LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Bitney Preparatory High School

CDS Code: 29102980114314

School Year: 2021-22
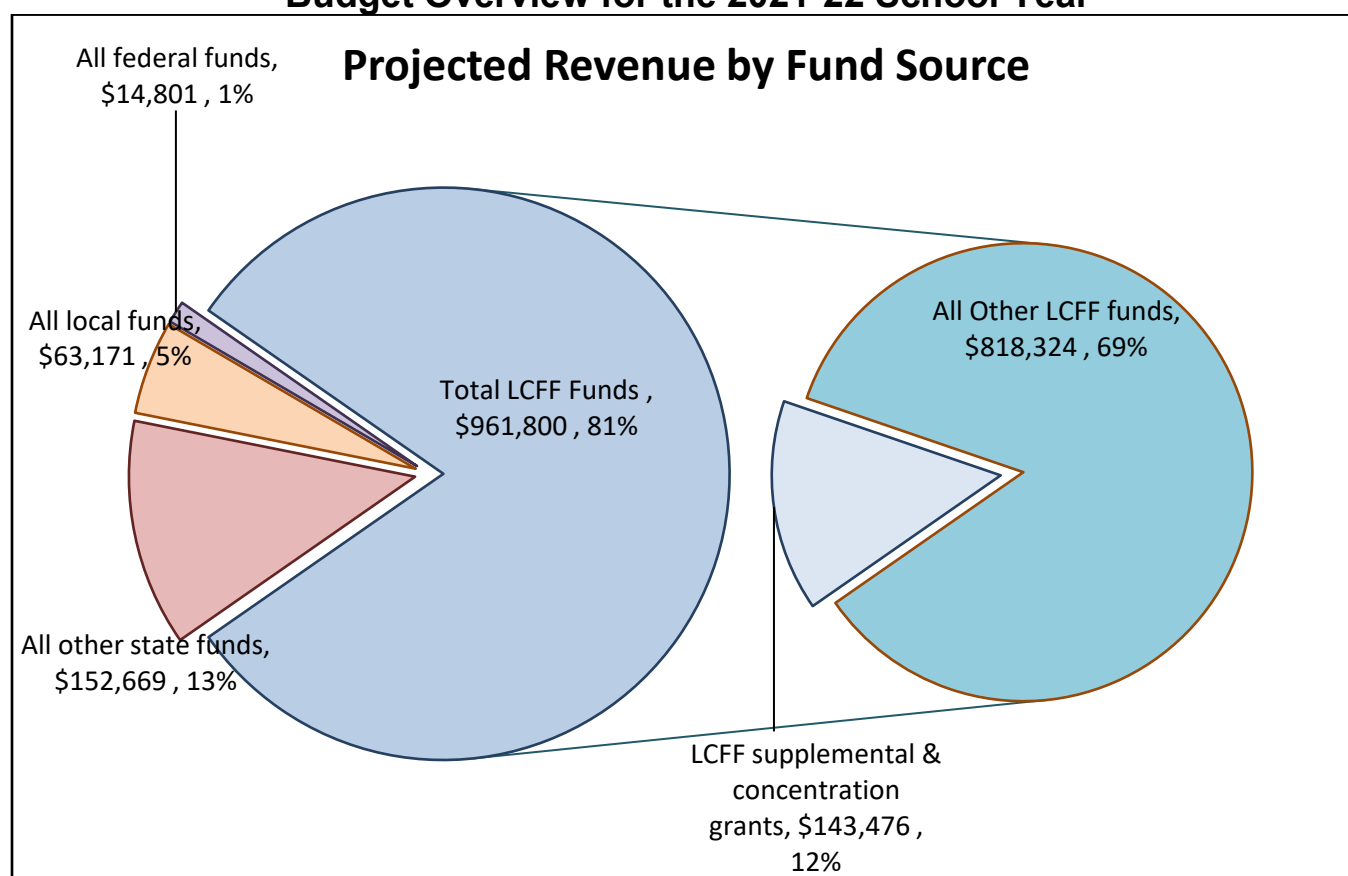
LEA contact information:

Jonathan Molnar

Director

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(530) 477-1235

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

Budget Overview for the 2021-22 School Year

Projected Revenue by Fund Source

- All federal funds, $14,801 , 1%
- All local funds, $63,171 , 5%
- All other state funds, $152,669 , 13%
- Total LCFF Funds , $961,800 , 81%
- All Other LCFF funds, $818,324 , 69%
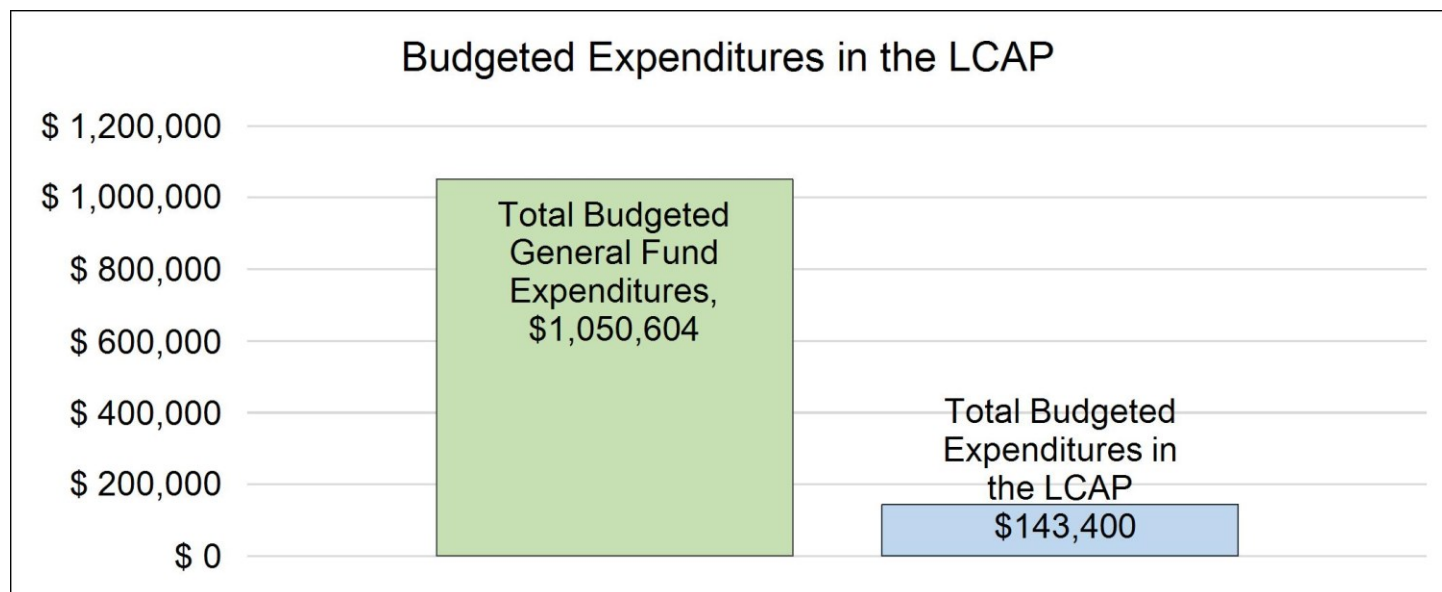- LCFF supplemental & concentration grants, $143,476 , 12%

This chart shows the total general purpose revenue Bitney Preparatory High School expects to receive in the coming year from all sources.

