

Introduction:

LEA: Bitney College Preparatory High School **Contact (Name, Title, Email, Phone Number):** Russell Jones, Director, rjones@bitneyprep.net, (530) 477-1235 **LCAP Year:** 2015-16

Local Control and Accountability Plan and Annual Update Template

Introduction: Bitney College Preparatory High School (BCP) is located in the foothills of the Sierra Nevada Mountains in predominantly rural Nevada County. The school, a public charter, is located within the city of Grass Valley, population 12,000. Although Grass Valley is the largest population center in the county, the school attracts students from the entire western part of the county. While Nevada County continues to grow, increases in population have come predominately from retirees and others seeking a smaller more rural refuge from urban centers throughout the state. The result is a population on the average older than the rest of California. Thus, the county as a whole continues to experience a slow, steady decline in school enrollment at all levels. BCP has experienced the same trend for several years, but is beginning to see enrollment growth as of this year.

The population of Nevada County is predominately Caucasian or white (90 percent), with 5.7 percent Hispanic or Latino, 2.2 percent American Indian, 0.8 percent Asian, and .5 percent Black or African American. The ethnic and composition of Bitney College Prep students is slightly more diverse, with 82 percent of current students reporting Caucasian or white. Our Hispanic population is roughly equal to Nevada County as a whole, but our current population reflects higher populations of Black, and American Indian or Alaska native students. In addition, fifty-seven percent of our population qualifies for free or reduced lunch. At BCP we endeavor to provide our students with the experiences and skills needed to participate passionately and responsibly in the 21st century. Our goal is to aim high academically on a college preparatory track but to also employ flexibility in meeting the educational needs of every student. The core curriculum, in which all students are placed, is designed to meet the UC/CSU “a-g” requirements. Beyond that, we provide opportunities for students to have relevant real-world learning experiences through off-site internship opportunities. We endeavor to ensure all graduates are equipped with an understanding of the historical, cultural and environmental issues that shape the world, and a mutually created vision of how each of them fits purposefully into that world. Above all else, at Bitney we strive to imbue our students with a love of learning, a profound curiosity, an uninhibited sense of questioning and examination, and a powerful sense of direction.

Building character, camaraderie and teamwork through a shared adventure is another activity that contributes to the rich academic environment that sets Bitney apart from other schools in the area. A commitment to experiential learning, community service and our annual Wilderness Week outing help us accomplish this end. It is our belief and goal, that these shared experiences enhance our sense of school community. This in turn contributes to a more cohesive and rewarding environment for learning together.

Bitney College Prep was, and continues to be, a collaborative effort of parents and faculty coming together to provide a smaller college and life- preparatory high school alternative in Nevada County. In addition, while the county provides an array of services, including budget oversight, BCP still operates under the guidelines and policies set forth by our own Charter Council.

2015-16 Update: Bitney College Prep High School is one of twelve high schools serving students in Western Nevada County and is one of five charter schools authorized by the Nevada County Superintendent of Schools office. It is wonderful to have so many choices for students in our county, however it is sometimes difficult for parents (and even educators in the county) to know how one school program differs from another. The range of options varies from a small school in the juvenile hall to a rigorous college-prep-only program, with two large comprehensive high schools serving the majority of students. A robust independent study

program attracts a large number of students who have entirely opted out of site-based schools. This situation presents a challenge to small schools like Bitney to be very clear on the school "brand" and what distinguished the program from other options in the county. Bitney is the oldest charter high school in the county and has undergone a number of program evolutions in its history. Along with a name change from the original Bitney Springs High School, the educational program has grown and improved over the years. Currently offering a "college prep" curriculum aligned with the University of California A-G entry requirements, the school is also, and perhaps more broadly known, for the high degree of support and flexibility the staff uses to reach a diverse population of students.

Throughout the 2015-16 school year, the staff, parent council, and charter council have repeatedly discussed the degree to which the school is (or is not) meeting its mission and vision statements. Our enrollment dropped by about 10 students (partly due to a very small 12th grade class) with many students choosing to attend the independent study high school or take the CHSPE exam and leave school entirely. Concerned that we were not keeping our students or attracting large numbers of entering 9th graders, we have been in an extended conversation - framed by our LCAP and WASC goals - to discover ways to re-energize and re-brand our program.

We have been very successful in establishing an internship program and have seen dramatic impacts on student engagement through this initiative. This experience combined with research into more experiential learning methods led us to an association with Big Picture Schools, a nationally branded school design model that stresses individualized student learning plans and a strong emphasis on learning through internships. As the school year comes to a close, we are making plans to implement a whole-school advisory program and internship-based learning for every student next year. Details of these initiatives are elaborated upon in the LCAP goals updates.

The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.

For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels

served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.

The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

For each section of the template, LEAs shall comply with instructions and should use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. However, the narrative response and goals and actions should demonstrate each guiding question was considered during the development of the plan. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

State Priorities

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

A. Conditions of Learning:

Basic: degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)

Implementation of State Standards: implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners. (Priority 2)

Course access: pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)

Expelled pupils (for county offices of education only): coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)

Foster youth (for county offices of education only): coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)

B. Pupil Outcomes:

Pupil achievement: performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)

Other pupil outcomes: pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)

C. Engagement:

Parental involvement: efforts to seek parent input in decision making at the district and each schoolsite, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

Pupil engagement: school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)

School climate: pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)

Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

Instructions: Describe the process used to consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA’s goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

Guiding Questions:

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA’s process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA’s engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Involvement Process	Impact on LCAP
<p>Stakeholders include: Students, Parents, Faculty and Staff, Community Members, Charter Council Members</p> <p>Monthly 2015-16 Charter Council Meetings held on the second Tuesday of each month.</p>	<p>Our parent community is represented by the Parent Council which includes representatives from our 52 percent low income student population. The Charter Council includes parent, community, faculty and student representatives. There were two English Learner students enrolled this year and our Special Education student percentage was approximately 18%.</p> <p>The School Director submits a written report on activities of the month and provides a verbal report at the meeting. Standing topics include updates on</p>

<p>Monthly 2015-16 Parent Council Meetings held on the third Monday of each month.</p> <p>Weekly Student Assemblies 2015-16</p> <p>Bi-weekly Staff Meetings 2015-16</p> <p>LCAP to be submitted to Parent Council on May 16, 2016 LCAP Public hearing to be held May 24, 2016 Charter Council approval of LCAP report to take place at the May 24, 2016 meeting.</p>	<p>progress in meeting LCAP goals including degree of student participation in designing their educational program, a report from our development and marketing director and an update on enrollment (delivered in the Dean's report.)</p> <p>The School Director attends all meetings to report on latest developments in the school, review enrollment numbers, and seek input and support for new initiatives.</p> <p>Our assemblies are "community meetings" during which we discuss topics of current interest, address issues of concern to the entire school community, hear presentations from student interns, celebrate successes, and discuss ways to expand and extend student engagement in the design of our educational program.</p> <p>The entire faculty meets at least every other week and sometimes weekly depending upon the scope of issues to be addressed. The Director collects agenda items for discussion and the decision-making process is collaborative and consensus-seeking. Virtually every meeting includes a discussion of how successful we are at addressing the needs of all of our students. LCAP and WASC goals as well as the school's vision and mission statements are regularly cited as foundations and reference points for our work. During the second half of the school year, there has been increased discussion and planning about how to improve our program to better meet our goals.</p> <p>There are no comments requiring written response from the superintendent.</p>
<p>Annual Update: Throughout the 2015-16 school year, the 3 LCAP goals have been significant anchors and focal points for our educational program. Empowering our students to become more involved in designing their learning, improving and strengthening our brand in the community and increasing our enrollment have been priorities throughout the year.</p> <p>August 2015. Created a Development Director position and filled it with a highly qualified candidate.</p>	<p>Annual Update: The position was endorsed by both the Parent Council and Charter Council. Marketing, branding, and communication with local media improved significantly with this addition.</p>

September 2015 Director reviewed LCAP and WASC goals with the Charter Council and provided an update on enrollment.

