Local Control Accountability Plan and Annual Update (LCAP) Template

<u>Addendum</u>: General instructions & regulatory requirements.

<u>Appendix A</u>: Priorities 5 and 6 Rate Calculations

<u>Appendix B</u>: Guiding Questions: Use as prompts (not limits)

<u>LCFF Evaluation Rubrics</u>: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Contact Name and Title	Email and Phone
Bitney Prep High School	Mr. Russell Jones Director	rjones@bitneyprep.net (530) 477-1235

2017-20 Plan Summary
The Story

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

Bitney Prep High School is a public charter school serving approximately 85 students in grades 9 to 12. Located in Grass Valley, a small rural community in the foothills of the Sierra Nevada Mountains in Western Nevada County, the school's demographics are reflective of the county's ethic distribution as follows: Caucasian or white (90 percent), 5.7 percent Hispanic or Latino, 2.2 percent American Indian, 0.8 percent Asian, and .5 percent Black or African American. In addition, fifty-six percent of our population qualifies for free or reduced lunch. Bitney Prep High School is one of twelve high schools serving students in the county and is one of five charter schools authorized by the Nevada County Superintendent of Schools Office.

Our goal is to aim high academically with a rigorous college preparatory curriculum, 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 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. 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 self-direction.

LCAP Highlights

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

Our school community has identified two goals for focus in the coming years:

Goal 1: All students will gain an understanding of their academic program, achieve to the best of their abilities, and align their learning to clear post-secondary goals.
Narrative: By engaging students in the process of designing and driving their educational program, we strive to deepen their learning and make it more engaging and relevant. Through a combination of educational opportunities delivered both on and off campus, students will have the advantage of learning in both traditional and experiential settings.

Goal 2: The school will clearly identify and market the "Bitney Brand" as a distinct and unique educational alternative resulting in increased enrollment.
Narrative: The addition of our mentored internship program has added depth and relevance to students' learning, creating a unique educational opportunity for county students. Our goal is to aggressivelyenthusiastically market our brand and to attract and serve more students.

Review of Performance

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

Greatest Progress

Our greatest progress in 2017-2018 was a continuation and amplification of the process undertaken in 2016 - 2017 of re-structuring and re-branding our school as a Big Picture Learning school. Highlights are as follows:

Advisory Program: Every student is assigned to a grade level faculty advisor who oversees the student's academic program and facilitates their internship placement. Our "One Student At A Time" philosophy allows students to align their learning to their areas of interest which are further explored through their internship placement. Throughout the 2017-18 school year, Bitney advisors collaborated to make significant strides toward creating a curriculum scope and sequence for advisory which aligns with our ESLRs and non-cognitive competencies. This work will be continued in 2018-19.

Individual Learning Plans: Working together with his or her academic support team, each student develops an Individual learning Plan (ILP) that serves as the core of their educational experience. In addition to the advisory and internship experiences, learning plans typically include regular core

subject classes, independent study opportunities and online learning options. In 2017-18, advisors collaborated to create a draft ILP template to be piloted in 2018-19.

Community College Course Access: Details were finalized on a Memorandum of Understanding with Sierra College to give our students access to virtually all of the courses offered at the college. With a qualifying 2.7 GPA our students were able to enroll in both academic and career/vocational courses at the college. These opportunities significantly expand and deepen our students' learning opportunities.

Technology Upgrades: Annual Giving Campaign focused efforts on obtaining funds to increase our supply of Chromebooks so that every student will have access to technology. Staffing projections will allow for the employment of a technology coordinator for the 18-19 school year.

Maker Lab: We launched a Maker Lab to support project based learning opportunities in core classes and internships.

Scholarships for Low Income Students: Or Annual Giving Campaign raises money to provide scholarships for low income students to attend field trips and other events.

WASC Visit - In 2017-18 we undertook a self study and wrote a plan and they are re-visiting in 2 years.

Our efforts to implement the above initiatives have effectively amounted to a re-branding of our school so we have been aggressively marketing the school to potential new students at all grade levels. These efforts have included recruiting trips to area middle schools, parent information nights, articles in the local newspaper, social media feeds on Facebook, Twitter and Instagram, a "Meet and Greet" social event for parents, mentors and area educators and, of course, word of mouth testimonials. We are beginning to see the increase in enrollment that we are seeking, and are confident that we will attract more students.

Looking ahead, we anticipate being able to continue the work begun this year to further implement our program and assure student achievement. Following are the specific steps we will be taking to build upon the success we have had thus far:

* Implementing an academic schedule that continues to include direct-instruction classes in every subject.
* Providing intensive professional development opportunities for every member of the staff.
* Enrolling students in a wide variety of courses at the local junior college.
* Actively engaging parents through the student advisory program.
* Addressing chronic absenteeism and tardiness with both incentives and consequences.
* Working to align our curriculum with the state subject standards
* Developing project based learning plans that identify how credits will be earned in various subject areas.
* Improving our supervision and monitoring of students' individualized learning plans.
* With charter council and parent council support, implementing a comprehensive fundraising program.
* Continuing our marketing and community outreach efforts to advertise our brand and increase enrollment.
* Collecting and analyzing a variety of data to measure our success in meeting our goals.

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

Greatest Needs

Professional Development - We need to continue to provide focused professional development opportunities for staff to fully understand and implement the Big Picture Learning paradigm. There are significant new identities and roles for both students and staff to adopt which depart significantly from the traditional classroom-based, one-size-fits-all teaching modality. Toward this end, partnerships are being fostered with local established Big Picture Learning Schools and support and ongoing coaching is being sought from a BPL consultant. The new director will attend the Big Bang Conference this summer in Atlanta.

Chronic Absenteeism - The rate for 2017-2018 was slightly skewed due to clerical errors (students not dis-enrolled in a timely manner). That said, we recognize a need to decrease our chronic absenteeism rate and plan to do so by working with local agencies to provide support for students who struggle with attendance due to stressful home conditions, mental health concerns or substance abuse issues. Advisors will play a key role in tracking student attendance and intervening at the first sign of trouble. Goal-based incentives and rewards will be utilized to motivate attendance and positive student behaviors.

Suspension Rate - The suspension rate for 2017-2018 was atypically high for Bitney. We will decrease the rate by implementing a number of restorative discipline practices such as restorative circles and a school-wide respect agreement. Alternatives to suspension will be employed in all but the most serious safety related offenses.

State Test Results - Our 2016-17 CAASPP Testing results showed distinct improvement over the previous year's scores when an anomaly in the presentation of the test and a resulting less-than-enthusiastic performance by our students. Going forward, we will take important steps to improve the way in which the test is administered and will stress to students the importance of them making their best efforts on the assessments.