The total revenue projected for Bitney Preparatory High School is $1,192,441, of which $961,800 is Local Control Funding Formula (LCFF), $152,669 is other state funds, $63,171 is local funds, and $14,801 is federal funds. Of the $961,800 in LCFF Funds, $143,476 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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

Budgeted Expenditures in the LCAP

$ 1,200,000	
$ 1,000,000	
$ 800,000	Total Budgeted General Fund Expenditures, $1,050,604
$ 600,000	
$ 400,000	Total Budgeted Expenditures in the LCAP $143,400
$ 200,000	
$ 0	

This chart provides a quick summary of how much Bitney Preparatory High School plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Bitney Preparatory High School plans to spend $1,050,604 for the 2021-22 school year. Of that amount, $143,400 is tied to actions/services in the LCAP and $907,204 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

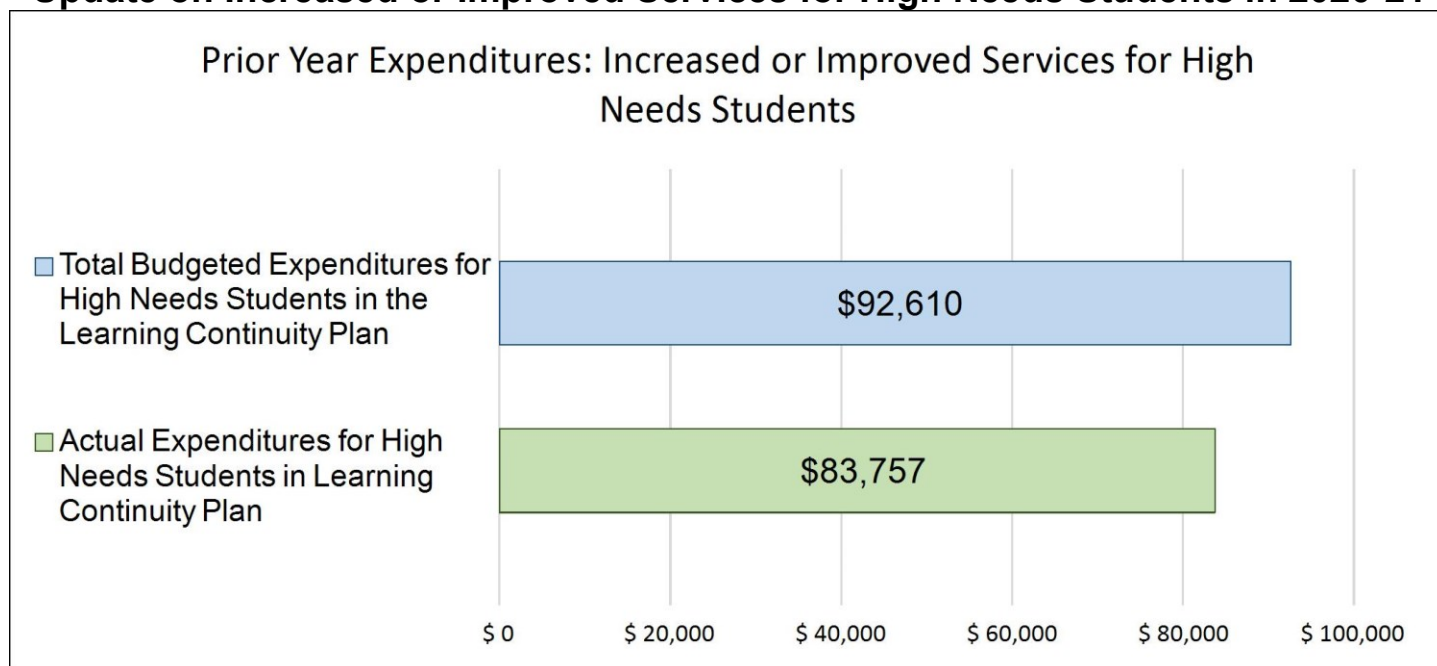This is mainly salaries and benefits for our faculty and staff and also, general upkeep of the facilities.

Increased or Improved Services for High Needs Students in the LCAP for the 2021-22 School Year

In 2021-22, Bitney Preparatory High School is projecting it will receive $143,476 based on the enrollment of foster youth, English learner, and low-income students. Bitney Preparatory High School must describe how it intends to increase or improve services for high needs students in the LCAP. Bitney Preparatory High School plans to spend $121,900 towards meeting this requirement, as described in the LCAP.

$21,576 of the 21/22 supplemental and concentration grant funds, which are not considered to be directly contributing to improving services for high needs students, will be going towards professional development, which will be indirectly benefiting high needs students.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2020-21

Prior Year Expenditures: Increased or Improved Services for High Needs Students

Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan: $92,610

Actual Expenditures for High Needs Students in Learning Continuity Plan: $83,757

This chart compares what Bitney Preparatory High School budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Bitney Preparatory High School estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020-21, Bitney Preparatory High School's Learning Continuity Plan budgeted $92,610 for planned actions to increase or improve services for high needs students. Bitney Preparatory High School actually spent $$83,757 for actions to increase or improve services for high needs students in 2020-21.

$8,853 of the 21/22 supplemental and concentration grant funds, which are not considered to be directly contributing to improving services for high needs students, will be going towards community outreach, which will be indirectly benefiting high needs students.

Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

LEA Name	Contact Name and Title	Email and Phone
Bitney Preparatory High School	Jonathan Molnar Director	jmolnar@bitneyprep.net (530) 477-1235

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

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. **19-20** a. 100% b. 100% c. Continue maintenance	Priority 1 - Basic a. With the newly mandated Cal-SAAS reporting, we realized that there were a few teacher misassignments. We have corrected this issue. b. 100% All students had access to standards aligned instructional materials. c. 90% as of 19/20 FIT report. Status = Good.

Expected	Actual
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. **19-20** 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. Our curricula are fully aligned to the State Standards. This was one of the priority areas identified both in our LCAP and in our WASC self-study. Starting with the 2018-2019 school year all course syllabi were based upon the most current State Standards. b. Bitney Prep did not have any English learners during the 2019/2020 school year.
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. **19-20**	Priority 3 - Parental Involvement a. We hold several Stakeholder meetings each year so that our parents have input on all major school decisions. b&c. We had an amazing Parent Council last year that volunteered in the classrooms to support unduplicated & special needs students, as well as general ed students with passion projects and did fundraising for all classes.