October 2015 LCAP Goals discussed again at Charter Council.

November 2015 Re: Goal 2, Staff and Charter Council discussed possible school name change to better reflect the school's current profile and direction i.e. a broader preparation for post secondary choices than just college prep.

November 10, 2015 Director reported to Charter Council that Bitney was invited to participate on an educational committee providing input to the county Economic Resource Council on the establishment of a Digital Media Campus.

November 18-19, 2015 Annual Sophomore College Visitation trip held.

December 8, 2015 Dean reported to CC that enrollment had dipped. However, more parent information sessions have been scheduled in order to reach more parents. Recruitment efforts include visits to all area middle schools to talk to 8th graders.

January 11, 2016 Parent Council reported that it is struggling with membership and support.

January 12, 2016 Dean showed Charter Council a video about our internship program.

January 25, 2016 New Website launched

February 20 2016 10th Annual Bitney Brain Buster Challenge held for area 8th graders

February 2016 We made contact with Big Picture Schools (BPL), a nationally branded educational model that aligns closely with Bitney's vision and recent successes with placing students in internship settings. Parent Council and Charter Council received descriptions and held discussions with the administration about the possible implications for the school in the years ahead.

March 2016 By the end of the month every staff member had visited a BPL model school in Sacramento called MetSac.

The goals were determined to be appropriate to our vision and planning for the foreseeable future.

CC discussed how the goals will have impacts on such things as updating technology, potential changes to teaching methodology, and improvements to the facility.

It was determined that this not only represents a significant branding impact but would require a material change to our charter petition.

Staff sees tech education and training for our students as a significant asset to their post-secondary decision making.

Students benefitted from exposure to a range of post-secondary options.

Staff, Parent Council, and Charter Council in ongoing conversations about what distinguished Bitney from other high schools in the county. We are experiencing more competition from the Sierra Academy of Expeditionary Learning and from Forest Charter School's Independent Study program. Is our program not clearly known and understood within the county?

Internships are proving to be a significant learning experience for students and are factoring positively into their overall school performance and post-secondary planning.

The new site presents a much better representation of the overall educational program, giving our school and brand a significantly upgraded web presence.

This is a significant marketing and recruiting tool for the school.

Parent Council and Charter Council were very supportive, realizing the ways in which BPL initiatives would directly support all three LCAP goals. Specifically, implementing an advisory program, personalized learning programs, and real world learning through internships.

Consensus is growing among the staff that the three initiatives mentioned above would help significantly in the attainment of all three of our LCAP goals.

April 5, 2016 Two BPL consultants conducted a "School Success Study" to determine Bitney's readiness to implement the model.

January to June, 2016 Bitney hosted two "Girls Who Code" classes

January to April, 2016 In an effort to provide better technology tools to our students and the Girls Who Code program, we initiated a fundraising campaign which raised \$23,000 for upgrades to our computer lab.

March to May, 2016 - Numerous student assemblies and a parent forum held to inform stakeholders about the proposed initiative for the 2016-17 school year and beyond.

May 2016 - Achievement Data for the year to date is as follows:

- % students above 2.0 GPA 74%
- % students above 3.0 GPA 40%
- CAASPP Results

ELA - Standard Exceeded 11%; Met- 67%; Nearly Met 17%; Not Met 6%

Math - Standard Exceeded 0%; Met 32%, Nearly Met 21%, Not Met 47%

- CST Results - To be provided later
- % Demonstrating mastery of 5 Paragraph Essay (WASC 2012) (From Gr 10 CAHSEE Essay results) Data not available.
- % graduates attending 4 year colleges 14%
- % graduates attending 2 year colleges 45%
- % graduates attending other post-secondary options 41%
- Number students enrolled in Internship program 13

May 2016 - We did not reach our goal of 110 students for the school year

The school received a formal report which concluded that our educational philosophy and current profile were a good match for the BPL model. Following is how the model would align with our LCAP goals:
 Goal #1 - Greater student involvement in understanding and directing their educational program - Implementation of Advisory, a 10 to 1 student to teacher ratio daily meeting(s) to focus on personalized learning programs and internship placement.
 Goal #2 - Improved branding for the school - Affiliation with BPL would give the school access to deep resources and a national network of schools.
 Goal #3 - Increasing enrollment - Bitney would be know not only as a strong college prep program but as a school where students gain real-world experience and self knowledge for "life prep."

This effort received county-wide support and much media attention, a definite boost to Bitney's profile in the community.

Bitney is growing its reputation as a school that encourages tech education, a further deepening of our brand and identity within the community.

These data points will continue to be used to measure student success with respect to Goal #1

We had an unusually small 12 th grade class this year that diminished from 16 to 13 students due to 2 early graduations and one student opting to take the

CHSPE.

Section 2: Goals, Actions, Expenditures, and Progress Indicators

Instructions:

All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of education budget and multiyear budget projections. The Annual Update section of the template reviews progress made for each stated goal in the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

Charter schools may adjust the table below to align with the term of the charter school’s budget that is submitted to the school’s authorizer pursuant to Education Code section 47604.33.

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Using the following instructions and guiding questions, complete a goal table (see below) for each of the LEA’s goals. Duplicate and expand the fields as necessary.

Goal: Describe the goal:

When completing the goal tables, include goals for all pupils and specific goals for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which schoolsites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or schoolsite.

Related State and/or Local Priorities: Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

Identified Need: Describe the need(s) identified by the LEA that this goal addresses, including a description of the supporting data used to identify the need(s).

Schools: Identify the schoolsites to which the goal applies. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5).

Applicable Pupil Subgroups: Identify the pupil subgroups as defined in Education Code section 52052 to which the goal applies, or indicate “all” for all pupils.

Expected Annual Measurable Outcomes: For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and at the schoolsite level.

The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

Action/Services: For each LCAP year, identify all annual actions to be performed and services provided to meet the described goal. Actions may describe a group of services that are implemented to achieve the identified goal.

Scope of Service: Describe the scope of each action/service by identifying the schoolsites covered. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and concentration funds are used to support the action/service, the LEA must identify if the scope of service is districtwide, schoolwide, countywide, or charterwide.

Pupils to be served within identified scope of service: For each action/service, identify the pupils to be served within the identified scope of service. If the action to be performed or the service to be provided is for all pupils, place a check mark next to “ALL.”

For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.