Public Relations/Marketing - The Bitney "brand" is much better defined than it was in 2016-17. We are optimistic that the marketing efforts we make in 2018-19 (including the potential hire of a part-time development director) will bring the desired results and that we will approach the enrollment numbers we have set as goals.

Parent Involvement - A key component of any successful school is parent support and engagement and parent outreach and connection is one of the pillars of the Big Picture Learning Program. While we have a small group of dedicated parent volunteers in our Parent Council, we have not yet reached the level of close partnership with parents that we are seeking. This will be an area of focus and effort in the coming school year.

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

Performance Gaps

Bitney does not have enough students in the subgroups targeted in the LCFF rubric in order show any performance gaps; nevertheless, we have identified the following areas for improvement in our program:

State test scores - We will make steady improvements to our standardized test scores.

Attendance - We will more aggressively address chronic absenteeism and tardiness.

Individualized learning support - Realizing that not all students can design and follow their own learning plans. Advisors will more closely monitor students' plans and provide instruction in executive functioning skills development.

Professional Development for Faculty. - With fewer on-campus instructional days, faculty will be supported in streamlining their curriculum and finding ways to assign credits for project-based and other experiential learning opportunities.

Curriculum Alignment to Standards - Scope and sequence work will be accomplished to assure that all curriculum aligns with the state content standards.

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

Increased or Improved services

We will use Supplemental/Concentration Funds to accomplish the following:

Provide private counseling and therapy services to students who may not qualify for social support service or who cannot afford private sessions. Local professional counselors and therapists have agreed to accept voucher payments at reduced rates for their services.

Provide scholarships that will allow low-income students to participate in activities such as our annual Wilderness Week Excursion and field trips to museums, arts events, sports tournaments, etc. Additionally, the funds may be used to provide clothing, bus passes, and other basic necessities to our most needy students.

Provide individualized academic tutoring to low income students and foster youth.

Ensure that each student is provided with a Chromebook and home internet access.

Support families who offer temporary shelter to students in need. The County Superintendent's office has been supportive of our efforts to secure resources and find links to community agencies.

Budget Summary

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

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures For LCAP Year	$817,645
Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year	$776,430.95

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

Base funding expenses such as facilities maintenance that lie outside of the specific LCAP goals.

DESCRIPTION	AMOUNT
Total Projected LCFF Revenues for LCAP Year	$707526

Annual Update

LCAP Year Reviewed: 2017-18

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

Goal 1

All students will gain a greater understanding of their academic program, improve their achievement, and align their learning to clear post-secondary goals.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Priority 1 - Basic Services a. Teachers appropriately assigned. b. Access to standards aligned instructional materials. c. Facilities maintained in good repair.	Priority 1 - Basic Services a. All teachers credentialed and appropriately assigned. b. Instructional materials were available to all students. c. Facilities were maintained in good repair as indicated on site review checklist.

17-18
a. 100%
b. 100%
c. Continue maintenance

Baseline
a. 100%
b. 100%
c. Two major facility repairs done by landlords

Metric/Indicator
Priority 2 - Implementation of State Standards
a. Implementation of the state standards.
b. Process for English learners to access standards

17-18
a&b Curriculum fully aligned to the standards

Baseline
a&b Curriculum is fully aligned to the standards

Priority 2 - Implementation of State Standards
a. Curriculum is fully aligned to state standards.
b. No English learners were enrolled at Bitney.

Expected

Metric/Indicator
Priority 3 - Parental Involvement
a. Efforts to seek parent input
b. Parent participation in programs for unduplicated pupils.
c. Parent participation programs for Special Needs students.

17-18
a. - All advisors will make and maintain contact with parents throughout the school year.
b. - Work more closely with Parent Council to anticipate parent support needs and solicitations of help.
- PC conduct annual parent survey
- Increase size of Parent Council.
- PC support of fundraising
- Get PC support for Bistro
c.- As determined by IEP Team process

Baseline
a. - Parent Council grew approximately 20%
b. no parent survey conducted.
- Parent support of annual giving campaign
c. As determined by IEP Team process.

Actual

Priority 3 - Parental Involvement
a. All advisors made regular contact with parents throughout the year. Staff worked more closely with Parent Council to anticipate parent support needs and solicitations of help. Parent Council size increased from 6 core members to 8 core members. Parents were surveyed regarding their perception of overall school climate and culture.
b. Numerous parent volunteers staffed the on-site school food kiosk. The Annual Giving Campaign run by Parent Council raised over 10,000 for scholarships for low income students and for purchase of Chromebooks.
c. Parents of special needs students were fully involved by means of the IEP process in the design, review, and implementation of student learning plans.

Expected	Actual
Metric/Indicator Priority 4 - Pupil Achievement a. Statewide Assessments. b. API c. Percentage of students completing UC a-g courses d. Percentage of EL students achieving English proficiency as measured by the CELDT. e. EL reclassification rate f. Percentage of students passing an AP exam. g. Percentage of students demonstrating college preparedness.	Priority 4 - Pupil Achievement a. CAASPP results were: Math 25% Met or Exceeded Standard, ELA 65% Met or Exceeded Standard, Science CST 75% Advanced or Proficient b. N/A c. 100% of students completed a-g courses d. No EL students were enrolled at Bitney during the 2017-2018 school year. e. N/A f. AP classes not offered at Bitney g. 25% of students demonstrated college preparedness in Math, while 75% of students demonstrated college preparedness in ELA.
17-18 a. Math 60% Met or Exceed. ELA 60% Met or Exceed. CST 85% Met or Exceed b. API Not applicable c. 100% d. TBD e. TBD f. 0% g. 100%	
Baseline a. Math 0% Met or Exceed. ELA 16% Met or Exceed. CST 85%. b. API Not applicable c. 100% d. No EL students enrolled e. EL Classification rate N/A f. 0% g. 100%	

Expected

Actual

Metric/Indicator
Priority 5 - Pupil Engagement
a. Attendance rate
b. Chronic absenteeism rate
c. Middle School dropout rate
d. High School dropout rate
e. High School graduation rate

17-18
a. Increase ADA/ Enrollment to 80/89
b. 5%
c. Not Applicable
d. 0%
e. 100%

Baseline
a. ADA at P2 was 78.9 based on an enrollment of 82 students.
b. 8%
c. Not Applicable
d. 0%
e. 93%

Priority 5 - Pupil Engagement
a. ADA at P2 - 78.9% Enrollment: 86
b. Chronic absenteeism rate - 42%
c. Middle School dropout rate - N/A
d. High School dropout rate - 0%
e. High School Graduation rate - 100%

Metric/Indicator
Priority 7 - Course Access

a. Broad cause of study including subjects listed in EC 51220.
b. Programs and services for unduplicated students.
c. Programs and services for special needs students.

