



LOCAL CONTROL ACCOUNTABILITY PLAN 2014-15

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. The core curriculum, in which all students are placed, is designed to meet the UC/CSU “a-g” requirements. Beyond that, we want all students to appreciate the arts as a source of inspiration and meaning as well as a vehicle to express their own creative talents. 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 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.

LEA: Bitney College Prep High School Contact: Russell Jones, Director, rjones@bitneyprep.net, 530 -477-1235 LCAP Year: 2015-16

Local Control and Accountability Plan and Annual Update Template

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>Annual Update: Fall 2013 Led by our Charter Council, BCPHS engaged the school community in a series of Strategic Planning meetings. Our goal was to develop a list of goals for our school based upon where we would like to be several years from now. Everyone in the school community was invited to these meetings. March 2014 After developing our goals from the Strategic Planning meeting and also reviewing our goals from our last WASC accreditation and Charter School Renewal Petition, a list of goals was presented and reviewed at our Parent Council meeting. April 2014: Once we had narrowed our goals down to the most relevant, an online survey was conducted with our school community. April 2015: A new school Director took office on October 1, 2014. The interview and transition process was conducted by the Charter Council, faculty, and staff.</p> | <p>Annual Update: Stakeholder input provided the school with several identified areas of focus to promote student success: 1) expand upon community partnerships and explore internships with local businesses, 2) develop an updated computer lab where students may explore various online options as alternative pathways to receiving credit, and 3) develop and implement a more comprehensive four year guidance plan. April 2015: The school is moving forward significantly on the above initiatives. We have received a large Career</p> |

There was no contact with the former director. The current LCAP goals of 1) maintaining small class sizes and 2) increasing enrollment, were clearly communicated to the new director and have been addressed throughout the current year. A great deal of attention has been paid to the recruitment of new 9th graders through visits to feeder schools, hosting parent nights, running advertisements in the local media and at local theaters and through an extensive “word-of-mouth” network. As the enrollment numbers have taken shape, the administration has considered staffing needs to both address subject instruction and to maintain low class sizes. (See Crosswalk profiles in the Annual Update section of this report for additional details of progress on the goals)

In addition to the above, significant efforts have been made to increase and improve stakeholder input. The Director spends considerable time with students and has taught two elective courses and one intersession class. One of the courses is a Student Empowerment class intended to allow quality time for student input and action on issues of importance to the student community.

The Parent Council remains active and hosts or supports many activities throughout the year. Monthly meetings are attended by the Director.

The Director sends regular monthly “News and Notes” communication to the school community as well as periodic notices about current issues or events.

The faculty meets at least every other week for up to two hours with a major focus on student progress as well as problem solving and brainstorming sessions about program and curriculum development.

The school hosted a WASC Mid-Term Accreditation Visiting Team in January and received strong commendations and focused recommendations.

Student and parent surveys have been collected and analyzed as part of the LCAP process this year.

June 2015 : Following are data from the 2014-15 school year that will be tracked as Annual Measureable Outcomes beginning with LCAP Year 1 , 2015-16:

- % students above 2.0 GPA *41 of 99*
- % students above 3.0 GPA *39 of 99*
- CAASPP Results - TBD
- CST Results - TBD
- CAHSEE Results – *ELA 93% passed Math 86% passed. Mean of valid scores: 386 (350 is passing)*
- % Demonstrating mastery of 5 Paragraph Essay (WASC 2012)
Mean of essay scores 2.2 on a 4.0 scale

Pathways grant in partnership with John Muir Charter School, allowing us the funding needed to implement a comprehensive Internship Program. We have hired a Coordinator for the program and are developing numerous intern sites to receive student placements in the months ahead.

With financial help from the Parent Council, we have updated and improved our internet network and have brought our mobile computer lab online. All classrooms have been updated with LED projectors and wi-fi service is now available in all locations throughout the school.

Much staff meeting time has been devoted to a review of the Bitney program and to discussing the potential that exists to broaden and deepen course offerings and co-curricular activities. We recognize that we have a unique brand and want to firmly establish our presence among the educational options which exist in our community.