Budgeted Expenditures: For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA’s budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

- 1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”?
- 2) What are the LEA’s goal(s) to address state priorities related to “Pupil Outcomes”?
- 3) What are the LEA’s goal(s) to address state priorities related to parent and pupil “Engagement” (e.g., parent involvement, pupil engagement, and school climate)?
- 4) What are the LEA’s goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA’s goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual schoolsites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA’s budget?

GOAL 1:	All students will gain a greater understanding of their academic program, improve their achievement, and align their learning to clear post-secondary goals.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 10 Local : Specify
Identified Need :	Students generally seem apathetic and resigned to taking the course of study that we prescribe but that they often do not see as valuable or connected to their future plans. By engaging them more in the process of driving and designing their educational program, we hope to deepen their learning and make it more engaging and relevant. Through a variety of learning opportunities which are delivered both on and off site, students will have the advantage of learning in both traditional and experiential settings.	
Goal Applies to:	Schools: All Applicable Pupil Subgroups:	All

LCAP Year 1: 2016-17

Expected Annual
Measurable
Outcomes:

Priority 1 Basic

- A. 100% of teachers of the school district are appropriately assigned and fully credentialed in the subject areas, and, for the pupils they are teaching.
- B. Every pupil in the school district has sufficient access to the standards-aligned instructional materials.
- C. School Facilities are maintained in good repair as indicated on our site review checklist.

Priority 2 Implementation of State Standards

- A. Implementation of the academic content and performance standards adopted by the state board has been accomplished.
- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.
There is not a history of English learners attending the school so services have not been necessary.

Priority 3 Parental Involvement

- A. Efforts the school district makes to seek parent input in making decisions for the school district and each individual school site.
Monthly News and Notes emails from the Director and feedback from parents.
Increase Parent Council participation to at least 10 parents.
- B. How the school district will promote parental participation in programs for unduplicated students
Parent Council involvement in hot food service
Parent Council support of scholarships for low-income students
- C. How the school district will promote parental participation in programs for individuals with exceptional needs.
As determined by the IEP Team.

Priority 4 Pupil Achievement as measured by all of the following as applicable:

- A. Statewide assessments
CAASPP Targets: Math 50% Exceed or Met ELA: 80% Exceed or Met
CST: TBD
- B. The Academic Performance Index - not applicable
- C. The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the UC or CSU, or career technical education sequences or programs of study that align with the state board-approved career technical education standards and frameworks.
Target: 20% of graduates
- D. The percentage of English learner pupils who make progress toward English proficiency as measured by the CELDT; or any subsequent assessment of English proficiency, as certified by the state board.
Target 100%
- E. The English learner reclassification rate - not applicable
- F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher.
AP classes not offered
- G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to the Early Assessment Program, or any subsequent assessment of college preparedness.
Target: 85% of graduating class

Priority 7 Course Access
 A. A broad course of study is provided that includes all of the subject areas described in Section 51210 and Section 51220(a) to (i) as applicable
 B. Programs and services are developed and provided to unduplicated students
 C. Programs and services are developed and provided to individuals with exceptional needs.

Priority 8 Other Pupil Outcomes
 A. Pupil outcomes, if available, in the subject areas described in Section 51210 and subdivisions (a) to (i) inclusive of Section 51220, as applicable.
 Target 75% students above 2.0 GPA; 40% students above 3.0 GPA; % student attending 4 year college 15%; % students attending 2 year college 50%; % student attending other post-secondary options 35%; Number student enrolled in internship program 25%

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<ul style="list-style-type: none"> • Continue student/advisor course enrollment process * Implement Advisory system for all students * Implement Internship opportunities for all students. * Implement a new weekly schedule of 4 days of instruction on campus and 1 day off campus at internship placements. • Assure access to a broad College Prep, Elective, and Experiential Curriculum – CCSS (ELA, Math) NGSS (Science) and ELD Standards; Access to and enrollment in a broad course of study, standards-aligned instructional materials) * Develop and deliver project-based and interdisciplinary learning options for students. • Continue a comprehensive remediation program. (WASC 2015) • Increase use of technology for instruction, enrichment, and remediation. (WASC 2015) 	<p>ALL</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Staffing 1000-1999: Certificated Personnel Salaries 419,802 Benefits 3000-3999: Employee Benefits 146,523 Instructional materials 4000-4999: Books And Supplies 20,510 Professional Development 5800: Professional/Consulting Services And Operating Expenditures Other 13,125 Internship Coordination 0000: Unrestricted Other 40,000</p>

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	<p>Priority 1 Basic</p> <p>A. 100% of teachers of the school district are appropriately assigned and fully credentialed in the subject areas, and, for the pupils they are teaching.</p> <p>B. Every pupil in the school district has sufficient access to the standards-aligned instructional materials.</p> <p>C. School Facilities are maintained in good repair as indicated on our Site Review Checklist.</p> <p>Priority 2 Implementation of State Standards</p> <p>A. Implementation of the academic content and performance standards adopted by the state board has been accomplished.</p> <p>B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.</p> <p>There is not a history of English learners attending the school so services have not been necessary.</p> <p>Priority 3 Parental Involvement</p> <p>A. Efforts the school district makes to seek parent input in making decisions for the school district and each individual school site.</p> <p>Monthly News and Notes emails from the Director and feedback from parents.</p> <p>Increase Parent Council participation to at least 12 parents.</p> <p>B. How the school district will promote parental participation in programs for unduplicated students</p> <p>Parent Council involvement in hot food service</p> <p>Parent Council support of scholarships for low-income students</p> <p>C. How the school district will promote parental participation in programs for individuals with exceptional needs.</p> <p>As determined by the IEP Team.</p> <p>Priority 4 Pupil Achievement as measured by all of the following as applicable:</p> <p>A. Statewide assessments</p> <p>CAASPP Targets: Math 50% Exceed or Met ELA: 80% Exceed or Met</p> <p>CST: TBD</p> <p>B. The Academic Performance Index - not applicable</p> <p>C. The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the UC or CSU, or career technical education sequences or programs of study that align with the state board-approved career technical education standards and frameworks.</p> <p>Target: 20% of graduates</p> <p>D. The percentage of English learner pupils who make progress toward English proficiency as measured by the CELDT; or any subsequent assessment of English proficiency, as certified by the state board.</p> <p>Target 100%</p> <p>E. The English learner reclassification rate - not applicable</p> <p>F. The percentage of of pupils who have passed an advanced placement examination with a score of 3 or higher.</p> <p>AP classes not offered</p> <p>G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to the Early Assessment Program, or any subsequent assessment of college preparedness.</p> <p>Target: 85% of graduating class</p> <p>Priority 7 Course Access</p>
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A. A broad course of study is provided that includes all of the subject areas described in Section 51210 and Section 51220(a) to (i) as applicable
 B. Programs and services are developed and provided to unduplicated students
 C. Programs and services are developed and provided to individuals with exceptional needs.

