groups to additional college classes.	ACTUAL Students completed 1,505 college credits in the 2016-2017 school year. As of 4/26/2018, students have already completed 802 units this year.
---	---

Expenditures

BUDGETED \$2,500	ESTIMATED ACTUAL \$2,785
----------------------------	------------------------------------

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, 100% a-g completion rate, and our twenty six 12th graders alone took 236 college classes in the last 3 years of high school. Every single one of our 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.

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 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

ANNUAL MEASURABLE 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.

6 middle school students have requested and received a chromebook to take home.

ACTIONS / SERVICES

Action **1**

Actions/Services

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

ACTUAL
Licenses were renewed for APEX, IXL, and ALEKS and all high school students have access to Coastline classes and books without cost to them.

Expenditures

BUDGETED
\$45,000

ESTIMATED ACTUAL
\$53,461

Action **2**

Actions/Services

PLANNED
Continue to provide professional development opportunities.

ACTUAL
Teachers took part in district, state, and national professional development opportunities and took part in Advanced Placement summer institutes.

Expenditures

BUDGETED
\$18,000

ESTIMATED ACTUAL
\$8,133

Action **3**

Actions/Services

PLANNED
Continue to update technology and subscriptions to digital supplemental services

ACTUAL
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.

Expenditures

BUDGETED \$2,250	ESTIMATED ACTUAL \$4,608
---------------------	-----------------------------

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. All of our teachers use the Google Suite and some teachers additionally use Criterion for peer editing of writing, Socrative for online assessment, Apex 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. Next year, the district will switch from Apex to Edgenuity for credit recovery, but this will not affect our LCAP.

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 6th graders complete all of 6th, 7th, and 8th 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.

Fewer teachers were able to attend professional development opportunities and AP conferences during the 2016-2017 school year than anticipated. Funding goals will stay consistent to allow for increased opportunities during the 2018-2019 school year.

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 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

100% of teachers will be fully credentialed to teach core classes

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

New high school Advanced Placement teachers will be sent to AP Summer Institutes

ACTUAL

100% of teachers are fully credentialed to teach core classes

College English 101, English 103, Art 108, and Guidance 100 taught on campus.

All Advanced Placement teachers have attended the appropriate summer institute for the course that they teach.

ACTIONS / SERVICES

Action **1**

Actions/Services

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

Expenditures

BUDGETED \$56,154	ESTIMATED ACTUAL \$63,587
-----------------------------	-------------------------------------

Action **2**

Actions/Services

PLANNED Send new teachers to Advanced Placement summer institutes.	ACTUAL All Advanced Placement teachers have attended the appropriate training. New teachers will also be expected to attend.
--	--

Expenditures

BUDGETED \$5,901	ESTIMATED ACTUAL \$5,800
----------------------------	------------------------------------

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 6th 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%.

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, 100% 4-year college acceptance rate, and completed 236 college courses in the 3 years that they were with us. One student took 14 college courses and the average was 9. Additionally, many of the 12th graders passed AP exams although the data for this year's exams will not be available until July. 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.

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 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

100% of students will participate in open-ended projects in class and through Engineering Days (high school only)

High school students participate in college field trips

Students get experience with leadership and team work through classroom group work, clubs, and teams.

ACTUAL

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.

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.

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

Action **1**

Actions/Services

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

ACTUAL
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.

Expenditures

BUDGETED
\$8,500

ESTIMATED ACTUAL
\$9,200

Action **2**

Actions/Services

PLANNED
High school students participate in Engineering Days.

ACTUAL
All high school students participated in one or more engineering days as well as a variety of spirit days.

Expenditures

BUDGETED
\$5,901

ESTIMATED ACTUAL
\$5,860

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.

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.

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 a CTE pathway for building displays for a summer museum that WCA students will host.

Stakeholder Engagement

LCAP Year 2017–18 2018–19 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 6th 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.

New Modified 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 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL _____

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 MEASURABLE 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%
Enrollment in College Guidance course	2016-2017: 100% freshmen and sophomores	100%	100%	100%

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

Actions/Services	PLANNED Continue to fund a portion of a counselor and guidance teacher to work with our designated sub-groups to promote student success.	ACTUAL A full time counselor was hired and all of our sophomores are enrolled in College Guidance courses.
	BUDGETED \$79,054	ESTIMATED ACTUAL \$40,944

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

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Continue to fund a portion of a counselor and guidance teacher to work with our designated sub-groups to promote student success.	Continue to fund a portion of a counselor and guidance teacher to work with our designated sub-groups to promote student success.	