17-18
a. 100% compliant
b. As needed and provided for by available funding and other resources.
c. As provided by IEP referral and support process.

Baseline
a. 100% compliant
b. As needed and provided for by available funding and other resources.
c. As provided by IEP referral and support process.

Priority 7 - Course Access

a. Broad course of study including subjects listed in EC51220 - 100% compliant
b. Programs and services for unduplicated students - Provided as needed - 100% compliant
c. Programs and services for special needs students - Provided as needed by IEP referral and support process - 100% compliant.

Expected

Metric/Indicator
Priority 8 - Other Pupil Outcomes
Student outcomes in subjects described in EC 51220.

17-18
All required subjects offered and pupil outcomes measured.

Baseline
All required subjects offered and pupil outcomes measured.

Actual

Priority 8 - Other Pupil Outcomes
Students above 2.0 gpa: 80 %
Students above 3.0 gpa: 47%
Students attending a 2 year college: 53%
Students attending a 4 year college: 0%
Students attending other post-secondary options: 47%
Students enrolled in internship program: 100%

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
* Increase Professional Development opportunities for teachers who are assuming new roles in their work with students.	* Increased Professional Development opportunities for teachers who are assuming new roles in their work with students.	Staffing 1000-1999: Certificated Personnel Salaries LCFF $256,329	Staffing 0001-0999: Unrestricted: Locally Defined LCFF 256,276
* Re-purpose available facility spaces to support individualized and project-based learning i.e.. create a maker space.	* Re-purposed available facility spaces to support individualized and project-based learning i.e.. created a maker space.	Benefits 3000-3999: Employee Benefits LCFF $70479	Benefits 3000-3999: Employee Benefits LCFF 75,380
* Align all coursework to the State Content Standards.	* Made progress toward aligning all coursework to the State Content Standards.	Instructional Materials 4000-4999: Books And Supplies LCFF $20,505	Instructional Materials 4000-4999: Books And Supplies LCFF 20,048
* Address and measure ESLRs and NCCs	* Began to address and measure ESLRs and NCCs	5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $94,280	5000-5999: Services And Other Operating Expenditures LCFF 99,332
* Conduct a scope and sequence process in all core subjects to align learning opportunities with the state standards	* Conduct a scope and sequence process in all core subjects to align learning opportunities with the state standards (not accomplished in 2017-18).	Professional development 5800: Professional/Consulting Services And Operating Expenditures Other $5,000	Professional Development 5800: Professional/Consulting Services And Operating Expenditures Other 5,050
* Include which standards are targeted in students' individualized			

learning plans for each subject area

- Continue student/advisor course enrollment process
* Expand role of advisor in personalized learning program for students
* Continue Internship opportunities for all students.
* Enroll students in college courses through MOU with Sierra College
* Offer Career and Technical Coursework and training to students.
* Use advisory structure to better engage parents in their child's education
* Provide opportunities for more parent involvement in support of the school
- Assure access to a broad College Prep, Elective, and Experiential Curriculum.
* Develop, deliver and measure project-based and interdisciplinary learning options for students.
- Continue a comprehensive remediation program for all courses. (WASC 2015)
* Improve attendance as measured by ADA.
* Address chronic absenteeism and tardiness with consequences and incentives
- Increase use of technology for instruction, enrichment, and remediation. (WASC 2015)
- Identify and track multiple data sources to measure student progress and success.
*

* Include which standards are targeted in students' individualized learning plans for each subject area (not accomplished in 2017-18.
- Continued student/advisor course enrollment process
* Expanded role of advisor in personalized learning program for students
* Continued Internship opportunities for all students.
* Enrolled students in college courses through MOU with Sierra College
* Offered Career and Technical Coursework and training to students.
* Used advisory structure to better engage parents in their child's education
* Provided opportunities for more parent involvement in support of the school
- Assured access to a broad College Prep, Elective, and Experiential Curriculum.
* Developed, deliver and measure project-based and interdisciplinary learning options for students.
- Continued a comprehensive remediation program for all courses. (WASC 2015)
* Improve attendance as measured by ADA (not accomplished in 2017-18, in progress).
* Addressed chronic absenteeism and tardiness with consequences and incentives

2000-2999: Classified Personnel Salaries Base $20,675

7000-7439: Other Outgo Other

2000-2999: Classified Personnel Salaries Base 24891.
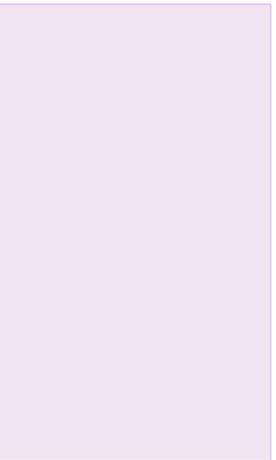
- Increased use of technology for instruction, enrichment, and remediation. (WASC 2015)
- Identified and track multiple data sources to measure student progress and success.
*

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
* Work more closely with Parent Council to anticipate parent support needs and solicitations of help. * Increase size of Parent Council. * PC support of fundraising for scholarship program * Get PC support for Bistro and continue to offer free lunches for needy students. * Programs and services are developed and provided to unduplicated students .	* Worked more closely with Parent Council to anticipate parent support needs and solicitations of help. * Increased size of Parent Council. * PC supported fundraising for scholarship program * Obtained PC support for Bistro and continue to offer free lunches for needy students. * Programs and services were developed and provided to unduplicated students	5000-5999: Services And Other Operating Expenditures Supplemental $19,923	

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

We implemented all planned actions and services listed above with the exception of adequately identifying and systematically tracking multiple data sources to measure student progress and success. We began but only partially completed our plan to conduct a scope and sequence process in all core subjects to align learning opportunities with the state standards. We began, but only partially

completed an effort to include which standards are targeted in students' individualized learning plans for each subject area. These actions will be completed for the 2018-2019 school year.

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

We are satisfied that the actions and services implemented achieved many of the desired outcomes; however, in keeping with the results of our 2017-2018 WASC Self Study and the Visiting Committee's report, we recognize a need to concentrate our efforts toward creating standardized procedures and documents (rubrics, etc.) to align our project-based curriculum and internships with state standard and to monitor students' individual learning plans.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No material changes.

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

No changes.

Annual Update

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

Goal 2

The school will clearly identify and market the "Bitney Brand" as a distinct and unique educational alternative resulting in increased enrollment.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
                    Priority 5: Pupil Engagement (Engagement)
                    Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Priority 6 School Climate a. Pupil suspension rates b. Pupil expulsion rates c. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.	Priority 6 School Climate a. Pupil suspension rate - 11% b. Pupil expulsion rate - 1.2% c. Surveys conducted of all constituent groups and the results were highly positive for all groups with regard to school safety and culture.
17-18 a. Reduce suspension rate to 9% b. Maintain 0% expulsion c. - Conduct annual surveys of all constituent groups.	