Priority 8 Other Pupil Outcomes
 A. Pupil outcomes, if available, in the subject areas described in Section 51210 and subdivisions (a) to (i) inclusive of Section 51220, as applicable.
 Target 75% students above 2.0 GPA; 40% students above 3.0 GPA; % student attending 4 year college 15%; % students attending 2 year college 50%; % student attending other post-secondary options 35%; Number student enrolled in internship program 30%

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<ul style="list-style-type: none"> • Continue student/advisor course enrollment process * Expand role of advisor in personalized learning program for students * Continue Internship opportunities for all students. * Consider a shift to schedule of 3 days of instruction on campus and 2 days off campus at internship placements. • Assure access to a broad College Prep, Elective, and Experiential Curriculum – CCSS (ELA, Math) NGSS (Science) and ELD Standards; Access to and enrollment in a broad course of study, standards-aligned instructional materials) * Develop and deliver project-based and interdisciplinary learning options for students. • Continue a comprehensive remediation program. (WASC 2015) • Increase use of technology for instruction, enrichment, and remediation. (WASC 2015) • 	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Staffing 1000-1999: Certificated Personnel Salaries 433,280 Benefits 3000-3999: Employee Benefits \$135,798 Instructional Materials 4000-4999: Books And Supplies Base 21,125 Professional Development 5800: Professional/Consulting Services And Operating Expenditures Other 10,000 Internship Coordination 0000: Unrestricted Other 41,200

LCAP Year 3: 2018-19

Expected Annual
Measurable
Outcomes:

Priority 1 Basic

- A. 100% of teachers of the school district are appropriately assigned and fully credentialed in the subject areas, and, for the pupils they are teaching.
- B. Every pupil in the school district has sufficient access to the standards-aligned instructional materials.
- C. School Facilities are maintained in good repair as indicated on our Site Review Checklist.

Priority 2 Implementation of State Standards

- A. Implementation of the academic content and performance standards adopted by the state board has been accomplished.
 - B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.
- There is not a history of English learners attending the school so services have not been necessary.

Priority 3 Parental Involvement

- A. Efforts the school district makes to seek parent input in making decisions for the school district and each individual school site.
Monthly News and Notes emails from the Director and feedback from parents.
Maintain Parent Council participation at at least 12 parents.
- B. How the school district will promote parental participation in programs for unduplicated students
Parent Council involvement in hot food service
Parent Council support of scholarships for low-income students
- C. How the school district will promote parental participation in programs for individuals with exceptional needs.
As determined by the IEP Team.

Priority 4 Pupil Achievement as measured by all of the following as applicable:

- A. Statewide assessments
CAASPP Targets: Math 50% Exceed or Met ELA: 80% Exceed or Met
CST: TBD
- B. The Academic Performance Index - not applicable
- C. The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the UC or CSU, or career technical education sequences or programs of study that align with the state board-approved career technical education standards and frameworks.
Target: 20% of graduates
- D. The percentage of English learner pupils who make progress toward English proficiency as measured by the CELDT; or any subsequent assessment of English proficiency, as certified by the state board.
Target 100%
- E. The English learner reclassification rate - not applicable
- F. The percentage of of pupils who have passed an advanced placement examination with a score of 3 or higher.
AP classes not offered
- G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to the Early Assessment Program, or any subsequent assessment of college preparedness.
Target: 85% of graduating class

Priority 7 Course Access

A. A broad course of study is provided that includes all of the subject areas described in Section 51210 and Section 51220(a) to (i) as applicable
 B. Programs and services are developed and provided to unduplicated students
 C. Programs and services are developed and provided to individuals with exceptional needs.

Priority 8 Other Pupil Outcomes
 A. Pupil outcomes, if available, in the subject areas described in Section 51210 and subdivisions (a) to (i) inclusive of Section 51220, as applicable.
 Target 75% students above 2.0 GPA; 40% students above 3.0 GPA; % student attending 4 year college 20%; % students attending 2 year college 60%; % student attending other post-secondary options 20%; Number student enrolled in internship program 60%

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Continue student/advisor course enrollment process</p> <ul style="list-style-type: none"> * Expand role of advisor in personalized learning program for students * Continue Internship opportunities for all students. * Continue 3/2 weekly schedule • Assure access to a broad College Prep, Elective, and Experiential Curriculum – CCSS (ELA, Math) NGSS (Science) and ELD Standards; Access to and enrollment in a broad course of study, standards-aligned instructional materials) * Develop and deliver project-based and interdisciplinary learning options for students. • Continue a comprehensive remediation program. (WASC 2015) • Increase use of technology for instruction, enrichment, and remediation. (WASC 2015) 		<p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Staffing 1000-1999: Certificated Personnel Salaries 446,758 Benefits 3000-3999: Employee Benefits 138,446 Instructional Materials 4000-4999: Books And Supplies 21,759 Professional Development 5800: Professional/Consulting Services And Operating Expenditures 5,000 Internship Coordination 0000: Unrestricted 42,436</p>

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

<p>GOAL 2:</p>	<p>The school will clearly identify and articulate the “Bitney Brand” as a distinct and unique educational alternative for county students.</p>	<p>Related State and/or Local Priorities: 1 2 3 <input checked="" type="checkbox"/> 4 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 COE only: 9 10 Local : Specify</p>
<p>Identified Need :</p>	<p>All stakeholders agree that Bitney's educational program is broader than just college prep. We attract a diverse group of students due to our close attention to knowing our students and supporting their academic and social growth. We feel that we need a better, more inclusive branding that speaks to the ways in which we focus on the individuality of each student. In order to accomplish this goal, the school needs to more accurately communicate its educational philosophy and methods beyond "college prep" to include a broader concept of "life prep" through both traditional and experiential teaching and learning opportunities.</p>	
<p>Goal Applies to:</p>	<p>Schools: All Applicable Pupil Subgroups:</p>	<p>All</p>

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:

Priority 3 Parental Involvement

A. Efforts the school district makes to seek parent input in making decisions for the school district and each individual school site.

Monthly News and Notes to parents

Increase Parent Council numbers to at least 10 participants

B. How the school district will promote parental participation in programs for unduplicated students

Parent Council support of scholarships for low-income students

C. How the school district will promote parental participation in programs for individuals with exceptional needs.

As determined by the IEP Team.

Priority 5 Pupil Engagement as measured by all of the following as applicable:

A. School attendance rates

Target: 90 ADA

B. Chronic absenteeism rates

Target: Reduce from 9% to 7%

C. Middle school dropout rates - not applicable

D. High school drop out rates

Target: None

E. High school graduation rates

Target: 100% of grade 12 class

Priority 6 School Climate as measured buy all of the following as applicable:

A. Pupil suspension rates

Target: Reduce from 10% to 5%

B. Pupil expulsion rates

Target: None

C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Target: Conduct surveys of all stakeholders re: marketing, school climate, and school safety and publish results.