Expected	Actual
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. • 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% • no parent survey conducted. b. Parent support of annual giving campaign c. As determined by IEP Team process. **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. **19-20**	Priority 4 - Pupil Achievement a. A concerted effort was made to prepare students to take the CAASPP assessments during the 2018-2019 school year. From the previous year, English Language Arts Scores improved from 25% of students meeting State Standard to 57% of students meeting State Standard. Improvement was made in Mathematics as well. Students meeting State standards improved from 4% to 19%. This was still well below the targeted level of achievement. Mathematics will continue to be an area of focus for Bitney. Many of our students start with significant learning deficits in mathematics. b. API is no longer applicable. c. bitney does not have English Language Learners taking the CELDT. d. N/A e. N/A f. N/A

Expected	Actual
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%	g. In 2019, 10% of students at Bitney Prep met the state measures for college preparedness. This was a 20% drop from the previous year. There are a couple of factors that need to be taken into consideration when assessing this low level of performance. First, as Bitney made the full transition to Big Picture Learning and moved away from the Bitney College Prep approach, significantly fewer of our students were completing the UC-AG series of classes. Second, while all of Bitney's students were actively participating in full-day internships, none of these students were receiving Career Technical Education credits.
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%	
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	Priority 5 - Pupil Engagement a. Pre-Covid ADA was at 79.20. b. Bitney" chronic absenteeism rate for 2019-2020 was 26%. c. N/A d. Bitney's drop out rate for 2019-2020 was 4.8%%. e. Bitney's graduation rate for 2019-2020 was 95%.

Expected	Actual
19-20 a. Increase ADA Enrollment to 85/96 b. 1% 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%	
Metric/Indicator 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. **19-20**	Priority 7 - Course Access A.100%. B&C. 100% of unduplicated and special needs students had access to a broad course of study. We worked to increase and improve our programs & services for unduplicated and special needs students in many areas, including but not limited to: Tutoring, Supported Studies & Credit Recovery classes, Learning Through Interest (LTI) projects & Internships, the Tech Learning Center during the Covid-19 shutdown, hotspots for students without home internet services, ILPs & SSTs, on-campus food pantry, counseling services, and home visits.

Expected	Actual
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. **Baseline** 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.	
Metric/Indicator Priority 8 - Other Pupil Outcomes Student outcomes in subjects described in EC 51220.	Priority 8 - Other Pupil Outcomes All required subjects offered and extra courses offered through Edgenuity, Sierra College, LTI projects & Internships. Pupil

Expected	Actual
19-20 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 **Baseline** All required subjects offered and pupil outcomes measured.	outcomes were measured through course-based formative and summative assessments as well as through student exhibitions and through evaluations from mentors, Advisors and peers in Advisory.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures

* 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.
	Core Teacher Salaries 1000-1999: Certificated Personnel Salaries LCFF Base $259,921
	
	3000-3999: Employee Benefits LCFF Base $86,183
	
	Instructional Materials 4000-4999: Books And Supplies Lottery $18,228
	
	Electives and Technology Staff 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration $28,435
	
	3000-3999: Employee Benefits Supplemental and Concentration $5,194
	
	Electives, Professional Development, Field Trips 5000-5999: Services And Other
		Core Teacher Salaries 1000-1999: Certificated Personnel Salaries LCFF Base $259,929
		
		3000-3999: Employee Benefits LCFF Base $81,506
		
		Instructional Materials 4000-4999: Books And Supplies Lottery $11,514
		
		Electives and Technology Staff 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration $$26,079
		
		3000-3999: Employee Benefits LCFF Supplemental and Concentration $$2,266
		
		Electives, Professional Development, Field Trips 5000-5999: Services And Other

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
* 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. *	Operating Expenditures LCFF Supplemental and Concentration $17,500 Makers Space, Chromebooks 4000-4999: Books And Supplies LCFF Supplemental and Concentration $27,680	Operating Expenditures LCFF Supplemental and Concentration $3,697 Makers Space, Chromebooks 4000-4999: Books And Supplies LCFF Supplemental and Concentration $$15,889
* 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 * Programs and services are developed and provided to unduplicated students	Student Meals 5800: Professional/Consulting Services And Operating Expenditures LCFF Base $5,000	Student Meals 5800: Professional/Consulting Services And Operating Expenditures LCFF Base $1,576

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All actions were implemented.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

During the course of this LCAP, Bitney was successful in implementing significant improvements in our technology infrastructure, such as chromebooks for all unduplicated studetns and fiber optic cable being laid on campus for better connectivity. These improvements were critical when we moved to Distance Learning in March of 2020. Prior to the start of the disruptions caused by the pandemic, actions appropriately addressed the concerns in the areas of State Content Standards and in improvements to our Advisory program. We successfully re-established our full accreditation with WASC at the end of 2020. The pandemic has delayed our attempts to find the appropriately credentialed staff member to get the Makers' Lab back up and running and has also delayed the CTE program, both of which are goals in the 21/22 LCAP. The pandemic also prevented further field trips for the students and some professional development opportunities for the staff, which explains the difference in actual funds used for those purposes, compared to originally projected amounts.

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. **19-20** a. Reduce suspension rate to 5% b. Maintain 0% expulsion c. - Conduct annual surveys of all constituent groups. . **Baseline** a. Suspension rate was 11% b. Expulsion rate was 0% c. - Student survey conducted, but no parent survey.	Priority 6 School Climate A. 15%. B. We maintained a 0% expulsion rate. C. All students and parents are asked to participate in the California Health Kids Survey. Participation rates for parents remains low. Bitney showed consistent improvement on the School Climate Index from the CHKS. Between 2016 and 2019, the School Climate Index increased by 109 points. During this time Bitney went from the 32nd percentile to the 94th percentile. In the index of similar schools improved to the 98th percentile.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
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. * Add questions to annual parent survey which address perceived opportunities for school decision making	Administrative Staff 1000-1999: Certificated Personnel Salaries LCFF Base $70,959 Support Staff 2000-2999: Classified Personnel Salaries LCFF Base $67,345 3000-3999: Employee Benefits LCFF Base $46,629 Field Trips, Advertising 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration $7,000	Administrative Staff 1000-1999: Certificated Personnel Salaries LCFF Base $70,610 Support Staff 2000-2999: Classified Personnel Salaries LCFF Base $40,426 3000-3999: Employee Benefits LCFF Base $40,426 Field Trips, Advertising 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration $2,800
* Provide counseling services through both state categorical funding and grants.	Counseling Services 5000-5999: Services And Other Operating	Counseling Services 5000-5999: Services And Other Operating

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
* 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.	Expenditures LCFF Supplemental and Concentration $1,700	Expenditures LCFF Supplemental and Concentration $3,590

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All actions were implemented. Due to the Covid-19 pandemic, some of our plans for Increased & Improved Services did not come to full fruition. In spite of this fact, we used those remaining funds to assist our students & families as needed with school supplies, food and by providing supplies and materials needed for distance learning. We took this opportunity for increased Professional Development for faculty & staff.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

A significant part of this goal was to increase enrollment. Due to mid-year changes in the administration in 2018/2019. These changes had a definite impact upon student satisfaction wit the school program; consequently, there was a significant drop in enrollment for the start of the 2019/2020 school year. This trend in reduced student enrollment continued during the 2019/2020 school year. The change in Nevada County to full-time distance learning in March of 2020 had a significant impact upon our recruitment outreach with the local middle schools and a subsequent drop in enrollment for our 2020-2021 freshman class.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
In order to create a safe, socially-distanced, in-person learning environment, that ensures our students' social–emotional well-being & competency development that will increase student learning, and to increase & improve our program offerings for unduplicated pupils that will mitigate prior & decrease further significant learning loss, we have provided the following in our Technology Learning Center: • Building three sided partitions for each student & teacher's work stations (SB117 funds) = $1,064.68 • HEPA filter for additional sanitation & air filtering in the Tech Learning Center (SB117 funds) = 292.90 • Headsets for TLC students and teachers for synchronous learning (CARES Act funds) = $644.40 • School-wide Zoom account, an extra server for SEL on-line clubs & activities, mobile Hotspots, extra textbooks & supplemental on-line a-g curricula for credit recovery with staff & faculty training (CARES Act funds) = $8,180.76	10,182.74	$12,071	Yes
Reassigning two classified staff members to supervise students in the TLC full-time. Since we do not yet know how long this will be necessary, it is not possible to say what this will cost, but we have calculated that there may be an additional $5,000-$6,000 needed to pay staff if this synchronous distance learning program continues for the entire school year. If this current program continues for the remainder of the 20/21 school year, we would also like to offer more mental health services for	$11,000.00	$11,250	Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
students, professional development training for faculty & staff & tutoring services for students at an estimated amount of $5,000-$6,000.			