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	\$85,609	Amount	\$89,128	Amount	\$93,000
Source	Supplemental & Concentration	Source	Supplemental & Concentration	Source	Supplemental & Concentration
Budget Reference	Certificated Salaries (1000-1999) Employee Benefits (3000-3999)	Budget Reference	Certificated Salaries (1000-1999) Employee Benefits (3000-3999)	Budget Reference	Certificated Salaries (1000-1999) Employee Benefits (3000-3999)

Action

2

Actions/Services	PLANNED Continue the expanded services of health technician.	ACTUAL Expand health tech's hours for 2018-2019 school year
Expenditures	BUDGETED \$2,669	ESTIMATED ACTUAL \$3,369

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

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Continue the expanded services of health technician	Further expand the services of health technician.	

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	\$3,520	Amount	\$3,750	Amount	\$3,950
Source	Supplemental & Concentration	Source	Supplemental & Concentration	Source	Supplemental & Concentration
Budget Reference	Classified Salaries (2000-2999) Employee Benefits (3000-3999)	Budget Reference	Classified Salaries (2000-2999) Employee Benefits (3000-3999)	Budget Reference	Classified Salaries (2000-2999) Employee Benefits (3000-3999)

Action

3

Actions/Services

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

ACTUAL
 Students completed 1,505 college credits in the 2016-2017 school year. As of 4/26/2018, students have already completed 802 units this year.

Expenditures

BUDGETED
 \$2,500

ESTIMATED ACTUAL
 \$2,785

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

Students to be Served

All Students with Disabilities [Specific Student Group(s)] _____

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

2018-19

2019-20

New Modified Unchanged

New Modified Unchanged

New Modified Unchanged

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

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

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	\$2,868	Amount	\$3,100	Amount	\$3,200
Source	Supplemental & Concentration	Source	Supplemental & Concentration	Source	Supplemental & Concentration
Budget Reference	Certificated Salaries (1000-1999) Employee Benefits (3000-3999) Books & Supplies (4000-4999) Services & Operating Expenses (5000-5999)	Budget Reference	Certificated Salaries (1000-1999) Employee Benefits (3000-3999) Books & Supplies (4000-4999) Services & Operating Expenses (5000-5999)	Budget Reference	Certificated Salaries (1000-1999) Employee Benefits (3000-3999) Books & Supplies (4000-4999) Services & Operating Expenses (5000-5999)

Goals, Actions, & Services

Strategic Planning Details and Accountability

New
 Modified
 Unchanged

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 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL _____

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 MEASURABLE 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%
---	-----------------	------	------	------

ACTIONS / SERVICES

Action

1

Actions/Services

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

ACTUAL
Licenses were renewed for Apex, IXL, and ALEKS and all high school students have access to Coastline classes and books without cost to them. Apex will be replaced by Edgenuity next year.

Expenditures

BUDGETED
\$45,000

ESTIMATED ACTUAL
\$53,461

PLANNED ACTIONS / SERVICES

Action **1**

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

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Continue to have online courses in place for remediation, acceleration, and college credit (APEX, IXL, ALEKS, and Coastline).	Continue to have online courses in place for remediation, acceleration, and college credit (Edgenuity, IXL, ALEKS, and Coastline).	

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount \$59,600	Amount \$64,000	Amount \$66,000
Source Supplemental & Concentration	Source Supplemental & Concentration	Source Supplemental & Concentration
Budget Reference Books & Supplies (4000-4999) Services & Operating Expenses (5000-5999)	Budget Reference Books & Supplies (4000-4999) Services & Operating Expenses (5000-5999)	Budget Reference Books & Supplies (4000-4999) Services & Operating Expenses (5000-5999)

Action

2

Actions/Services

PLANNED
Continue to provide professional development opportunities.

ACTUAL
Teachers took part in district, state, and national professional development opportunities and took part in Advanced Placement summer institutes.

Expenditures

BUDGETED
\$18,000

ESTIMATED ACTUAL
\$8,133

PLANNED ACTIONS / SERVICES

Action **2**

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

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input checked="" type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Continue to provide professional development opportunities.	Continue to provide professional development opportunities.	

BUDGETED EXPENDITURES

	2017-18	2018-19	2019-20
Amount	\$14,500	\$15,200	\$16,200
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

Actions/Services

PLANNED
Continue to update technology and subscriptions to digital supplemental services

ACTUAL
All high school students are loaned a Chromebook and all middle school students have access to a device in class. Subscriptions to Criterion, Gizmos, and Socrative were continued.

Expenditures

BUDGETED
\$2,250

ESTIMATED ACTUAL
\$4,608

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

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

2018-19

2019-20

New Modified Unchanged

New Modified Unchanged

New Modified Unchanged

Continue to update technology and subscriptions to digital supplemental services.