Target: Increase number of school inquiries by 10%

Target: Increase number of new enrollments and transfers by 10%

Priority 7 Course Access

A. A broad course of study is provided that includes all of the subject areas described in Section 51210 and Section 51220(a) to (i) as applicable

B. Programs and services are developed and provided to unduplicated students

C. Programs and services are developed and provided to individuals with exceptional needs.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<ul style="list-style-type: none"> A diverse and inclusive school community where 	All	<input checked="" type="checkbox"/> All	Staffing 1000-1999: Certificated Personnel Salaries 419,802

<p>students are “known, respected and educated.” (Surveys of pupils, parents and teachers on school safety and connectedness; pupil suspension and expulsion rates; parent involvement in decision making and in programs for unduplicated and special needs subgroups)</p> <ul style="list-style-type: none"> • College Prep Core Curriculum (A-G Reg for UC admission) • Uniquely qualified teachers and staff (Teacher assignment and credentials) • Career Education and Internship Placement continues * Advisory implemented * 4/1 weekly schedule implemented • Wilderness/Environmental/Experiential Curriculum • School-wide commitment to mindful and self-reflective personal interactions and learning opportunities. • Electives and Intersession • Service Learning Opportunities • “Personalized” Facility (School facilities maintained) • Website, Facebook, and related media presence. 		<p>OR:</p> <ul style="list-style-type: none"> _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) 	<p>Attendance Clerk 2000-2999: Classified Personnel Salaries \$23,400</p> <hr/> <p>Benefits 3000-3999: Employee Benefits Other 146,523</p> <hr/> <p>Professional Development 5800: Professional/Consulting Services And Operating Expenditures 10,125</p> <hr/> <p>Marketing and Development 5800: Professional/Consulting Services And Operating Expenditures 8,800</p> <hr/> <p>Internship Coordination 0000: Unrestricted Other 40,000</p>
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LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:

Priority 3 Parental Involvement

A. Efforts the school district makes to seek parent input in making decisions for the school district and each individual school site.
 Monthly News and Notes to parents
 Increase Parent Council numbers to at least 12 participants

B. How the school district will promote parental participation in programs for unduplicated students
 Parent Council support of scholarships for low-income students

C. How the school district will promote parental participation in programs for individuals with exceptional needs.
 As determined by the IEP Team.

Priority 5 Pupil Engagement as measured by all of the following as applicable:

A. School attendance rates
 Target: 95 ADA

B. Chronic absenteeism rates
 Target: Reduce from 7% to 5%

C. Middle school dropout rates - not applicable

D. High school drop out rates
 Target: None

E. High school graduation rates
 Target: 100% of grade 12 class

Priority 6 School Climate as measured buy all of the following as applicable:

A. Pupil suspension rates
 Target: 5%

B. Pupil expulsion rates
 Target: None

C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.
 Target: Conduct surveys of all stakeholders re: marketing, school climate, and school safety and publish results.
 Target: Increase number of school inquiries by 10%
 Target: Increase number of new enrollments and transfers by 10%

Priority 7 Course Access

A. A broad course of study is provided that includes all of the subject areas described in Section 51210 and Section 51220(a) to (i) as applicable

B. Programs and services are developed and provided to unduplicated students

C. Programs and services are developed and provided to individuals with exceptional needs.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<ul style="list-style-type: none"> A diverse and inclusive school community where students are "known, respected and educated." (Surveys of pupils, parents and teachers on school 	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils	Staffing 1000-1999: Certificated Personnel Salaries \$433,280 Attendance Clerk 2000-2999: Classified Personnel Salaries 24,960

<p>safety and connectedness; pupil suspension and expulsion rates; parent involvement in decision making and in programs for unduplicated and special needs subgroups)</p> <ul style="list-style-type: none"> • College Prep Core Curriculum (A-G Reg for UC admission) • Uniquely qualified teachers and staff (Teacher assignment and credentials) • Career Education and Internship Placement * Advisory as core of educational program * 3/2 weekly schedule implemented if ready • Wilderness/Environmental/Experiential Curriculum • School-wide commitment to mindful and self-reflective personal interactions and learning opportunities. • Electives and Intersession • Service Learning Opportunities • “Personalized” Facility (School facilities maintained) • Website, Facebook, and related media presence. 		<ul style="list-style-type: none"> _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) 	<p>Benefits 3000-3999: Employee Benefits 135,798</p> <hr/> <p>Professional Development 5800: Professional/Consulting Services And Operating Expenditures 10,000</p> <hr/> <p>Marketing and Development 5800: Professional/Consulting Services And Operating Expenditures 8,800</p> <hr/> <p>Internship Coordination 0000: Unrestricted 41,200</p>
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LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:

Priority 3 Parental Involvement

A. Efforts the school district makes to seek parent input in making decisions for the school district and each individual school site.
 Monthly News and Notes to parents
 Maintain Parent Council numbers at least 12 participants

B. How the school district will promote parental participation in programs for unduplicated students
 Parent Council support of scholarships for low-income students

C. How the school district will promote parental participation in programs for individuals with exceptional needs.
 As determined by the IEP Team.

Priority 5 Pupil Engagement as measured by all of the following as applicable:

A. School attendance rates
 Target: 98 ADA

B. Chronic absenteeism rates
 Target: Reduce from 7% to 5%

C. Middle school dropout rates - not applicable

D. High school drop out rates
 Target: None

E. High school graduation rates
 Target: 100% of grade 12 class

Priority 6 School Climate as measured buy all of the following as applicable:

A. Pupil suspension rates
 Target: 5%

B. Pupil expulsion rates
 Target: None

C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.
 Target: Conduct surveys of all stakeholders re: marketing, school climate, and school safety and publish results.
 Target: Increase number of school inquiries by 10%
 Target: Increase number of new enrollments and transfers by 10%

Priority 7 Course Access

A. A broad course of study is provided that includes all of the subject areas described in Section 51210 and Section 51220(a) to (i) as applicable

B. Programs and services are developed and provided to unduplicated students

C. Programs and services are developed and provided to individuals with exceptional needs.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
A diverse and inclusive school community where students are "known, respected and educated." (Surveys of pupils, parents and teachers on school		_ All _____ OR: _ Low Income pupils	Staffing 1000-1999: Certificated Personnel Salaries 446,758 Attendance Clerk 2000-2999: Classified Personnel Salaries 26,520

<p>safety and connectedness; pupil suspension and expulsion rates; parent involvement in decision making and in programs for unduplicated and special needs subgroups)</p> <ul style="list-style-type: none"> • College Prep Core Curriculum (A-G Reg for UC admission) • Uniquely qualified teachers and staff (Teacher assignment and credentials) • Career Education and Internship Placement * Advisory as core of educational program * 3/2 weekly schedule implemented if ready • Wilderness/Environmental/Experiential Curriculum • School-wide commitment to mindful and self-reflective personal interactions and learning opportunities. • Electives and Intersession • Service Learning Opportunities • “Personalized” Facility (School facilities maintained) • Website, Facebook, and related media presence. 		<ul style="list-style-type: none"> _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) 	<p>Benefits 3000-3999: Employee Benefits 138,446</p> <hr/> <p>Professional Development 5800: Professional/Consulting Services And Operating Expenditures 5,000</p> <hr/> <p>Marketing and Development 5800: Professional/Consulting Services And Operating Expenditures 8,800</p> <hr/> <p>Internship Coordination 0000: Unrestricted Other 42,436</p>
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Complete a copy of this table for each of the LEA’s goals. Duplicate and expand the fields as necessary.