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

All actions were implemented. The Tech Learning Center (TLC) did prove to be a successful solution for all students, but especially Unduplicated Pupils who had technical issues &/or food insecurity at home and needed to work on campus to access their learning.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

The development and implementation of the Technology Learning Center (TLC) provided an opportunity for approximately 10% of Bitney's students to come on campus. For the majority of these students, the TLC helped them to both access the technology that they needed in order to participate in their classes and to stay connected to their school and access social-emotional support. The TLC also helped the Bitney staff to develop and practice the safety procedures and expectations that were necessary in order to open our campus for in-person learning during the fourth quarter of the school year.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
These are the same purchases that were listed previously, using CARES Act funds: Mobile hotspots, supplemental on-line a-g curricula for credit recovery, texts for Sierra College classes, an extra server rental for SEL clubs, headsets for students in the TLC & a school-wide Zoom account.	$8,825.16	$6,422	Yes
These are the same purchases that were listed previously, using SB117 funding to provide social-distancing health & safety measures in the Technology Learning Center: HEPA filter & partitions for students & teachers.	$1,357.74	$1,320	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

All actions were implemented. We had allocated more money for Sierra College texts and other materials that students may have needed, but those funds were not used, which saved a bit of money.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

Bitney teachers worked hard to transition to synchronous distance learning. Staff members provided training and support for their colleagues in adapting to this change. Our transition to a hybrid block schedule and our decision to maintain a full day of instructional minutes allowed teachers to retain a great level of their class content. However, teachers did struggle to fit much of their curriculum into this radically different instructional format. Due to time constraints, content area teachers had to make decisions regarding essential standards upon which to focus. Also, teachers had to adapt requirements and expectations for work productivity on the part of students.

At the beginning of the year, some of our students faced significant challenges connecting to their synchronous on-line classes. Our technology support providers had to work to address some issues related to the schools firewall and content filtering. Many students had to have their chromebooks manually reset by school personal. Also, a number of students had to bring in chromebooks to

exchange them. While we were able to fix balky chrome books and had an adequate of exchange machines available, the problems and delays that students faced created additional barriers to student engagement.

Student attendance and participation classes was clearly impacted by the transition to synchronous distance learning. We did have increases in both daily and period absence. It was quite common for students to log into classes, but not actively participate in learning. It was also quite common for students to log into some of their classes on a given day, but not into others. Lastly, we had a small, but significant number of students who basically "unschooled". They did not come to campus, participate in synchronous distance learning, or complete individual work packets for extended periods of time. We dramatically increased attendance calls, email and postal mail communications, home visits, Student Success Teams meetings, special education assessments, and referrals to to juvenile probation. These efforts had an impact upon engagement for some non-attending students, but not all.

Bitney staff participated in internal training in the use of Google Classroom, Google Meets and Zoom. A number of teachers participated in the user training provided by Google. In the spring over 50% of Bitney's staff began participating in a six part online training for Social and Emotional Learning.

There was not a significant change in staff roles and responsibilities related to distance learning, other that the reality that all teachers and staff had to transition to a much different and challenging environment for teaching and learning. Advisory teachers transitioned from supervising weekly internships to supervising Learning through Interest Projects.

Distance learning had a very significant impact upon delivery of services to students with IEPs. Our change to a Hybrid-block schedule eliminated the opportunity to our Resource Specialist teacher to schedule students into four days per week Supported Studies classes. Along with a significant reduction in the times available to schedule meetings with IEP students, the RSP program was impacted by the challenges or reluctance of some students to regularly log into sessions that had been scheduled by the RSP teacher. The same issues with attendance that impacted the engagement of our whole student population also affected means Special Education students. Unfortunately, this trend also reduced the number of times that Bitney's students with ERMS counseling attended their scheduled counseling sessions.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
As stated previously, the actions that we have taken to address Pupil Learning Loss are as follows: Creating a Technology Learning Center with partitions, so that students who need that extra support can be on campus; Headsets for students in the TLC; A school-wide Zoom account so that students can have more contact and connection with teachers & peers through synchronous distance learning; Mobile hotspots for students with connectivity issues at home to be able to access synchronous distance learning; Edgenuity's on-line a-g curricula to meet the needs of students needing credit recovery in courses that we are not currently offering.	$9,710.22	$0	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

All actions were implemented. The actions for this goal were accomplished in the goals of 'In-Person Instructional Offerings' & 'Distance Learning Program' sections. No further funds were required.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

The Tech Learning Center (TLC) was a significant success. Although only 6-8 students consistently attended all year, many of these unduplicated students would absolutely not have succeeded without this safe space to learn. Over the course of the year, over 18 students participated in the TLC. However, as we finished the first half of the year, it was clear that we continued to have significant numbers of students who were not successfully engaging in school while working at home, but were not open to transitioning to the TLC. Throughout the year, the school-wide Zoom account and mobile hotspots for our unduplicated students was invaluable.

Several students did receive 'Incompletes,' and failing grades during the Fall Semester. We also continued to have a small group of students who continued to be disengaged throughout the year despite all of the outreach and support that we continued to provide. Many of the students worked to complete credits that they fell short on during the Fall Semester. During the second semester we also

offered a Social Studies Credit Recovery class. With a lot of individualized support, most of the students in this class, including a number of seniors, were able to successfully recover these credits.

As we moved into the Spring Semester and it was clear that we were not yet ready to offer increased in-person learning opportunities, we developed and implemented our Intervention Program. We modified our bell schedule to shorten the time that students were in their regular classes. With the extra time, we created targeted intervention time after lunch. Teachers would work with individuals and small groups to help them complete missing assignments and get caught up with their studies. While the time lost from instructional periods had an impact upon our instructional programs, the targeted intervention definitely helped with learning loss and increased the number of students who passed classes and earned credits.

For the last nine weeks of the school year, we reopened for hybrid in-person learning. Many of our students chose not to return to in-person learning; however, we increased the number of students coming on campus to about one-third of our overall population. Once again, this change had a significant impact upon teaching because teachers had to teach simultaneously in-person and online. However, the opportunity to return to campus helped a number of students re-engage with their learning and finish the year with improved success.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

It was challenging to keep tabs on our student body in the same way that we have done when students are on campus. Many students experienced moderate to severe mental health crises and several students lost friends who overdosed or committed suicide. Bitney's Advisory teachers made significant and persistent efforts to keep in touch with and support their Advisory students. Teachers reported a significant increase in the frequency with which students reached out to them for support with social and emotional challenges.