Expected

Actual

Metric/Indicator

17-18

Baseline

Baseline
a. Suspension rate was 11%
b. Expulsion rate was 0%
c. - Student survey conducted, but no parent survey.

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
* Increase number of school inquiries by 10% annually * Increase number of new enrollments and transfers by 10% annually.	* Increased number of school inquiries by over 10% annually - Yes, accomplished. * Increase number of new enrollments and transfers by 10%	Staffing 1000-1999: Certificated Personnel Salaries LCFF $128,165	Staffing 1000-1999: Certificated Personnel Salaries LCFF 110,399

- 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)
- 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.
- Continue Internship opportunities for all students.
* Increase Parental Involvement in the School
- Assure access to a broad College Prep, Elective, and Experiential Curriculum.
* Address and measure ESLRs and NCCs
* Access to and enrollment in college classes.
* Develop, deliver and measure project-based and interdisciplinary learning options for students.
- Continue a comprehensive remediation program for all courses. (WASC 2015)

annually. (Not accomplished in 2017-18).

- Bitney IS a diverse and inclusive school community where students are "known, respected and educated." as demonstrated by 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)
- Wilderness/Environmental/Experiential Curriculum delivered.
- School-wide commitment to mindful and self-reflective personal interactions and learning opportunities. Yes, accomplished through Advisory curriculum.
- Electives and Intersession - Yes, we had a robust program in 2017-18
- Service Learning Opportunities - yes, see Internships
- "Personalized" Facility (School facilities maintained, though could stand some more improvement)
- Website, Facebook, and related media presence.
* Continue Internship opportunities for all students.
* Increase Parental Involvement in the School - yes
- Assured access to a broad College Prep, Elective, and Experiential Curriculum. - yes, accomplished

Admin. Asst., & Business Manager 2000-2999: Classified Personnel Salaries LCFF $40,135

Benefits 3000-3999: Employee Benefits LCFF $70,480

Professional Development 5800: Professional/Consulting Services And Operating Expenditures Other $5,000

5000-5999: Services And Other Operating Expenditures LCFF $88,773

4000-4999: Books And Supplies LCFF $20,505

7000-7439: Other Outgo LCFF

Admin Asst and Business Manager 2000-2999: Classified Personnel Salaries LCFF 75067

Benefits 3000-3999: Employee Benefits LCFF 72,821

Professional Development 5000-5999: Services And Other Operating Expenditures Other 5,050

Services 5000-5999: Services And Other Operating Expenditures LCFF 89,750

4000-4999: Books And Supplies LCFF 21,232

- Increase use of technology for instruction, enrichment, and remediation. (WASC 2015)
- Identify and track multiple data sources to measure student progress and success.
*

Action 2

* Address and measure ESLRs and NCCs - yes, somewhat. Measurement rubrics tbd.
* Access to and enrollment in college classes. - Yes, through Sierra College MOU
* Develop, deliver and measure project-based and interdisciplinary learning options for students. - Still under development.
- Continue a comprehensive remediation program for all courses. (WASC 2015) - Under development
- Increase use of technology for instruction, enrichment, and remediation. (WASC 2015) - Under development.
- Identify and track multiple data sources to measure student progress and success. - Under development

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
* Provide counseling services through both state categorical funding and grants. * Devote a percentage of fundraising revenue to a scholarship program to assist students who cannot afford the Wilderness Week excursion or other fieldtrips. * Seek sources of funding and support for homeless students.	* Provided counseling services through both state categorical funding and grants. * Devoted a percentage of fundraising revenue to a scholarship program to assist students who cannot afford the Wilderness Week excursion or other fieldtrips * Sought sources of funding and support for homeless students.	5000-5999: Services And Other Operating Expenditures Supplemental $19,923	5000-5999: Services And Other Operating Expenditures Supplemental 21283

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

We implemented all planned actions and services listed above with the exception of :
Address and measure ESLRs and NCCs - Partially complete - measurement rubrics in progress
Identify and track multiple data sources to measure student progress and success. - Under development

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

We are satisfied that the actions and services implemented achieved many of the desired outcomes; however, in keeping with the results of our 2017-2018 WASC Self Study and the Visiting Committee's report, we recognize a need to concentrate our efforts toward creating standardized procedures and documents (rubrics, etc.) to address and measure ESLRs and NCCs and we need to identify and track multiple data sources to measure and track student achievement. We are pleased with the results of the Parent Survey created and administered for the first time in 2017-2018; however for the coming year we need to add questions that assess parents' perception of their opportunities for decision-making at the school.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No material changes.

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

No changes.

Stakeholder Engagement

Involvement Process for LCAP and Annual Update

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

Introduction: With Bitney's recent alignment with the Big Picture Learning Program, it was particularly important to engage all constituents in a process to understand and support the transition taking place in the school. A variety of activities and strategies were employed to assure that students, parents, faculty and staff, community members, Charter Council members, and Internship mentors had opportunities to receive updates and provide input and feedback on the school's progress in meeting the LCAP goals.

Students: Weekly assemblies were held throughout the year and opportunities were presented for students to raise questions or speak to the question of the school's shift from a traditional schedule to one which accommodated internship learning opportunities. A student survey was created and distributed.

Parents: An active Parent Council numbering an average of 8-10 members met each month with the director. In addition to ongoing conversations about fundraising and other support for the school, meeting agendas included updates from the Director on transition issues being addressed. The Director sent weekly email notes to all parents and community members and occasionally received feedback in reply. A parent survey was created and distributed.

Faculty and Staff: Weekly staff meetings were held throughout the year with typically long and detailed agendas which focused primarily on strategies and structures to meet the LCAP goals as they applied to the implementation of the the new educational program. There is no bargaining unit representing the faculty and all are on one year renewable contracts.

Charter Council: At every monthly meeting of the Charter Council the Director and Dean of Academics presented reports on the progress being made to meet the LCAP goals. The Charter Council has been unanimously in support of the school's direction and supportive of all of the strategies employed to meet the goals. Not all have been successful but the vote of confidence from the Charter Council to the faculty has been invaluable to the process of innovation and experimentation that is moving the school forward.

Community Members and Internship Mentors: Through the growing relationship with over 80 mentors in businesses and organizations throughout our community, the school has benefited from important feedback on our programs as well as gaining a large network of community advocates for our students and their contributions to their internship sites.

County Board of Education and Superintendent of Schools: As the school was engaged in a nearly year-long process to renew our charter, the County Office of Education including the Superintendent and the Board of Education expressed great interest in and support for the changes in our program brought about by our alignment with the Big Picture Learning Program. Questions and suggestions from board members and the superintendent helped the school in not only addressing the specific requirements for charter renewal but also allowed us an opportunity to shift the conversation around metrics of measurement to include more affective and qualitative assessments in addition to academic and quantitative analysis.