GOAL 3:	Enrollment will increase annually to a maximum of 125 students in year 3 and to an overall maximum of no more than 150 in the future.	Related State and/or Local Priorities: 1 _ 2 3 <u>X</u> 4 5 <u>X</u> 6 <u>X</u> 7 8 <u>X</u> COE only: 9 10 Local : Specify
Identified Need :	Enrollment has been averaging about 100 students per year in recent years with earlier years sometimes significantly lower. The financial stability of the school has suffered as a result, affecting program development and faculty compensation. In order for the school to be financially sustainable and continue to develop, enrollment needs to increase incrementally to a maximum of 150 students.	
Goal Applies to:	Schools: All Applicable Pupil Subgroups:	All

LCAP Year 1: 2016-17

<p>Expected Annual Measurable Outcomes:</p>	<p>Priority 3 Parental Involvement</p> <p>A. Efforts the school district makes to seek parent input in making decisions for the school district and each individual school site.</p> <p>Monthly News and Notes to parents</p> <p>Increase Parent Council numbers to at least 10 participants</p> <p>B. How the school district will promote parental participation in programs for unduplicated students</p> <p>Parent Council support of scholarships for low-income students</p> <p>C. How the school district will promote parental participation in programs for individuals with exceptional needs.</p> <p>As determined by the IEP Team.</p> <p>Priority 5 Pupil Engagement as measured by all of the following as applicable:</p> <p>A. School attendance rates</p> <p>Target: 90 ADA</p> <p>B. Chronic absenteeism rates</p> <p>Target: Reduce from 9% to 7%</p> <p>C. Middle school dropout rates - not applicable</p> <p>D. High school drop out rates</p> <p>Target: None</p> <p>E. High school graduation rates</p> <p>Target: 100% of grade 12 class</p> <p>Priority 6 School Climate as measured buy all of the following as applicable:</p> <p>A. Pupil suspension rates</p> <p>Target: Reduce from 10% to 5%</p> <p>B. Pupil expulsion rates</p> <p>Target: None</p> <p>C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.</p> <p>Target: Conduct surveys of all stakeholders re: marketing, school climate, and school safety and publish results.</p> <p>Target: Increase number of school inquiries by 10%</p> <p>Target: Increase number of new enrollments and transfers by 10%</p> <p>Priority 8 Other Pupil Outcomes</p> <p>A. Pupil outcomes, if available, in the subject areas described in Section 51210 and subdivisions (a) to (i) inclusive of Section 51220, as applicable.</p> <p>Target: Enrollment will increase to an average of 105 for the school year</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<ul style="list-style-type: none"> Multi-faceted student recruitment process. Open enrollment process throughout the year. 	ALL	<p>X All</p> <p>OR: -----</p>	<p>Staffing 1000-1999: Certificated Personnel Salaries 419,802</p> <p>Attendance Clerk 2000-2999: Classified Personnel Salaries</p>

<ul style="list-style-type: none"> • Student shadowing • Communications and Marketing • Community partnerships • Facility improvements 		<ul style="list-style-type: none"> _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) 	<p>23,400</p> <hr/> <p>Benefits 3000-3999: Employee Benefits 146,523</p> <hr/> <p>Marketing and Development 5800: Professional/Consulting Services And Operating Expenditures 8,800</p> <hr/> <p>Facility 4000-4999: Books And Supplies 4000</p>
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LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:

Priority 3 Parental Involvement

A. Efforts the school district makes to seek parent input in making decisions for the school district and each individual school site.
 Monthly News and Notes to parents
 Increase Parent Council numbers to at least 12 participants

B. How the school district will promote parental participation in programs for unduplicated students
 Parent Council support of scholarships for low-income students

C. How the school district will promote parental participation in programs for individuals with exceptional needs.
 As determined by the IEP Team.

Priority 5 Pupil Engagement as measured by all of the following as applicable:

A. School attendance rates
 Target: 95 ADA

B. Chronic absenteeism rates
 Target: Reduce from 7% to 5%

C. Middle school dropout rates - not applicable

D. High school drop out rates
 Target: None

E. High school graduation rates
 Target: 100% of grade 12 class

Priority 6 School Climate as measured buy all of the following as applicable:

A. Pupil suspension rates
 Target: 5%

B. Pupil expulsion rates
 Target: None

C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.
 Target: Conduct surveys of all stakeholders re: marketing, school climate, and school safety and publish results.
 Target: Increase number of school inquiries by 10%
 Target: Increase number of new enrollments and transfers by 10% nd transfers by 10%

Priority 8 Other Pupil Outcomes

A. Pupil outcomes, if available, in the subject areas described in Section 51210 and subdivisions (a) to (i) inclusive of Section 51220, as applicable.
 Target: Enrollment will increase to an average of 115 for the school year

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<ul style="list-style-type: none"> • Multi-faceted student recruitment process. • Open enrollment process throughout the year. • Student shadowing • Communications and Marketing 	ALL	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	Staffing 1000-1999: Certificated Personnel Salaries 433,280 Attendance Clerk 2000-2999: Classified Personnel Salaries 24,960

<ul style="list-style-type: none">• Community partnerships• Facility improvements		_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Benefits 5800: Professional/Consulting Services And Operating Expenditures 135,798 Marketing and Development 5800: Professional/Consulting Services And Operating Expenditures 8,500 Facility 4000-4999: Books And Supplies 4000
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LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:

Priority 3 Parental Involvement

A. Efforts the school district makes to seek parent input in making decisions for the school district and each individual school site.
 Monthly News and Notes to parents
 Maintain Parent Council numbers at least 12 participants

B. How the school district will promote parental participation in programs for unduplicated students
 Parent Council support of scholarships for low-income students

C. How the school district will promote parental participation in programs for individuals with exceptional needs.
 As determined by the IEP Team.

Priority 5 Pupil Engagement as measured by all of the following as applicable:

A. School attendance rates
 Target: 98 ADA

B. Chronic absenteeism rates
 Target: Reduce from 7% to 5%

C. Middle school dropout rates - not applicable

D. High school drop out rates
 Target: None

E. High school graduation rates
 Target: 100% of grade 12 class

Priority 6 School Climate as measured buy all of the following as applicable:

A. Pupil suspension rates
 Target: 5%

B. Pupil expulsion rates
 Target: None

C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.
 Target: Conduct surveys of all stakeholders re: marketing, school climate, and school safety and publish results.
 Target: Increase number of school inquiries by 10%
 Target: Increase number of new enrollments and transfers by 10%

Priority 8 Other Pupil Outcomes

A. Pupil outcomes, if available, in the subject areas described in Section 51210 and subdivisions (a) to (i) inclusive of Section 51220, as applicable.
 Target: Enrollment will increase to an average of 125 for the school year.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<ul style="list-style-type: none"> * Multi-faceted student recruitment process. • Open enrollment process throughout the year. • Student shadowing • Communications and Marketing 		<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p>	<p>Staffing 1000-1999: Certificated Personnel Salaries 446,758</p> <p>Attendance Clerk 2000-2999: Classified Personnel Salaries 26,520</p>

<ul style="list-style-type: none"> • Community partnerships • Facility improvements 		<ul style="list-style-type: none"> _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) 	<table border="1"> <tr> <td>Benefits 3000-3999: Employee Benefits</td> <td>138,446</td> </tr> <tr> <td>Marketing and Development 5800: Professional/Consulting Services And Operating Expenditures</td> <td>8500</td> </tr> <tr> <td>Facility 4000-4999: Books And Supplies</td> <td>4000</td> </tr> </table>	Benefits 3000-3999: Employee Benefits	138,446	Marketing and Development 5800: Professional/Consulting Services And Operating Expenditures	8500	Facility 4000-4999: Books And Supplies	4000
Benefits 3000-3999: Employee Benefits	138,446								
Marketing and Development 5800: Professional/Consulting Services And Operating Expenditures	8500								
Facility 4000-4999: Books And Supplies	4000								

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

Annual Update

Annual Update Instructions: For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific actions. Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.