We feel strongly that these actions and developments will assure the enrollment growth and program sustainability that is desired.

Our college (and broader post-secondary) guidance program is evolving with visits having been made to colleges and vocational training sites in our region. We are implementing a course selection and scheduling process for the fall semester that puts the student at the center of his/her four year school plan. We have also discussed ways to better inform students of their post-secondary choices such as hosting returning alumni panels, more visits to California colleges and universities, and increased exposure to the wide array of career options through enrollment in our internship program, work experience opportunities, and community service.

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| <ul style="list-style-type: none">• % graduates attending 4 year colleges 17%• % graduates attending 2 year colleges 70%• % graduates attending other post-secondary options 13%• Number students enrolled in Internship program – 4 <p>Enrollment: 100</p> | |
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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.)?

| <p>Expected Annual Measurable Outcomes:</p> | <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 | | |
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| <p>Actions/Services</p> | <p>Scope of Service</p> | <p>Pupils to be served within identified scope of service</p> | <p>Budgeted Expenditures</p> |
| <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 study; standards-aligned instructional materials) • 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>ALL</p> | <p><u> X </u> ALL</p> <hr/> <p>OR:</p> <p><u> </u> Low Income pupils <u> </u> English Learners</p> <p><u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups: (Specify) _____</p> | <p>Certificated Salaries and benefits (\$533,852)</p> <p>Instructional materials (\$7581)</p> <p>Technology (\$10,000)</p> <p>Career Pathways Staff (\$26,000)</p> |
| | | <p><u> </u> ALL</p> | |

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| | <p>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>___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> | |

LCAP Year 2: 2016-17

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| <p>Expected Annual Measurable Outcomes:</p> | <p>Monitor achievement</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>Actions/Services</p> | <p>Scope of Service</p> | <p>Pupils to be served within identified scope of service</p> | <p>Budgeted Expenditures</p> |

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| <ul style="list-style-type: none"> • Continue student/advisor course enrollment process • 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) • Continue a comprehensive remediation program. (WASC 2015) • Increase use of technology for instruction, enrichment, and remediation. (WASC 2015) • Further develop Freshman Orientation and Transition Program • Further develop and deliver the College and Post- Secondary advising program. | <p>ALL</p> | <p><u> X </u> ALL</p> <hr/> <p>OR:</p> <p><u> </u> Low Income pupils <u> </u> English Learners</p> <p><u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____</p> <p>_____</p> | <p>Certificated Salaries (\$560,544)</p> <p>Instructional materials (\$7960)</p> <p>Technology (\$10,500)</p> <p>Career Pathways (\$26,250)</p> |
| | | <p><u> </u> ALL</p> <hr/> <p>OR:</p> <p><u> </u> Low Income pupils <u> </u> English Learners</p> <p><u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____</p> <p>_____</p> | |
| | | <p><u> </u> ALL</p> <hr/> <p>OR:</p> <p><u> </u> Low Income pupils <u> </u> English Learners</p> <p><u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____</p> <p>_____</p> | |
| <p>LCAP Year 3: 2017-18</p> | | | |

| <p>Expected Annual Measurable Outcomes:</p> | <p>Monitor achievement</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 (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 | | |
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| <p>Actions/Services</p> | <p>Scope of Service</p> | <p>Pupils to be served within identified scope of service</p> | <p>Budgeted Expenditures</p> |
| <ul style="list-style-type: none"> • Continue student/advisor course enrollment process • 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) • Continue a comprehensive remediation program. (WASC 2015) • Increase use of technology for instruction, enrichment, and remediation. (WASC 2015) • Further develop Freshman Orientation and Transition Program • Further develop and deliver the College and Post- Secondary advising program. | <p>ALL</p> | <p><u>X</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p> | <p>Certificated Salaries (\$588,571)</p> <p>Instructional materials (\$8358)</p> <p>Technology (\$11,025)</p> <p>Career Pathways (\$27,562)</p> |
| | | <p>__ALL</p> | |

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| | <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify)_____</p> <p>_____</p> | |

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| GOAL: | 2) 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_ <u>X</u> 4_ 5_ <u>X</u> 6_ <u>X</u> 7_ <u>X</u> 8__ COE only: 9__ 10__ Local : Specify _____ |
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| Identified Need : | Define what sets Bitney apart from other high schools in our county |
| Goal Applies to: | Schools: All |
| | Applicable Pupil Subgroups: All |

LCAP Year 1: 2015-16

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| Expected Annual Measurable Outcomes: | Number of student and parent inquiries. Number of new enrollments and transfers from other schools Marketing survey. |
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| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|------------------|------------------|--|-----------------------|
| | ALL | <u>X</u> ALL | |

- 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 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.