During the year, we referred a number of our students to our ERMS counselor for crisis counseling. On a few occasions, we also worked with parents to help them seek crisis support through County Mental Health and the emergency system of support. We regularly provided both students and parents with information on how to get mental health support and crisis intervention.

In the spring, most of our staff took the SEL training this Spring through NCSOS and we will continue that PD with the rest of the staff. For 21/22, we will be formally incorporating SEL teaching and learning into our Advisory classes in order to facilitate our students in processing what they have experienced and to heal from traumas.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

Because of our small size, Bitney specializes in building relationships with individual students and families. This outreach increased significantly as teachers and office staff regularly communicated with students and parents to help them stay engaged both with learning and to monitor students' social and mental health needs. For many students this increase in communication was successful in helping them stay engaged.

Throughout the year, we continued to have a number of students who were essentially "non-schooling." These students did not regularly attend in-person or distance learning classes. They did not engage in learning, turn in work, or earn credits. Print and email communication, regular phone calls, home visits, emergency IEP meetings, and referrals to juvenile probation were all unsuccessful in changing the pattern of absenteeism and non-engagement for these students. For the staff at Bitney, this small group of students and the ongoing challenges in helping them and their parents to engage with our school was one of the greatest problems that we faced this past year.

Another challenge with family engagement this year was finding a way to establish and work with our Parent Council. In the past, the Parent Council has helped to support our students and community by sponsoring fundraising and student activities events. Because

of the challenges posed by the pandemic, we did not continue to work to build a functioning Parent Council during the 2020-2021 school year.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

We were successful in starting a food pantry at Bitney Prep that is sponsored by Interfaith Food Ministries (IFM). There were many families who were helped by this assistance and would often come in for food or we would deliver food to their homes if they unable to come to campus. We are compliant with state mandates and offer breakfast and lunch options for students on campus, while continuing our efforts to have a proper food program on campus.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Pupil Engagement and Outreach	Faculty & Staff will continue to reach out through emails & phone calls home to engage with students & parents/guardians. In addition, we will offer opportunities each month for families to offer feedback through Zoom meetings (Board Meetings, Stakeholder meetings) and through email & phone messages from the Administration about the status of the school. Communication will our families is key and we will keep them abreast of the often changing dynamics of the mandatory school closures. The only cost that may be incurred in relation to this is through increasing our school all-call services to include texting services to better connect us with families. (~$1,500.00) Also if needed, we will offer tutoring services to IEP and Regular Ed. students who are experiencing learning loss. (~$2,000.00) If necessary, we will provide transportation costs & supplies costs for our low income students, foster youth, homeless & IEP students, to ensure their accessibility to learning. (~$500)	$4,000.00	$2377.00	Yes
Mental Health and Social and Emotional Well-Being	We want to offer crisis counseling for any & all students who need immediate attention. This will potentially cost us more than we had budgeted and we would want the ability to use funds to pay for extra counseling services. (~$1,500.00) To facilitate social and emotional well-being for all of our students, we have implemented afternoon clubs to increase student interaction with peers.	$2,000.00	$0	Yes

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
	This may require us to provide arts & craft supplies our low income, foster & homeless youth. (~$500.00)			
School Nutrition	We are working towards the goal of becoming part of the National School Lunch Program through CNIPS. This requires an Environmental Health Permit from our County office (which includes installing self-closing doors, no touch paper towel and soap dispensers, a special & expensive refrigerator, etc.) and the ability to purchase hot lunches, for which we will then be reimbursed.	$3,000.00	$200.00	Yes
In-Person Instructional Offerings	When the time comes that it is safe to bring back cohorts of students, we my need to build more desk shields.	$5,000.00	$0	Yes

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

We did spend more than usual on communications with families, but not as much as had been allocated. While we have not yet achieved the broader goal of manifesting a school lunch program, we were able to feed the students on campus each day. We offered breakfast, lunch and healthy snacks, that in combination with the new food pantry (sponsored by Interfaith Food Ministries) allowed us to save money while having enough food staples on hand to send groceries home with students each week. We offered counseling services to all, but no students took us up on that offer. By the time we brought students back on campus in cohorts at the beginning of Quarter 4, so few students were on campus any given day that we did not need to build extra desk shields.

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

Like schools everywhere, we learned that while synchronous distance learning, and hybrid in-person programs did successfully help many students to weather the disruption caused by the COVID-19 Pandemic, these programs also left a significant number of students behind. As we looked toward the goals and plans that would be incorporated into our LCAP we continued to look at ways that we could help students individually with their learning needs.

We learned that focusing upon individual learning needs was one of the most successful strategies that we were able to use this year. We plan on continuing to offer targeted intervention as a regular part of our instructional day.

Our experiences during the pandemic highlighted the struggles that many of our students have in mastering the high school mathematics curriculum. Math was one of the most difficult courses for students to learn through distance. We have incorporated a number of strategies for supporting mathematics learning into the first goal in our new LCAP.

During the past year and a third the staff at Bitney put a lot of effort into supporting the social and emotional needs of our students. Most of our certificated staff participated in the six part SEL training sponsored through NCSoS. As a result of these experiences, we have developed the goal of formally incorporating SEL lessons into our Advisory classes. Incorporating SEL into our Advisory curriculum is an important component in our third new LCAP goal.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

There are a number of specific strategies for assessing and addressing learning loss that are built into our new LCAP. All students taking mathematics and ELA classes will be assessed at the beginning of the year using Star Renaissance assessments. These assessments will allow teachers to provide targeted support for students in these content areas. Also, targeted intervention time has been built into the school days on Mondays, Tuesdays, Thursdays, and Fridays. This Intervention Period is specifically intended to support students recover from learning loss. Additionally, the change back to a seven period day allows Bitney to return Supported Studies classes to our schedule during five periods of the day. Supported Studies allows our Resources Specialist Teacher to provide targeted help to at-risk and special needs students.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

We had wished that there had been students who took us up on the offer of counseling services. This year, most of our staff was trained in Social Emotional Learning and we will be implenting SEL into all classes for the 21/22 school year. When students are back on campus in the fall, we will continue with the action plan of increased & improved services in the areas of counseling and targeted intervention.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

The challenges that our students faced during the past year and a half and our experiences working to help our students continue to stay connected to their education have definitely informed our planning for the coming year. Significant parts of our new LCAP resulted directly from our planning and experiences during the COVID-19 Pandemic.

Our first goal focuses much attention upon helping our students improve their learning and performance in mathematics. This goal also puts into place strategies and supports to help our students recover learning loss and improve their achievement in all academic areas.

Working with our students to help them address social, emotional, and mental stresses was some of the most important work that we undertook during this difficult time. These experiences and the ongoing needs of our students are central to the goal that we are developing to more fully incorporate SEL teaching and learning into our program for all of our students.

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year
Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:

  - Continuity of Instruction,

  - Access to Devices and Connectivity,

- o Pupil Participation and Progress,

- o Distance Learning Professional Development,

- o Staff Roles and Responsibilities, and

- o Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
    - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.

- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).

- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

Annual Update for the 2019–20 Local Control and Accountability Plan Year Expenditure Summary

Total Expenditures by Funding Source		
Funding Source	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
All Funding Sources	641,774.00	516,074.00
LCFF Base	536,037.00	494,473.00
LCFF Supplemental and Concentration	82,315.00	10,087.00
Lottery	18,228.00	11,514.00
Supplemental and Concentration	5,194.00	0.00

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

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	641,774.00	516,074.00
1000-1999: Certificated Personnel Salaries	330,880.00	330,539.00
2000-2999: Classified Personnel Salaries	95,780.00	40,426.00
3000-3999: Employee Benefits	138,006.00	121,932.00
4000-4999: Books And Supplies	45,908.00	11,514.00
5000-5999: Services And Other Operating Expenditures	19,200.00	7,287.00
5800: Professional/Consulting Services And Operating Expenditures	12,000.00	4,376.00

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

Total Expenditures by Object Type and Funding Source			
Object Type	**Funding Source**	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
All Expenditure Types	All Funding Sources	641,774.00	516,074.00
1000-1999: Certificated Personnel Salaries	LCFF Base	330,880.00	330,539.00
2000-2999: Classified Personnel Salaries	LCFF Base	67,345.00	40,426.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental and Concentration	28,435.00	0.00
3000-3999: Employee Benefits	LCFF Base	132,812.00	121,932.00
3000-3999: Employee Benefits	Supplemental and Concentration	5,194.00	0.00
4000-4999: Books And Supplies	LCFF Supplemental and Concentration	27,680.00	0.00
4000-4999: Books And Supplies	Lottery	18,228.00	11,514.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental and Concentration	19,200.00	7,287.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Base	5,000.00	1,576.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental and Concentration	7,000.00	2,800.00

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

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	448,141.00	358,222.00
Goal 2	193,633.00	157,852.00

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

Annual Update for the 2020–21 Learning Continuity and Attendance Plan Expenditure Summary

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	$21,182.74	$23,321.00
Distance Learning Program	$10,182.90	$7,742.00
Pupil Learning Loss	$9,710.22	
Additional Actions and Plan Requirements	$14,000.00	$2,577.00
All Expenditures in Learning Continuity and Attendance Plan	$55,075.86	$33,640.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings		
Distance Learning Program		
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan		

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	$21,182.74	$23,321.00
Distance Learning Program	$10,182.90	$7,742.00
Pupil Learning Loss	$9,710.22	
Additional Actions and Plan Requirements	$14,000.00	$2,577.00
All Expenditures in Learning Continuity and Attendance Plan	$55,075.86	$33,640.00

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Local Control Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Bitney Preparatory High School	Jonathan Molnar Director	jmolnar@bitneyprep.net (530) 477-1235

Plan Summary [2021-22]

General Information

A description of the LEA, its schools, and its students.

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 ethnic distribution. Student demographics for the 2020-2021 school year are as follows: Caucasian or white 76.8%, Hispanic or Latino 8.5%, American Indian 1.2%, Asian 1.2%, and Two or More races 8.5%. In addition, 64% of our population qualifies as socioeconomically disadvantaged. For the 2020-2021 school year, 16.1% of Bitney students had an IEP. This number is expected to increase to 20% for the 2021-2022 school year. Bitney Prep High School is one of seven charter schools authorized by the Nevada County Superintendent of Schools Office.

In the 2016-2017, Bitney Prep High School significantly changed the focus of our instructional offerings by switching from a college prep program to a Big Picture Learning (BPL) program. Within the BPL framework our goals focus upon: working with one student at a time,

providing students in all grades with opportunities for real world learning through our mentored internship program, providing students ongoing support with our Advisory Program, and learning experiences that include authentic assessment. 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, students have relevant real-world learning experiences through off-site internship opportunities, one instructional day each week. We endeavor to ensure all graduates are equipped with an understanding of the historical, cultural and environmental issues that shape their world, as well as a mutually created vision of how each of them fits purposefully into that world. Above all else at Bitney, we encourage our students to follow their passions, to foster their love of learning & curiosity, to use their critical thinking skills, and to learn & grow in their powers of self-examination to graduate with an increased sense of self-direction.

Changing School Focus:
In our time as a Big Picture Charter School, Bitney Prep has seen some significant changes in the student population that we serve.   More and more, Bitney has become an at-risk serving school. Bitney Prep has a high degree of student transience, During the 2020-2021 school year, almost 50% of the students not in 9th grade were transfers to Bitney. At the high school level, students frequently transfer schools because they are struggling to find success and progress towards graduation. Our goal is to help students find their niche in our program and to help them succeed in their transitions into adulthood.
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Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

Student Achievement in English Language Arts (ELA):
Bitney's CAASPP results in ELA for the 2019 testing cycle showed that 57% of our students met or exceeded state standards in this area. This was an improvement from the 2018 percentage of 24%. Due to the small numbers of students that Bitney annually has taking the CAASPP, we recognize that we will regularly see significant swings in school wide scores from year to year. However, we see the level of achievement in this component of the CAASPP as a real success for our school. We also recognize that the improvement we had in the 2019 testing cycle was definitely impacted by the fact that we made a concerted effort to prepare our students for the CAASPP. Consequently, student success as measured by the CAASPP continues to be one of the areas of focus in this LCAP.

Suspension & Expulsion Rates and School Climate:
The one area that Bitney does get a dashboard color is the measure of suspensions and expulsions. On the 2019 dashboard, Bitney was in the green with a suspension rate of 4.2%. Suspensions and expulsions are only one component of school climate. Bitney Prep administered the California Healthy Kids Survey in 2018, 2019 and 2020. Over the course of these studies, the School Climate index (SCI) increased by 54 points. The SCI State Percentage has increased by 42%, moving from the 32nd percentile to the 74th percentile. Lastly, Bitney's SCI Similar School Percentile indicated an increase of 39%, moving from the 43rd percentile to the 82nd percentile. Overall, we feel that during the last four years there has been a marked improvement in the school climate as measured by the CHKS.

Renewed WASC Accreditation:
Bitney's 2017-2018 WASC accreditation visit resulted in the LEA receiving a probationary status. These concerns included our ability, or lack thereof, to clearly demonstrate that Bitney Prep was presenting an instructional program anchored in the California Common Core Standards as well as the Next Generation Science Standards. There were also concerns related to our implementation of the Big Picture Learning program, especially in the areas of Advisory and Individual Learning Plans. Over the next two years, the staff & faculty worked hard to address the concerns identified by the WASC Visiting Committee. The initial Probationary Visit for the 2019-2020 school year was postponed due to the COVID-19 pandemic. A virtual visit took place in November of 2020 and the result of this visit was Bitney earning a four year accreditation. We feel that earning this re-accreditation during the pandemic was a definite success for our school and community.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Student Achievement in Mathematics:
Low individual student and school-wide scores in the Mathematics portion of the CAASPP have been an ongoing problem. The most recent scores from the 2019 test showed that 19% of the Juniors tested met or exceeded the standard. This was an improvement from the previous year and is still significantly below local and state averages. The number of students in the testing group for the CAASPP assessment is too small for Bitney Prep to receive a dashboard color in Mathematics or English Language Arts; however, the data still indicate this as a significant area of need.