The LCAP was developed and finalized in April through June of 2018.
* A draft of the LCAP was presented to the Parent Council at their April 17, 2018 meeting (no written response required).
* A draft of the LCAP was presented to the Charter Council at their April 17, 2018 meeting
* A semi-final draft was presented at a Public Hearing on May 21, 2018
* The final document was approved at the May 22, 2018 meeting of the Charter Council.

Impact on LCAP and Annual Update

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

Feedback from constituent groups throughout the year indicate a need for focus on the following State Priorities (and recommendation, specific actions and services) through the school's 2 LCAP goals:

Priority 1 - Basic Services
a. Increase Professional Development opportunities for teachers who are assuming new roles in their work with students.
b. Re-purpose available facility spaces to support individualized and project-based learning i.e. create a maker space.

Priority 2 - Implementation of State Standards
a. Conduct a scope and sequence process in all core subjects to align learning opportunities with the state standards
b. Include specific standards that are targeted in students' individualized learning plans for each subject area
c. Use assessment methods which measure students' success in meeting the standards

Priority 3 - Parental Involvement
a. Use the advisory structure to better engage parents in their child's education
b. Provide opportunities for more parent involvement in support of the school

Priority 4 - Pupil Achievement
a. Improve student standardized test results (CAASPP & CST)
b. Develop rubrics and other measures to assign credit for project-based and interdisciplinary learning options
c. Enroll students in college courses through MOU with Sierra College
d. Work with "One Student At A Time" to design an individualized learning plan that includes achievable goals and leads to graduation.
e. Offer Career and Technical Coursework and training to students.
f. Provide opportunities for course remediation in all subjects.

Priority 5 - Pupil Engagement
a. Improve attendance as measured by ADA.
b. Address chronic absenteeism and tardiness with consequences and incentives
c. Provide more structure for individualized and independent learning options
d. Develop methods to address the school's Expected Student Learning Results and Non-Cognitive Competencies
e. Track Graduation Rate
f. Track Dropout Rate

Priority 6 - School Climate
a. Establish an Essential Question to guide all aspects of the school program
b. Increase student involvement in decision making
c. Foster a sense of community caring and compassion

Priority 7 - Course Access
a. Return to more direct-instruction classes in English and Social Studies
b. Promote availability of college level courses at Sierra College
c. A broad course of study is provided that includes all of the subject areas described in Section 51220(a) to (i) as applicable
d. Programs and services are developed and provided to unduplicated students
e. Programs and services are developed and provided to individuals with exceptional needs.

Priority 8 - Pupil Outcomes
a. Identify, collect and track data on multiple measures of student success

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

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

Modified Goal

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.

State and/or Local Priorities addressed by this goal:

State Priorities:
Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Identified Need:

Students traditionally follow a prescribed learning plan which they often do not see as valuable or connected to their future plans. Responses to student surveys indicated that they felt no connection between their classes and their interests and that school was not relevant to their plans after high school. By engaging them more in the process of driving and designing their educational program, we aim to deepen their learning and make it more meaningful. 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.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 1 - Basic Services	a. 100% b. 100%	a. 100% b. 100%	a. 100% b. 100%	a. 100% b. 100%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
a. Teachers appropriately assigned. b. Access to standards aligned instructional materials. c. Facilities maintained in good repair.	c. Two major facility repairs done by landlords	c. Continue maintenance	c. Continue maintenance	c. Continue maintenance
Priority 2 - Implementation of State Standards a. Implementation of the state standards. b. Process for English learners to access standards	a&b Curriculum is fully aligned to the standards	a&b Curriculum fully aligned to the standards	a&b Curriculum fully aligned to the standards	a&b Curriculum fully aligned to the standards
Priority 3 - Parental Involvement a. Efforts to seek parent input b. Parent participation in programs for unduplicated pupils. c. Parent participation programs for Special Needs students.	a. - Parent Council grew approximately 20% • no parent survey conducted. b. Parent support of annual giving campaign c. As determined by IEP Team process.	a. - All advisors will make and maintain contact with parents throughout the school year. • PC conduct annual parent survey b. - Work more closely with Parent Council to anticipate parent support needs and solicitations of help.	a. - All advisors will make and maintain contact with parents throughout the school year. • PC conduct annual parent survey b. - Work more closely with Parent Council to anticipate parent support needs and solicitations of help.	a. - All advisors will make and maintain contact with parents throughout the school year. • PC conduct annual parent survey b. - Work more closely with Parent Council to anticipate parent support needs and solicitations of help.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 4 - Pupil Achievement a. Statewide Assessments. b. API c. Percentage of students completing UC a-g courses d. Percentage of EL students achieving English proficiency as measured by the CELDT. e. EL reclassification rate f. Percentage of students passing an AP exam. g. Percentage of students demonstrating college preparedness.	a. Math 0% Met or Exceed. ELA 16% Met or Exceed. CST 85%. b. API Not applicable c. 100% d. No EL students enrolled e. EL Classification rate N/A f. 0% g. 100%	a. Math 60% Met or Exceed. ELA 60% Met or Exceed. CST 85% Met or Exceed b. API Not applicable c. 100% d. TBD e. TBD f. 0% g. 100%	a. Math 65% Met or Exceed. ELA 65% Met or Exceed. CST 87% Met or Exceed b. API Not applicable c. 100% d. TBD e. TBD f. 0% g. 100%	a. Math 70% Met or Exceed. ELA 70% Met or Exceed. CST 90% Met or Exceed b. API Not applicable c. 100% d. TBD e. TBD f. 0% g. 100%
		• Increase size of Parent Council. • PC support of fundraising • Get PC support for Bistro c.- As determined by IEP Team process	• Increase size of Parent Council. • PC support of fundraising • Get PC support for Bistro c. - As determined by IEP Team process	• Increase size of Parent Council. • PC support of fundraising • Get PC support for Bistro c. - As determined by IEP Team process

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 5 - Pupil Engagement a. Attendance rate b. Chronic absenteeism rate c. Middle School dropout rate d. High School dropout rate e. High School graduation rate	a. ADA at P2 was 78.9 based on an enrollment of 82 students. b. 8% c. Not Applicable d. 0% e. 93%	a. Increase ADA/ Enrollment to 80/89 b. 5% c. Not Applicable d. 0% e. 1005	a. Increase ADA/Enrollment to 83/93 b. 3% c. Not Applicable d. 0% e. 100%	a. Increase ADA Enrollment to 85/96 b. 1% c. Not Applicable d. 0% e. 100%
Priority 7 - Course Access a. Broad course of study including subjects listed in EC 51220. b. Programs and services for unduplicated students. c. Programs and services for special needs students.	a. 100% compliant – each student has access to all core subjects. b. As needed and provided for by available funding and other resources. c. As provided by IEP referral and support process.	a. 100% compliant – each student has access to all core subjects. b. As needed and provided for by available funding and other resources. c. As provided by IEP referral and support process.	a. 100% compliant – each student has access to all core subjects. b. As needed and provided for by available funding and other resources. c. As provided by IEP referral and support process.	a. 100% compliant – each student has access to all core subjects. b. As needed and provided for by available funding and other resources. c. As provided by IEP referral and support process.