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| <p>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>Certificated Salary (\$45,972)</p> <p>Classified Salary (\$20,280)</p> <p>Career Pathways (\$13,000)</p> <p>Facility Maintenance (\$4000)</p> <p>Website Development (\$2000)</p> |
| <p>__ALL</p> <p>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>__ALL</p> | |

OR:
 Low Income pupils English Learners
 Foster Youth Redesignated fluent English proficient
 Other Subgroups:(Specify)_____

LCAP Year 2: 2016-17

| Expected Annual Measurable Outcomes: | Number of student and parent inquiries. Number of new enrollments and transfers from other schools Marketing survey. | | |
|--------------------------------------|--|---|------------------------------|
| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
| | ALL | <input checked="" type="checkbox"/> ALL | |

- 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 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.

OR:
 Low Income pupils English Learners
 Foster Youth Redesignated fluent English proficient
 Other Subgroups:(Specify)_____

Certificated
 Salary
 (\$48,270)

Classified
 Salary
 (\$21,294)

Career
 Pathways
 (\$13,650)

Facility
 Maintenance
 (\$4200)

Website
 Development
 (\$2100)

ALL

OR:
 Low Income pupils English Learners
 Foster Youth Redesignated fluent English proficient
 Other Subgroups:(Specify)_____

ALL

OR:
 Low Income pupils English Learners
 Foster Youth Redesignated fluent English proficient
 Other Subgroups:(Specify)_____

LCAP Year 3: 2017-18

| Expected Annual Measurable Outcomes: | Number of student and parent inquiries. Number of new enrollments and transfers from other schools Marketing survey. | | |
|--------------------------------------|--|---|------------------------------|
| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
| | ALL | <input checked="" type="checkbox"/> ALL | |

- 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 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.

OR:
 __Low Income pupils __English Learners
 __Foster Youth __Redesignated fluent English proficient
 __Other Subgroups:(Specify)_____

Certificated
 Salary
 (\$50,683)

Classified
 Salary
 (\$22,358)

Career
 Pathways
 (\$14,332)

Facility
 Maintenance
 (\$4410)

Website
 Development
 (\$2205)

__ALL

OR:
 __Low Income pupils __English Learners
 __Foster Youth __Redesignated fluent English proficient
 __Other Subgroups:(Specify)_____

__ALL

OR:
 Low Income pupils English Learners
 Foster Youth Redesignated fluent English proficient
 Other Subgroups:(Specify)_____

| | | |
|--------------|---|---|
| GOAL: | 3) 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__ 3 <input checked="" type="checkbox"/> 4__ 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7__ 8__ COE only: 9__ 10__ Local : Specify _____ |
|--------------|---|---|

| | |
|--------------------------|--|
| Identified Need : | Growth and sustainability of the Bitney educational program depends upon attracting and keeping a larger student body. |
| Goal Applies to: | Schools: All |
| | Applicable Pupil Subgroups: All |

LCAP Year 1: 2015-16

| | |
|---|--|
| Expected Annual Measurable Outcomes: | Enrollment will average 110 students for the school year |
|---|--|

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|------------------|------------------|--|-----------------------|
| | ALL | <input checked="" type="checkbox"/> ALL | |

| | | | |
|---|--|--|--|
| <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 | | <p>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>Classified Salaries (\$20,280) Certificated Salaries (\$45,972) Facility Maintenance (\$4000) Website development (\$2000) Advertising (\$1000)</p> |
| | | <p><input 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><input 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> | |