To address this issue of low performance, in Goal 1, the LEA will implement validated testing at the beginning, middle & end of the school year to get a baseline metric and to identify individual learning gaps for each student. This Math & English testing through Star Renaissance will allow us to provide targeted interventions using supplemental curricula to mitigate learning loss. We will have a Math lab for extra tutoring supports and will practice for the CAASPP with our Juniors before they take the test. At the beginning of the 2021-2022 school year we will implement an intervention program that will build in targeted intervention help for students four days per week during the instructional day. This time will allow teaching and intervention tutoring staff to focus upon students who need extra help to succeed in mathematics and work toward proficiency.

College and Career Readiness
Our 2019-2020 school dashboard indicated that only 10% of Bitney Prep Seniors met the state measurements for College and Career Readiness. This data showed a 20% drop from the previous year. This is not an accurate reflection of the true level of our students' preparation for education and work beyond high school. In the Big Picture model, fewer of our students met the measure of having finished the UC-AG coursework. All of our students are completing multiple years of internship experience, which is a clear indicator of career readiness. However they are not currently receiving CTE credit, which is what we would like to remedy.

We will take the steps necessary to become certified with the CDE as having a CTE program. Our teachers will obtain the professional development and credentialing necessary for the CTE Career Pathways program. Then our students will be able to receive credit for specific areas of study and training that they receive through our internship program.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

In this LCAP, we are addressing these above issues by increasing and improving our services. We will continue our work to mitigate the learning losses and disruptions that our students have experienced this year. We are looking forward to returning to full-time in-person learning in the 2021-2022 school year and the opportunity to return our focus to some of the goals that we have to support our students' learning, as well as facilitating their college and career preparations.

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

GOAL #1 - Mathematics and Language Arts
To inrease and improve and support services for increased student comprehension and growth to meet or exceed California State Standards in the key areas of Mathematics and Language Arts. This is a broad-based, ongoing goal that impacts all students including students with IEPs, 504 Plans and unduplicated categories (Low income students, Foster youth and English Language Learners).

Goal #2 - Career Technical Education
To put the correct systems in place so that all Bitney students will earn Career Technical Education credits through their internships.

Goal #3 - School Climate
Continuing to create a safe and inviting space to foster student learning. We will expand and better our spectrum of class offerings and facilitate student needs for Social Emotional Learning (SEL) and mental health support services.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

N/A

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

N/A

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

N/A

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

The Director collaborated with staff & faculty at our PD Day on March 15, 2021 and at two consecutive staff meetings, April 21st and April 28th, to identify areas of growth. Based upon this information, we prioritized the most critical needs to develop the goals for this LCAP. An email with a draft of these goals was sent out to all BPHS students and parents for their review on April 29, 2021. Parents were asked to provide feedback on these goals in writing. On May 11th, our community was invited to attend a stakeholder meeting that included all of our Charter Council members. The school Director presented the proposed LCAP goals and then there was a period for questions and comments. We met with our authorizers at the Nevada County Charter Services Authority on May 18th to go over our proposed LCAP. There will be a Public Hearing to present the LCAP on June 7th and then the LCAP will be taken to our Board for adoption on June 8, 2021.

A summary of the feedback provided by specific stakeholder groups.

No feedback was received in writing.

Stakeholder feedback of the proposed goals was supportive. In particular, community members and staff were very interested in the adoption of a validated testing platform. There was concern that the validated testing might be too time consuming and onerous for students. This concern was allayed by the fact the the actual tests that we will be using are short in duration and geared towards each individual student.

There was also strong support for the second goal, CTE certification. Members of the Bitney Charter Council and parents were surprised to learn that students who participated in internships at Bitney were not currently earning specific credits in Career Technical Education.

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

We heard in the stakeholder feedback that they are supportive of our efforts to increase and improve services to our student body. They agreed that these Goals accurately reflect the current needs of the school.

Goals and Actions

Goal

Goal #	Description
1	Mathematics and English Language Arts. To improve and support student growth in developing mastery of California State Standards in the key areas of Mathematics and Language Arts. This is a broad-based, ongoing goal that impacts all students including students with IEPs, 504 Plans, homeless youth and unduplicated categories (Low income students, foster youth and English Language Learners). Schoolwide results on the CAASPP in English Language Arts have been significantly stronger than the Mathematics scores. However, a number of the action steps in these goals will benefit both Mathematics and English Language Arts learners.

An explanation of why the LEA has developed this goal.

Based on Dashboard results, there is definitely a need for improvement in English and especially Mathematics scores on the CAASPP tests. In 2019, the last time that we had math scores 67.5 points below the State Standard. While this score was a significant improvement from the previous year, it still indicates that mathematics is a significant area of focus for our school. The 2019 performance for Bitney Students in Language Arts was significantly better with the average score being 59 points above the State Standard.

Based on stakeholder input, we recognize that many students arrive at Bitney Prep already struggling, most notably struggling to succeed at a high school level in mathematics. The majority of our students come to Bitney still needing to complete Algebra I. Consistently, these students need extra math support to pass thi state mandated course.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1. Basic Sevices (Local Indicator)	A.) 20/21 - One teacher misassignment. B.) Students have sufficient access to				A.) 100% properly credentialed & assigned teachers. B.) 100% C.) 100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	standards- aligned instructional materials. C.) Facilities in safe & good repair.				
2. Implementation of Standards (Local Indicator)	A.) Teachers are using state board adopted academic content & performance standard for all students. B.) We currently have no enrolled English Language Learners (ELL), however the implementation of the Renaissance testing platform for English & Math, as well as additional curriculum for Math with allow ELL & all students to access the CCSS & ELD standards to gain academic content knowledge, to learn & to become proficient in the English language				A.)100% B.) 100% of ELL students, unduplicated & all students assessed for learning gaps & progress measured by Renaissance & 5%-10% improvement in CAASPP Math scores each year for next three years.
3. Parent Involvement (Local Indicator)	C.) Through emails, phone calls, flyers & in-person meetings we promote parent participation in				C.) 100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	programs for students with exceptional needs.				
4. Pupil Achievement (State Indicator)	A.) 2019 Mathematics percentage of students meeting State Standard in Mathematics = 19%; 2019 ELA percentage of students meeting state standards = 57%. D.) 0% English Learners E.) 0% AP classes taken in 20/21. F.) ELA 2019: 38.10% ready & 19.05% conditionally ready; Math 2019: 4.76% ready & 14.29% conditionally ready				A.) By year 3, 55+% of students meeting or exceeding CA State Standards in Mathematics and 75% of students meeting or exceeding CA State Standards in ELA. D.) 100% English Learner reclassificiation rate. E.) 5% of students taking an AP class and taking the AP exam. F.) ELA 2022: 40% ready & 20% conditionally ready; Math 2022: 5% ready & 15% conditionally ready
5. Pupil Engagement (Statewide Indicator)	B.) Best estimate pending data from Calpads reports 14.1 & 14.2 is ~11.5%.				B.) Less than 5% chronic student absentism.
6. School Climate	C.) Our CHKS report does not have the				C.) 100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(Statewide & Local Indicator)	school climate indicator, but does show school connectedness @ 63%. Our own local surveys, indicate that more than 70% of students feel a strong sense of safety at school.				
7. Course Access (Local Indicator)	A.) 100% B.) Implementing a tiered intervention program for unduplicated students & students with exceptional needs.				A.) 100% B.) Measuring access & enrollment in Tiered Invention program & services for unduplicated & exceptional needs students. 100% of unduplicated students with identified need for academic intervention will have access to tiered intervention.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Mathematics Tutoring Support (Local Indicator)	Tutoring programs will be staffed and time will be built into the student schedule so that students have access to the tutoring during the instructional day. Students who are referred to and participate in the tutoring program will be tracked.	$20,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2	Validated Testing as Local Measure - Mathematic and ELA	Identify and adopt a validated testing platform to provide teachers and students content mastery data that is directly correlated to state standards so that student growth can be tracked at all grade levels each year.	$6,600.00	Yes
3	Student Preparation for CAASPP in Mathematics an ELA	Implement a regular practice in providing students with opportunities for using the Interim Assessments that are available through the CAASPP system. The CAASPP is a high stakes assessment that students only take during their eleventh grade year. This computer based assessment is different from other kinds of assessments that high school students are familiar with taking. Students need support and practice in taking this kind of a test in order to perform successfully on the CAASPP when they take it.	$1,000.00	Yes
4	Supplemental/Alternative Mathematics Materials	Adopt alternative instructional materials in mathematics to provide students with remedial support in developing algebraic mastery. Some struggling mathematics learners struggle with the learning approach that is the primary focus in our existing mathematics curriculum - CPM. Access to Online Curricula in Mathematics and ELA. Continuing to provide students with access to online curriculum that supports both credit recovery and advanced college preparatory online classwork. For a number of years, Bitney has provided students with access to online college preparatory and credit recovery coursework. Because of Bitney's small faculty, students do not always have access to classes, especially advanced classes, at the time when they are ready to take them. Online coursework that is supported by certificated staff helps to fill this gap.	$15,000.00	Yes