Planned Actions / Services

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

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 8 - Other Pupil Outcomes Student outcomes in subjects described in EC 51220.	All required subjects offered and pupil outcomes measured.	All required subjects offered and pupil outcomes measured.	All required subjects offered and pupil outcomes measured through course-based formative and summative assessments as well as through student exhibitions and internship success evaluations	All required subjects offered and pupil outcomes measured through course-based formative and summative assessments as well as through student exhibitions and internship success evaluations

Action 1

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

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

All Schools

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

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

[Add Scope of Services selection here]

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

[Add Location(s) selection here]

Actions/Services

	Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
	Unchanged Action	Modified Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
* Increase Professional Development opportunities for teachers who are assuming new roles in their work with students. * Re-purpose available facility spaces to support individualized and project-based learning i.e.. create a maker space. * Align all coursework to the State Content Standards. * Address and measure ESLRs and NCCs * Conduct a scope and sequence process in all core subjects to align learning opportunities with the state standards * Include which standards are targeted in students' individualized learning plans for each subject area • Continue student/advisor course enrollment process * Expand role of advisor in personalized learning program for students * Continue Internship opportunities for all students. * Enroll students in college courses through MOU with Sierra College * Offer Career and Technical Coursework and training to students.	* Send staff to Big Bang and other PD opportunities * Increase funding and outfitting of maker space * Align all coursework to the State Content Standards. * Address and measure ESLRs and NCCs * Each subject area specialist will develop scope and sequence. * include link to standards in each subject area learning plan • Continue student/advisor course enrollment process * Expand role of advisor in personalized learning program for students * Continue Internship opportunities for all students. * Enroll students in college courses through MOU with Sierra College * Offer Career and Technical Coursework and training to students. * Use advisory structure to better engage parents in their child's education * Provide opportunities for more parent involvement in support of the school • Assure access to a broad College Prep, Elective, and Experiential Curriculum.	* Send staff to Big Bang and other PD opportunities * Increase funding and outfitting of maker space * Align all coursework to the State Content Standards. * Address and measure ESLRs and NCCs * Ongoing scope and sequence work * include link to standards in each subject area • Continue student/advisor course enrollment process * Expand role of advisor in personalized learning program for students * Continue Internship opportunities for all students. * Enroll students in college courses through MOU with Sierra College * Offer Career and Technical Coursework and training to students. * Use advisory structure to better engage parents in their child's education * Provide opportunities for more parent involvement in support of the school • Assure access to a broad College Prep, Elective, and Experiential Curriculum.

* Use advisory structure to better engage parents in their child's education
* Provide opportunities for more parent involvement in support of the school
• Assure access to a broad College Prep, Elective, and Experiential Curriculum.
* Develop, deliver and measure project-based and interdisciplinary learning options for students.
• Continue a comprehensive remediation program for all courses. (WASC 2015)
* Improve attendance as measured by ADA.
* Address chronic absenteeism and tardiness with consequences and incentives
• Increase use of technology for instruction, enrichment, and remediation. (WASC 2015)
• Identify and track multiple data sources to measure student progress and success.
*

* Develop, deliver and measure project-based and interdisciplinary learning options for students.
• Continue a comprehensive remediation program for all courses. (WASC 2015)
* Improve attendance as measured by ADA.
* Address chronic absenteeism and tardiness with consequences and incentives
• Increase use of technology for instruction, enrichment, and remediation. (WASC 2015)
• Identify and track multiple data sources to measure student progress and success.
*

* Develop, deliver and measure project-based and interdisciplinary learning options for students.
• Continue a comprehensive remediation program for all courses. (WASC 2015)
* Improve attendance as measured by ADA.
* Address chronic absenteeism and tardiness with consequences and incentives
• Increase use of technology for instruction, enrichment, and remediation. (WASC 2015)
• Identify and track multiple data sources to measure student progress and success.
*

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$256,329	$264,019	$271,939
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries Staffing	1000-1999: Certificated Personnel Salaries Staffing	1000-1999: Certificated Personnel Salaries staffing

Amount	$70479	$82,276	$15,473
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount	$20,505	$20,915	$21,334
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999: Books And Supplies Instructional Materials	4000-4999: Books And Supplies Instructional Materials	4000-4999: Books And Supplies Instructional materials
Amount	$94,280	$90,947	$99,615
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures
Amount	$5,000	$2,000	$2,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Professional development	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures
Amount	$20,675		
Source	Supplemental and Concentration	Supplemental and Concentration	
Budget Reference	2000-2999: Classified Personnel Salaries	1000-1999: Certificated Personnel Salaries	
Source	Other		
Budget Reference	7000-7439: Other Outgo		

Action 2

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

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

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

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

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

Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
* Work more closely with Parent Council to anticipate parent support needs and solicitations of help. * Increase size of Parent Council. * PC support of fundraising for scholarship program * Get PC support for Bistro and continue to offer free lunches for needy students. * Programs and services are developed and provided to unduplicated students .	* Work more closely with Parent Council to anticipate parent support needs and solicitations of help. * Increase size of Parent Council. * PC support of fundraising for scholarship program * Get PC support for Bistro and continue to offer free lunches for needy students. * Programs and services are developed and provided to unduplicated students	* Work more closely with Parent Council to anticipate parent support needs and solicitations of help. * Increase size of Parent Council. * PC support of fundraising for scholarship program * Get PC support for Bistro and continue to offer free lunches for needy students. * Programs and services are developed and provided to unduplicated students

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$19,923	$19,923	$19,923
Source	Supplemental	Supplemental	Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

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

Unchanged Goal

Goal 2

The school will clearly identify and market the "Bitney Brand" as a distinct and unique educational alternative resulting in increased enrollment.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
                    Priority 5: Pupil Engagement (Engagement)
                    Priority 6: School Climate (Engagement)

Local Priorities:

Identified Need:

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 have joined the Big Picture Learning Network of schools and have added mentored internships to our educational program for all students. The addition of the internship program has added depth and relevance to students' learning, creating a unique educational opportunity for county students. Our goal is to aggressively market our brand and to attract and serve more students.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 6 School Climate	a. Suspension rate was 11%	a. Reduce suspension rate to 9%	a. Reduce suspension rate to 7%	a. Reduce suspension rate to 5%
a. Pupil suspension rates	b. Expulsion rate was 0%	b. Maintain 0% expulsion	b. Maintain 0% expulsion	b. Maintain 0% expulsion
b. Pupil expulsion rates	c. - Student survey conducted, but no parent survey.	c. - Conduct annual surveys of all constituent groups.	c. - Conduct annual surveys of all constituent groups.	c. - Conduct annual surveys of all constituent groups. .
c. Other local measures, including surveys of parent survey.				