Continue to update technology and subscriptions to digital supplemental services.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	\$4,892	Amount	\$5,100	Amount	\$5,300
Source	Supplemental & Concentration	Source	Supplemental & Concentration	Source	Supplemental & Concentration
Budget Reference	Books & Supplies (4000-4999) Services & Operating Expenses (5000-5999)	Budget Reference	Books & Supplies (4000-4999) Services & Operating Expenses (5000-5999)	Budget Reference	Books & Supplies (4000-4999) Services & Operating Expenses (5000-5999)

Goals, Actions, & Services

Strategic Planning Details and Accountability

New
 Modified
 Unchanged

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 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL _____

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 MEASURABLE 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 students enrolled in dual enrollment or	2016-2017: 100%	100%	100%	100%

AP course throughout the school year

ACTIONS / SERVICES

Action

1

Actions/Services

PLANNED

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

ACTUAL

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.

Expenditures

BUDGETED

\$56,154

ESTIMATED ACTUAL

\$63,587

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

Students to be Served

All Students with Disabilities [Specific Student Group(s)] _____

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

2018-19

2019-20

New Modified Unchanged

New Modified Unchanged

New Modified Unchanged

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

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



BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	\$67,521	Amount	\$72,000	Amount	\$74,000
Source	Supplemental & Concentration	Source	Supplemental & Concentration	Source	Supplemental & Concentration
Budget Reference	Certificated Salaries (1000-1999) Classified Salaries (2000-2999) Employee Benefits (3000-3999) Books & Supplies (4000-4999)	Budget Reference	Certificated Salaries (1000-1999) Classified Salaries (2000-2999) Employee Benefits (3000-3999) Books & Supplies (4000-4999)	Budget Reference	Certificated Salaries (1000-1999) Classified Salaries (2000-2999) Employee Benefits (3000-3999) Books & Supplies (4000-4999)

Action

2

Actions/Services

PLANNED
Send teachers to Advanced Placement summer institutes.

ACTUAL
All Advanced Placement teachers have attended the appropriate training.

Expenditures

BUDGETED
\$5,901

ESTIMATED ACTUAL
\$5,800

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

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

2018-19

2019-20

New Modified Unchanged

New Modified Unchanged

New Modified Unchanged

Send teachers to Advanced Placement summer institutes.

Send teachers to Advanced Placement summer institutes.

BUDGETED EXPENDITURES

2017-18

Amount

\$6,250

Source

Supplemental & Concentration

Budget
Reference

Books & Supplies (4000-4999)
Services & Operating Expenses
(5000-5999)

2018-19

Amount

\$6,800

Source

Supplemental & Concentration

Budget
Reference

Books & Supplies (4000-4999)
Services & Operating Expenses
(5000-5999)

2019-20

Amount

\$7,200

Source

Supplemental & Concentration

Budget
Reference

Books & Supplies (4000-4999)
Services & Operating Expenses
(5000-5999)

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.

New Modified Unchanged

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 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL _____

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 MEASURABLE 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	2016-2017: 100%	100%	100%	100%

<p>acceleration for those high school students and select 8th graders who desire</p>				
<p>College and career information, counseling and preparation through College Guidance courses, counselor, and parent nights.</p>	<p>2016-2017: 100% of sophomores</p>	<p>100%</p>	<p>100%</p>	<p>100%</p>

Action

1

Actions/Services

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

ACTUAL
 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.

Expenditures

BUDGETED
 \$8,500

ESTIMATED ACTUAL
 \$9,200

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

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

2018-19

2019-20

New Modified Unchanged

New Modified Unchanged

New Modified Unchanged

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

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

BUDGETED EXPENDITURES

2017-18

Amount

\$9,476

Source

Supplemental & Concentration

Budget
Reference

Certificated Salaries (1000-1999)
Employee Benefits (3000-3999)
Books & Supplies (4000-4999)

2018-19

Amount

\$9,600

Source

Supplemental & Concentration

Budget
Reference

Certificated Salaries (1000-1999)
Employee Benefits (3000-3999)
Books & Supplies (4000-4999)

2019-20

Amount

\$9,725

Source

Supplemental & Concentration

Budget
Reference

Certificated Salaries (1000-1999)
Employee Benefits (3000-3999) Books
& Supplies (4000-4999)

Action

2

Actions/Services	PLANNED High school students participate in Engineering Days.	ACTUAL All high school students participated in one or more engineering days as well as a variety of spirit days.
Expenditures	BUDGETED \$5,901	ESTIMATED ACTUAL \$5,860

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

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
High school students participate in Engineering Days.	High school students participate in Engineering Days.	

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	\$5,860	Amount	\$6,565	Amount	\$6,800
Source	Supplemental & Concentration	Source	Supplemental & Concentration	Source	Supplemental & Concentration
Budget Reference	Books & Supplies (4000-4999)	Budget Reference	Books & Supplies (4000-4999)	Budget Reference	Books & Supplies (4000-4999)

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year 2017–18 2018–19 2019–20

<u>Estimated Supplemental and Concentration Grant Funds:</u>	\$260,801	<u>Percentage to Increase or Improve Services:</u>	5.39 %
--	-----------	--	--------

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.