Guiding Questions:

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific schoolsites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 1 from prior year LCAP:	All students will gain a greater understanding of their academic program, improve their achievement, and align their learning to clear post-secondary goals.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify	
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	<p>Establish achievement baseline</p> <ul style="list-style-type: none"> • % students above 2.0 GPA • % students above 3.0 GPA • CAASPP Results • CST Results • CAHSEE Results • API Scores • % Demonstrating mastery of 5 Paragraph Essay (WASC 2012) (From Gr 10 CAHSEE Essay results) • % graduates attending 4 year colleges • % graduates attending 2 year colleges • % graduates attending other post-secondary options • Number students enrolled in Internship program 	<p>Actual Annual Measurable Outcomes:</p> <ul style="list-style-type: none"> * % students above 2.0 GPA 74% • % students above 3.0 GPA 40% • CAASPP Results • ELA - Standard Exceeded 11%; Met- 67%; Nearly Met 17%; Not Met 6% • Math - Standard Exceeded 0%; Met 32%, Nearly Met 21%, Not Met 47% • CST Results - To be provided later • % Demonstrating mastery of 5 Paragraph Essay (WASC 2012) (From Gr 10 CAHSEE Essay results) Data not available. • % graduates attending 4 year colleges 14% • % graduates attending 2 year colleges 45% • % graduates attending other post-secondary options 41% • Number students enrolled in Internship program 13 	
LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
<ul style="list-style-type: none"> • Implement student/advisor course enrollment process (WASC 2012) • Assure access to a broad College Prep, Elective, and Experiential Curriculum – CCSS (ELA, Math) NGSS (Science) and ELD Standards; Access to and enrollment in a broad course of 	Budgeted Expenditures	<p>* Student advising and course enrollment done principally by the Dean of Academics. See revised goals for update on this action.</p> <p>*Curriculum remained largely college prep with the addition of a Personal Finance/Business Math class to meet the needs of non-college prep students.</p> <p>*Remediation done primarily through</p>	Estimated Actual Annual Expenditures
	Staffing 1000-1999: Certificated Personnel Salaries 409,267		Staffing 1000-1999: Certificated Personnel Salaries 418,598
	Benefits 3000-3999: Employee Benefits 115,158		Benefits 3000-3999: Employee Benefits 133,355
	Instructional materials 4000-4999: Books And Supplies 48,616 Technology \$10,000		Instructional Materials 4000-4999: Books And Supplies 45,926 Technology 4000-4999: Books And

<p>study; standards-aligned instructional materials)</p> <ul style="list-style-type: none"> • Implement a comprehensive remediation program. (WASC 2015) • Increase use of technology for instruction, enrichment, and remediation. (WASC 2015) • Develop a Freshman Orientation and Transition Program • Develop and deliver a comprehensive College and Post-Secondary advising program. 	<p>Career Pathways Staff \$26,000</p>	<p>study hall but with limited success. *Sophomores went on a college visit trip. *Seniors take Senior Seminar which includes a strong focus on post-secondary planning. * Freshman Orientation program did not develop beyond periodic all-class meetings. *Purchased new iMac computers for our lab and new elective courses were added including, programming, video production, and digital media. *Hosted a county-wide Girls Who Code program of two weekly classes of 20 students each.</p>	<p>Supplies 14,800 Internship Coordination 0000: Unrestricted Other 27, 500</p>
<p>Scope of Service: All</p> <hr/> <p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service: All</p> <hr/> <p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>For 2016-17 we will be adding an advisory program and expanding our internship and experiential learning opportunities. We will also be reducing the number of elective classes offered on site in favor of moving students out into mentored learning sites in the greater community .</p>		

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA’s goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 2 from prior year LCAP:	The school will clearly identify and articulate the “Bitney Brand” as a distinct and unique educational alternative for county students.	Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 _ 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	Number of student and parent inquiries. Number of new enrollments and transfers from other schools Marketing survey.	Actual Annual Measurable Outcomes:	Number of student and parent inquiries. - 58 Number of new enrollments and transfers from other schools - To be provided later Marketing survey. - Survey not conducted
LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
<ul style="list-style-type: none"> A diverse and inclusive school community where students are “known, respected and educated.” (Surveys of pupils, parents and teachers on school safety and connectedness; pupil suspension and expulsion rates; parent involvement in decision making and in programs for unduplicated and special needs subgroups) College Prep Core Curriculum (A-G Reg for UC admission) Uniquely qualified teachers and staff (Teacher assignment and credentials) Career Education and Internship Placement Wilderness/Environmental/Experiential Curriculum School-wide commitment to 	Budgeted Expenditures		Estimated Actual Annual Expenditures
	Dean of Academics 1000-1999: Certificated Personnel Salaries 45,020		Dean of Academics 1000-1999: Certificated Personnel Salaries 52,538
	Attendance Clerk 2000-2999: Classified Personnel Salaries \$20,280		Attendance Clerk 2000-2999: Classified Personnel Salaries 20,280
	Career Pathways Coach 1000-1999: Certificated Personnel Salaries Other \$32,000		Internship Coordinator 0000: Unrestricted Other 27,592
	Facility Maintenance 4000-4999: Books And Supplies \$4000		Facility Maintenance 4000-4999: Books And Supplies 9000
	Website Development 5000-5999: Services And Other Operating Expenditures \$2000 0000: Unrestricted		Website Development 5800: Professional/Consulting Services And Operating Expenditures 2000 Marketing and Development Director 5800: Professional/Consulting Services And Operating Expenditures 8,800
		<p>* Outwardly, not a lot changed this year in terms of the school's identity and the way in which it is known in the greater community. * The number of inquiries were consistent with past years but we did experience a slight drop in enrollment. This was due in part to a small 12th grade class and a slightly smaller-than-usual 9th grade enrollment. We also had a few students who either graduated early, took the CHSPE, or transferred to the independent study high school. * The Dean of Academics did the majority of recruiting for next year's 9th grade class. * All of the above factors have fed into a robust discussion about how to better attract and keep students at Bitney.</p>	Advertising 5000-5999: Services And Other Operating Expenditures 500

<p>mindful and self-reflective personal interactions and learning opportunities.</p> <ul style="list-style-type: none"> • Electives and Intersession • Service Learning Opportunities • “Personalized” Facility (School facilities maintained) • Website, Facebook, and related media presence. 		<p>* The website was updated to better communicate the culture and of the school and its educational program. * A marketing and Development Director position was added. * Informational flyers were developed for use at parent information nights and student recruiting at area middle schools. *An Internship Program was started and has attracted 10%-12% of our student body despite challenges with time and academic program constraints.</p>	
<p>Scope of Service All</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service All</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>For 2016-17 we will be adding an advisory program and expanding our internship and experiential learning opportunities. We will also be reducing the number of elective classes offered on site in favor of moving students out into mentored learning sites in the greater community. A community forum is planned for the Spring and the local newspaper will be running an article about our new initiatives for the coming school year.</p>		