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
pupils, parents, and teachers on the sense of safety and school connectedness.				

Planned Actions / Services

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

Action 1

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All	All Schools

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

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

Low Income	LEA-wide	All Schools
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

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

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

Actions/Services

2017-18	2018-19	2019-20
Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Unchanged Action	Modified Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services

* Increase number of school inquiries by 10% annually
* Increase number of new enrollments and transfers by 10% annually.
• 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)
• 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.
Continue Internship opportunities for all students.
* Increase Parental Involvement in the School
• Assure access to a broad College Prep, Elective, and Experiential Curriculum.
* Address and measure ESLRs and NCCs
* Access to and enrollment in college classes.
* Develop, deliver and measure project-based and interdisciplinary learning options for students.

- Continue a comprehensive remediation program for all courses. (WASC 2015)
- Increase use of technology for instruction, enrichment, and remediation. (WASC 2015)
- Identify and track multiple data sources to measure student progress and success.
*

- Continue a comprehensive remediation program for all courses. (WASC 2015)
- Increase use of technology for instruction, enrichment, and remediation. (WASC 2015)
- Identify and track multiple data sources to measure student progress and success.
*

- Continue a comprehensive remediation program for all courses. (WASC 2015)
- Increase use of technology for instruction, enrichment, and remediation. (WASC 2015)
- Identify and track multiple data sources to measure student progress and success.
* Add questions to annual parent survey which address perceived opportunities for school decision making

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$128,165	$132,010	$135970
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries Staffing	1000-1999: Certificated Personnel Salaries Staffing	1000-1999: Certificated Personnel Salaries
Amount	$40,135	$40,135	$40,536
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries Admin. Asst., & Business Manager	2000-2999: Classified Personnel Salaries Admin. Asst. & Business Manager	2000-2999: Classified Personnel Salaries
Amount	$70,480	$82,277	$87,956
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits

Amount	$5,000	$1,000	$1,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Professional Development	5800: Professional/Consulting Services And Operating Expenditures Professional Development	5800: Professional/Consulting Services And Operating Expenditures Professional Development
Amount	$88,773	$90,948	$93,165
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures Marketing and Development	5000-5999: Services And Other Operating Expenditures
Amount	$20,505	$20,915	$21,334
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies
Source	LCFF		
Budget Reference	7000-7439: Other Outgo		

Action 2

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

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

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

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
* Provide counseling services through both state categorical funding and grants. * Devote a percentage of fundraising revenue to a scholarship program to assist students who cannot afford the Wilderness Week excursion or other fieldtrips. * Seek sources of funding and support for homeless students.	* Provide counseling services through both state categorical funding and grants. * Devote a percentage of fundraising revenue to a scholarship program to assist students who cannot afford the Wilderness Week excursion or other fieldtrips. * Seek sources of funding and support for homeless students.	* Provide counseling services through both state categorical funding and grants. * Devote a percentage of fundraising revenue to a scholarship program to assist students who cannot afford the Wilderness Week excursion or other fieldtrips. * Seek sources of funding and support for homeless students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$19,923	$19,923	$19,923
Source	Supplemental	Supplemental	Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

New Goal

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

Goal 3

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Identified Need:

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20

Planned Actions / Services

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

Action 1

OR

Actions/Services

Budgeted Expenditures

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

New Goal

Goal 4

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities:

Identified Need:

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20

Planned Actions / Services

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

Action 1

Actions/Services

OR

Budgeted Expenditures

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

New Goal

Goal 5

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities:

Identified Need:

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20

Planned Actions / Services

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

Action 1

Actions/Services

OR

Budgeted Expenditures

Demonstration of Increased or Improved Services for Unduplicated Pupils

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$92,577	10%

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

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

Funds are used to support the following actions/services:
1. Academic intervention programs (i.e. online learning and credit recovery programs, test preparation, study hall, and individual tutoring)
2. Mental health and substance abuse counseling
3. Scholarships for students who cannot afford the cost of co-curricular field trips.
4. Small class sizes (under 20 students each)
5. Advisory periods

The actions and services above are provided on an LEA-wide basis and are principally directed to and effective in meeting the school's goals for unduplicated pupils in the state and any other local priorities.

Demonstration of Increased or Improved Services for Unduplicated Pupils

Estimated Supplemental and Concentration Grant Funds

$82,718	Percentage to Increase or Improve Services
	5.06%

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

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

Funds are used to support the following actions/services:

1. Academic intervention programs (i.e. online learning and credit recovery programs, test preparation, study hall, and individual tutoring)

2. Mental health and substance abuse counseling

3. Scholarships for students who cannot afford the cost of co-curricular field trips.

4. Small class sizes (under 20 students each)

5. Advisory periods

The actions and services above are provided on an LEA-wide basis and are principally directed to and effective in meeting the school's goals for unduplicated pupils in the state and any other local priorities.

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) 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 funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in Education Code (EC) sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, 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 EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under *EC* Section 52064.5.

Budget Summary

The LEA must complete the LCAP Budget Summary table as follows:

- **Total LEA General Fund Budget Expenditures for the LCAP Year**: This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual (*http://www.cde.ca.gov/fg/ac/sa/*)*. (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)

- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with

the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.

- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)

- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

    * For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

Using actual annual measurable outcome data, including data from the LCFF Evaluation Rubrics, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.

- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided

in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. *EC* identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. *EC* requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student 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 specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, enter the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities

List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. (Link to State Priorities)

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the LCFF Evaluation Rubrics, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the LCAP Template Appendix, sections (a) through (d).

Planned Actions/Services

For each action/service, the LEA must complete either the section "For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement" or the section "For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement." The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The "Students to be Served" box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering "All", "Students with Disabilities", or "Specific Student

Group(s)". If "Specific Student Group(s)" is entered, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must identify "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering "Specific Schools" and identifying the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA's overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify the scope of service by indicating "LEA-wide", "Schoolwide", or "Limited to Unduplicated Student Group(s)". The LEA must identify one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter "LEA-wide."

- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter "schoolwide".

- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", enter "Limited to Unduplicated Student Group(s)".

For charter schools and single-school school districts, "LEA-wide" and "Schoolwide" may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use "LEA-wide" to refer to all schools under the charter and use "Schoolwide" to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use "LEA-wide" or "Schoolwide" provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering "Specific Schools" and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the "Action #" box for ease of reference.

New/Modified/Unchanged:

- Enter "New Action" if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.

- Enter "Modified Action" if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.

- Enter "Unchanged Action" if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.

  - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter "Unchanged Action" and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school's budget that is submitted to the school's authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the "Goals, Actions, and Services" section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

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 *EC* sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the "Demonstration of Increased or Improved Services for Unduplicated Students" table and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds
> 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 students as determined pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496(a)(5).

Percentage to Increase or Improve Services
> Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.
For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.

- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities**.** Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:
- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.

- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

State Priorities

Priority 1: Basic Services addresses the degree to which:
  A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
  B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
  C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:
  A. The implementation of state board adopted academic content and performance standards for all students, which are:
      a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
      b. Mathematics – CCSS for Mathematics
      c. English Language Development (ELD)
      d. Career Technical Education
      e. Health Education Content Standards
      f. History-Social Science
      g. Model School Library Standards
      h. Physical Education Model Content Standards
      i. Next Generation Science Standards
      j. Visual and Performing Arts
      k. World Language; and
  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.

Priority 3: Parental Involvement addresses:
  A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
  B. How the school district will promote parental participation in programs for unduplicated pupils; and
  C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:
  A. Statewide assessments;
  B. The Academic Performance Index;
  C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
  D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
  E. The English learner reclassification rate;
  F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
  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.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:
  A. School attendance rates;
  B. Chronic absenteeism rates;
  C. Middle school dropout rates;
  D. High school dropout rates; and
  E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:
   A. Pupil suspension rates;
   B. Pupil expulsion rates; and
   C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:
   A. S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
   B. Programs and services developed and provided to unduplicated pupils; and
   C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:
   A. Working with the county child welfare agency to minimize changes in school placement
   B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
   C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
   D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:
   A. Local priority goals; and
   B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, 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 5 *CCR* 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).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

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 *EC* 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 school sites 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?

Guiding Questions: Stakeholder Engagement

1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* 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 *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?

6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 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?

Guiding Questions: Goals, Actions, and Services

1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
4) What are the LEA's goal(s) to address any locally-identified priorities?
5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site 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 *EC* Section 42238.01 and groups as defined in *EC* 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 school sites?
10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, 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?

Prepared by the California Department of Education, October 2016

LCAP Expenditure Summary

Total Expenditures by Funding Source

Funding Source	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	860,172.00	876,579.00	860,172.00	776,430.95	830,168.00	2,466,770.95
Base	0.00	0.00	0.00	40,135.00	0.00	40,135.00
LCFF	20,675.00	24,891.00	0.00	0.00	0.00	0.00
Other	695,371.00	820,305.00	695,371.00	602,502.95	687,707.00	1,985,580.95
Supplemental	10,000.00	10,100.00	0.00	0.00	0.00	0.00
Supplemental and Concentration	39,846.00	21,283.00	39,846.00	39,846.00	39,846.00	119,538.00
	94,280.00	0.00	124,955.00	93,947.00	102,615.00	321,517.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type

Object Type	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	860,172.00	876,579.00	860,172.00	776,430.95	830,168.00	2,466,770.95
0001-0999: Unrestricted: Locally Defined	0.00	256,276.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	384,494.00	110,399.00	384,494.00	396,029.00	407,909.00	1,188,432.00
2000-2999: Classified Personnel Salaries	60,810.00	99,958.00	60,810.00	40,135.00	40,536.00	141,481.00
3000-3999: Employee Benefits	140,959.00	148,201.00	140,959.00	164,553.00	103,429.00	408,941.00
4000-4999: Books And Supplies	41,010.00	41,280.00	41,010.00	41,830.00	42,668.00	125,508.00
5000-5999: Services And Other Operating Expenditures	222,899.00	215,415.00	222,899.00	110,960.95	119,538.00	453,397.95
5800: Professional/Consulting Services And Operating Expenditures	10,000.00	5,050.00	10,000.00	22,923.00	116,088.00	149,011.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	860,172.00	876,579.00	860,172.00	776,430.95	830,168.00	2,466,770.95
0001-0999: Unrestricted: Locally Defined	LCFF	0.00	256,276.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	LCFF	384,494.00	110,399.00	384,494.00	396,029.00	407,909.00	1,188,432.00
2000-2999: Classified Personnel Salaries	Supplemental and Concentration	0.00	0.00	0.00	40,135.00	0.00	40,135.00
2000-2999: Classified Personnel Salaries	Base	0.00	24,891.00	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	LCFF	40,135.00	0.00	40,135.00	0.00	40,536.00	80,671.00
2000-2999: Classified Personnel Salaries	Supplemental and Concentration	20,675.00	75,067.00	20,675.00	0.00	0.00	20,675.00
2000-2999: Classified Personnel Salaries		0.00	0.00	0.00	0.00	0.00	0.00
3000-3999: Employee Benefits	LCFF	140,959.00	148,201.00	140,959.00	164,553.00	103,429.00	408,941.00
2000-2999: Classified Personnel Salaries	Supplemental and Concentration	0.00	0.00	0.00	0.00	20,675.00	20,675.00
4000-4999: Books And Supplies	LCFF	41,010.00	41,280.00	41,010.00	41,830.00	42,668.00	125,508.00
5000-5999: Services And Other Operating Expenditures	LCFF	88,773.00	189,082.00	88,773.00	90.95	0.00	88,863.95
5000-5999: Services And Other Operating Expenditures	Other	0.00	5,050.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Supplemental	39,846.00	21,283.00	39,846.00	19,923.00	19,923.00	79,692.00
5000-5999: Services And Other Operating Expenditures	Supplemental and Concentration	94,280.00	0.00	94,280.00	90,947.00	99,615.00	284,842.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	0.00	0.00	0.00	0.00	93,165.00	93,165.00
5800: Professional/Consulting Services And Operating Expenditures	Other	10,000.00	5,050.00	0.00	0.00	0.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental	0.00	0.00	0.00	19,923.00	19,923.00	39,846.00

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
5800: Professional/Consulting Services And Operating Expenditures	Supplemental and Concentration	0.00	0.00	10,000.00	3,000.00	3,000.00	16,000.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal

Goal	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Goal 1	487,191.00	480,977.00	487,191.00	480,080.00	430,284.00	1,397,555.00
Goal 2	372,981.00	395,602.00	372,981.00	296,350.95	399,884.00	1,069,215.95
Goal 3			0.00	0.00	0.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.