LCAP Year 2: 2016-17

| | |
|---|--|
| <p>Expected Annual Measurable Outcomes:</p> | <p>Enrollment will increase to an average of 120 for the school year</p> |
|---|--|

| 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 • Community partnerships • Facility needs | 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)_____ | Certificated Salary (\$48,270) Classified Salary (\$21,294) Facility Maintenance (\$4200) Website development (\$2100) Advertising (\$1050) |
| | | <input 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)_____ | |
| | | <input 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)_____ | |
| LCAP Year 3: 2017-18 | | | |

| Expected Annual Measurable Outcomes: | Enrollment will increase to an average of 130 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 • Community partnerships • Facility needs | ALL | <p><u> </u>ALL</p> <hr/> <p>OR:</p> <p><u> </u>Low Income pupils <u> </u>English Learners</p> <p><u> </u>Foster Youth <u> </u>Redesignated fluent English proficient</p> <p><u> </u>Other Subgroups:(Specify)_____</p> | <p style="color: red;">Certificated Salary (\$50,683)</p> <p style="color: red;">Classified Salary (\$22,358)</p> <p style="color: red;">Facility Maintenance (\$4410)</p> <p style="color: red;">Website development (\$2205) Advertising (\$1102)</p> |
| | | <p><u> </u>ALL</p> <hr/> <p>OR:</p> <p><u> </u>Low Income pupils <u> </u>English Learners</p> <p><u> </u>Foster Youth <u> </u>Redesignated fluent English proficient</p> <p><u> </u>Other Subgroups:(Specify)_____</p> | |
| | | <p><u> </u>ALL</p> <hr/> <p>OR:</p> <p><u> </u>Low Income pupils <u> </u>English Learners</p> <p><u> </u>Foster Youth <u> </u>Redesignated fluent English proficient</p> <p><u> </u>Other Subgroups:(Specify)_____</p> | |

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 from prior year LCAP: | As BCPHS grows, we will continue to hire teachers in order to keep our class size low. | | Related State and/or Local Priorities: 1 <u>X</u> 2__ 3__ 4__ 5 <u>X</u> 6__ 7 <u>X</u> 8 <u>X</u> COE only: 9__ 10__ Local : Specify _____ | |
| Goal Applies to: | Schools: | All | | |
| | Applicable Pupil Subgroups: | All | | |
| Expected Annual Measurable Outcomes: | School-wide class size will be no larger than it was during the floor year even though the school will continue to grow. Metrics: <ul style="list-style-type: none"> • Monitor class size and maintain at 24-26 maximum. • Hire new teachers as enrollment increases and sections are added • Assure appropriate assignments and credentials • School attendance rates • High school dropout rates • High school graduation rates • Access to broad course of study. | | Actual Annual Measurable Outcomes: | <ul style="list-style-type: none"> • There was no increase in class size • Faculty size remained constant. • All faculty appropriately assigned and credentialed • Attendance, dropout and graduation rates did not result in a significant increase or decrease in enrollment. • All students study a rigorous college prep curriculum and have many elective options. |
| LCAP Year: 2014-15 | | | | |
| Planned Actions/Services | | | Actual Actions/Services | |
| | | Budgeted Expenditures | | |
| | | | Estimated Actual Annual Expenditures | |

| | | | | | | |
|--|---|---|-----------------------------------|--|--|--------------------------------|
| <ul style="list-style-type: none"> In the event class size exceeds the maximum, a new section of the class will be added Hire additional teachers as needed | <p>Certificated salaries and benefits \$510,738</p> | <ul style="list-style-type: none"> No new sections were added. No additional teachers were hired. | <p>No additional expenditures</p> | | | |
| <p>Scope of service:</p> | <p>LEA-wide</p> | | <p>Scope of service:</p> | <p>LEA-wide</p> | | |
| <p><input checked="" type="checkbox"/> ALL</p> | | | | <p><input checked="" type="checkbox"/> ALL</p> | | |
| <p>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>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>Students with disabilities are mainstreamed in regular-education classes and therefore count in overall class size totals.</p> | | <p>-\$60,947 federal and state SELPA funds -Mental Health Funds \$5,104 -Site Encroachment Funds \$32950</p> | | <p>Students with IEPs are served and supported by Special Education Staff provided through the Nevada County Charter School Association (JPA.)</p> | | <p>Spec. Ed Staff \$86,177</p> |
| <p>Scope of service:</p> | | | <p>Scope of service:</p> | | | |
| <p><input type="checkbox"/> ALL</p> | | | | <p><input type="checkbox"/> ALL</p> | | |
| <p>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>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>Monitoring of class sizes is understood to be a fundamental objective at BCPHS. As such we now feel that attention to scheduling and staffing are annual priorities and do not need to be a separate goal.</p> | | | | |