Complete a copy of this table for each of the LEA’s goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 3 from prior year LCAP:	Enrollment will increase annually to a maximum of 130 students in year 3 and to an overall maximum of no more than 150 in the future.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify											
Goal Applies to:	Schools: All Applicable Pupil Subgroups:	All											
Expected Annual Measurable Outcomes:	Enrollment will average 110 students for the school year	Actual Annual Measurable Outcomes:	Enrollment averaged 90 for the year										
LCAP Year: 2015-16													
Planned Actions/Services		Actual Actions/Services											
	Budgeted Expenditures		Estimated Actual Annual Expenditures										
<ul style="list-style-type: none"> • Multi-faceted student recruitment process. • Open enrollment process throughout the year. • Student shadowing • Communications and Marketing • Community partnerships • Facility needs 	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px;">Attendance Clerk 2000-2999: Classified Personnel Salaries \$20,280</td> </tr> <tr> <td style="padding: 2px;">Dean of Academics 2000-2999: Classified Personnel Salaries \$45,972</td> </tr> <tr> <td style="padding: 2px;">Facility Maintenance 4000-4999: Books And Supplies \$4000</td> </tr> <tr> <td style="padding: 2px;">Website development \$2000</td> </tr> <tr> <td style="padding: 2px;">Advertising 5000-5999: Services And Other Operating Expenditures \$1000</td> </tr> </table>	Attendance Clerk 2000-2999: Classified Personnel Salaries \$20,280	Dean of Academics 2000-2999: Classified Personnel Salaries \$45,972	Facility Maintenance 4000-4999: Books And Supplies \$4000	Website development \$2000	Advertising 5000-5999: Services And Other Operating Expenditures \$1000	<p>* The Dean of Academics increased his recruitment process to include more potential feeder schools. More parent information nights were also held throughout the winter and spring.</p> <p>* Potential students spent a day on campus shadowing an enrolled student and attending classes.</p> <p>*Parent Council held coffee mornings to try to engage more parents and "get the word out."</p> <p>*Local media have been very supportive with many articles about activities and accomplishments at the school.</p> <p>*We have a presence on Facebook, Snapchat,and Nevada County Peeps, and will be adding Instagram soon.</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px;">Attendance Clerk 2000-2999: Classified Personnel Salaries 20,280</td> </tr> <tr> <td style="padding: 2px;">Dean of Academics 1000-1999: Certificated Personnel Salaries 52,538</td> </tr> <tr> <td style="padding: 2px;">Facility Maintenance 4000-4999: Books And Supplies 9000</td> </tr> <tr> <td style="padding: 2px;">Website Development 5800: Professional/Consulting Services And Operating Expenditures 2000</td> </tr> <tr> <td style="padding: 2px;">Advertising 5000-5999: Services And Other Operating Expenditures 500</td> </tr> </table>	Attendance Clerk 2000-2999: Classified Personnel Salaries 20,280	Dean of Academics 1000-1999: Certificated Personnel Salaries 52,538	Facility Maintenance 4000-4999: Books And Supplies 9000	Website Development 5800: Professional/Consulting Services And Operating Expenditures 2000	Advertising 5000-5999: Services And Other Operating Expenditures 500
Attendance Clerk 2000-2999: Classified Personnel Salaries \$20,280													
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Website Development 5800: Professional/Consulting Services And Operating Expenditures 2000													
Advertising 5000-5999: Services And Other Operating Expenditures 500													

Scope of Service All		Scope of Service All	
X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	We are optimistic that with the changes planned for next year - to increase internship opportunities and implement advisory - that we will attracted more students for whom an experiential learning environment is the best fit. We'll be eliminating study hall and many on-site electives and will be implementing a weekly schedule of 4 days on campus and one day off site at internships.		

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Section 3: Use of Supplemental and Concentration Grant funds and Proportionality

A. In the box below, identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5).

Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496.

For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a schoolsite in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district’s goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds calculated:	\$36,041
Funds are used to support academic intervention programs i.e. online learning programs, study hall, and individual tutoring and to provide scholarships to students who cannot afford the cost of co-curricular fieldtrips. The use of the funds for these purposes allows for greater participation and success of the students who qualify.	

B. In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

5.06	%
These funds allow us the flexibility to augment budgets for special events and fieldtrips such as our annual Wilderness Week excursions, tickets to plays, etc.	

Section 4: Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2015-16 Annual Update Budgeted	2015-16 Annual Update Actual	2016-17	2017-18	2018-19	2016-17- 2018-19 Total
All Funding Sources	32,000.00	27,592.00	239,648.00	72,325.00	42,436.00	354,409.00
Base	0.00	0.00	0.00	21,125.00	0.00	21,125.00
Other	32,000.00	27,592.00	239,648.00	51,200.00	42,436.00	333,284.00

Total Expenditures by Object Type						
Object Type	2015-16 Annual Update Budgeted	2015-16 Annual Update Actual	2016-17	2017-18	2018-19	2016-17- 2018-19 Total
All Expenditure Types	32,000.00	27,592.00	239,648.00	72,325.00	42,436.00	354,409.00
0000: Unrestricted	0.00	27,592.00	80,000.00	41,200.00	42,436.00	163,636.00
1000-1999: Certificated Personnel Salaries	32,000.00	0.00	0.00	0.00	0.00	0.00
3000-3999: Employee Benefits	0.00	0.00	146,523.00	0.00	0.00	146,523.00
4000-4999: Books And Supplies	0.00	0.00	0.00	21,125.00	0.00	21,125.00
5800: Professional/Consulting Services And Operating Expenditures	0.00	0.00	13,125.00	10,000.00	0.00	23,125.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2015-16 Annual Update Budgeted	2015-16 Annual Update Actual	2016-17	2017-18	2018-19	2016-17- 2018-19 Total
All Expenditure Types	All Funding Sources	32,000.00	27,592.00	239,648.00	72,325.00	42,436.00	354,409.00
0000: Unrestricted	Other	0.00	27,592.00	80,000.00	41,200.00	42,436.00	163,636.00
1000-1999: Certificated Personnel Salaries	Other	32,000.00	0.00	0.00	0.00	0.00	0.00
3000-3999: Employee Benefits	Other	0.00	0.00	146,523.00	0.00	0.00	146,523.00
4000-4999: Books And Supplies	Base	0.00	0.00	0.00	21,125.00	0.00	21,125.00
5800: Professional/Consulting Services And Operating Expenditures	Other	0.00	0.00	13,125.00	10,000.00	0.00	23,125.00

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

For the purposes of completing the LCAP in reference to the state priorities under Education Code sections 52060 and 52066, the following shall apply:

(a) “Chronic absenteeism rate” shall be calculated as follows:

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(b) “Middle School dropout rate” shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.

(c) “High school dropout rate” shall be calculated as follows:

- (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(d) “High school graduation rate” shall be calculated as follows:

- (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(e) "Suspension rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(f) "Expulsion rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).