| | | | | |
|--------------------------------------|--|--|---|---|
| Original GOAL from prior year LCAP: | BCPHS will continue to sustain the growth it has achieved in the past three years. | | Related State and/or Local Priorities: 1 <u>X</u> 2 <u>X</u> 3 <u>X</u> 4 <u>X</u> 5 <u>X</u> 6 <u>X</u> 7 <u>X</u> 8 <u>X</u> COE only: 9__ 10__ Local : Specify _____ | |
| Goal Applies to: | Schools: | All | | |
| Expected Annual Measurable Outcomes: | Metric: | <ul style="list-style-type: none"> Enrollment will be at 110 at P2 with an ADA of 92.5% Credentialed teachers appropriately assigned. All students will have access to the curriculum Maintain Facilities CCSS alignment Parental involvement Standard Assessments –CAASPP, CAHSEE, CST, final examinations School attendance rates Broad course of study | Actual Annual Measurable Outcomes: | <ul style="list-style-type: none"> Enrollment at P2 was 101 with an ADA of 91.77%. All teachers credentialed in their subject area Regular classes, Independent Study, and individualized instruction assured all students had access to required courses. Ongoing facility repairs and maintenance ELA and Math curriculum aligned to CCSS Tests administered, results pending. School Attendance rates closely monitored and reported College prep curriculum and many electives offered. |
| LCAP Year: 2014-15 | | | | |
| Planned Actions/Services | | Actual Actions/Services | | |
| | Budgeted Expenditures | | Estimated Actual Annual Expenditures | |

| | | | |
|--|---|--|---|
| <ul style="list-style-type: none"> Actively recruit students across all grade levels. Emphasize enrollment of an entering freshman class of at least 25 students Increase marketing efforts and brand recognition. | <p>\$2500</p> | <ul style="list-style-type: none"> Maintained open enrollment policy for students transferring from other schools Held parent nights and offered student shadow days. Advertisement in local theaters Development of new website | <p>\$750 \$2000</p> |
| <p>Scope of service:</p> | | <p>Scope of service:</p> | |
| <p><input checked="" type="checkbox"/> ALL</p> | | <p><input checked="" type="checkbox"/> ALL</p> | |
| <p>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>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>BCPHS currently has approximately 20% of students on IEPs. Our philosophy of “knowing, respecting and educating” students seems to attract special needs students who appreciate the inclusive and diverse culture of the school.</p> | <p>Special Ed Staff Salaries (# Not Available)</p> | <p>Maintain open enrollment policy and continue to employ staff and support strategies to give all students access to the curriculum.</p> | <p>Special Ed Staff Salaries (\$86,177)</p> |
| <p>Scope of service:</p> | | <p>Scope of service:</p> | |
| <p><input type="checkbox"/> ALL</p> | | <p><input type="checkbox"/> ALL</p> | |
| <p>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>Increasing enrollment continues as a major goal for the school. We’re optimistic that our college prep curriculum, excellent teaching staff, and expansion into experiential learning opportunities like internships, will define us in a way that will differentiate our “brand” from other schools and attract students who want to learn and grow in such an environment.</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.

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: | \$ <u>\$21,539</u> |
| Funds will be used to support academic intervention programs i.e. online learning programs (WASC 2015) and to provide scholarships to students who cannot afford the cost of co-curricular fieldtrips. | |

- 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.

| | |
|------|---|
| 3.43 | % |
|------|---|

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.

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.

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).

8-22-14 [California Department of Education]