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
2	Provide all Bitney students with the opportunity to earn Career Technical Education credits through the internships that they participate in as a party of Bitney Prep's Advisory Program. This is a Focus Goal, the structures to support and maintain this goal should be in place by the end of this three year cycle. By the end of the 2024 school year, we expect to see 50+% of our students meeting College & Career Readiness on the school Dashboard.

An explanation of why the LEA has developed this goal.

One of the key measures of success for our students is the percentage of students who are considered College and Career Ready. Since the transition from having a College Prep program to offering a Big Picture program, Bitney has not performed well on this metric according to the measures used and reported by our school Dashboard. In 2019, the percentage of students who were considered Career and College Ready was 10%. This was a 20% drop from the previous year. This is not an accurate measure, since all of our students participate in an internship program. However, since we are not CTE certified, our students have not been receiving credit for this real-world experience. We will identify & follow the steps needed in order to certify our Advisory/Internship program for CTE credits.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1. Basic Services	No teacher currently credentialed for CTE Pathway.				100%
4. Pupil Achievement	B.) 10% College & Career Readiness				B.) 50% of our students on the CTE Pathway by June 2024.
8. Other Pupil Outcomes (State Indicator)	100% of students have access to a broad course of study.				100% of students have access to a broad course of study.

Actions

Action #	Title	Description	Total Funds	Contributing
1	CTE Credentialing of Bitney Staff	Work with teaching staff to have at least one Bitney teacher get credentialed in CTE. Provide incentives for staff to take on this goal. Professional development.	$5,000.00	No
2	Community Partnerships & Collaboration for CTE	Continued partnership & collaboration with NCSOS and Nevada County, both of which are developing programs to provide Professional development and then greater student access to internships that result in CTE credits.	$5,000.00	Yes
3	Workability Skills of Students in Internships	Through Advisory classes and mentored internships, students will develop a set of demonstrable workability skills, which will be documented in their student portfolios.	$2,500.00	Yes
4	Train Advisors to Provide CTE Credits	Train Advisors to teach the New World of Work curriculum (Business Tech 159). This course will then be available to students for high school & college credit. Bitney will seek partnership with Sierra College to provide the necessary training for teachers to get certified to teach this curriculum.	$2,500.00	No
5	Makers' Lab	Makers' Lab back up and running for increased student opportunities for hands-on learning.	$30,000.00	Yes

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
3	School Climate: To provide a safe & nurturing school environment where our current & future students are able to follow their passions, to learn-by-doing and to thrive. Through the SARC & CHKS surveys & reports, we see that students feel safe, connected & supported by staff, teachers & peers while at school. However, this past year of the pandemic, students have greatly struggled with mental health issues such as anxiety, feelings of isolation and depression. With this goal, we hope to alleviate this struggle of our student body.

An explanation of why the LEA has developed this goal.

After this year of the pandemic, we want to support our students in their Social Emotional Learning, to give them the tools to better know themselves and to offer them a broad course of study on & off campus. This goal includes new curricula, access to counseling services and more class offerings on campus. One of the actions for this goal includes marketing and recruitment to rebuild our community after this past year's events.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1. Basic Services	A.)2 Admins, 3 of 6 Teachers, our RSP & Psychologist have just completed the SEL Training for Trainers through NCSOS. Initial training in Restorative Justice. B.)Currently no counseling available, except for students with IEPs.				A.) All teachers trained in SEL and SEL curriculum implemented in all classes, especially Advisory. B.) Expanded counseling services for 100% of students, especially unduplicated pupils, foster & homeless youth.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
3. Parent Engagement (Local Indicator)	A.) Parent participation is measured through surveys & in-person meetings where we solicit their feedback & input in all major decision making. B.) Parents have been & will continue to be asked for their participation in new programs & services for Unduplicated Pupils. C.) LEA will coninue to promote parental participation in programs for students with exceptional needs.				A.) 70% Parent participation in surveys. B.) Tracking of parent outreach & participation in programs for UPP. C.) Tracking of parent outreach & participation in programs for students with exceptional needs.
5. Pupil Engagement (Local indicator)	For A & B, rates will be adjusted once CALPADS reports 14.1 & 14.2 have been updated A.) According to our SIS date, students are attending at ~ 88% of the time. B.) Chronic Absenteeism rate 2021 = 26%. D.) H.S.Dropout Rate: Two Seniors of				A.) Attendance rates above 95%. B.) Reduce Chronic Absenteeism by 5% each year for the next three years. D.) H.S. Dropout rate 0%-5%. E.) Graduation rate at 100%.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	original 38 dropped in 20/21, which means that 5.3% of the Class of 2021 dropped out. E.) H.S. Graduation Rate: Two Seniors of the remaining 36, did not graduate in 20/21, which means that the graduation rate is @ 94%.				
6. School Climate (Local & State Indicators)	A.)With very few students on campus in 20/21, BPHS had no suspensions or expulsions. B.) We review the student surveys in the annual CHKS report, which among other things, gauges student feelings of school connectedness & safety on campus.				A.) Less than 5% suspensions & 0% expulsions. B.) 100% stakeholder inclusion.
8. Pupil Outcomes	While 100% of students have access to a broad course of study, until now we have not had specific curriculum for Social & Emotional Learning (SEL) & have not as yet implemented the				100% of students with access to SEL curriculum & Restorative Justice practices.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Restorative Justice program.				

Actions

Action #	Title	Description	Total Funds	Contributing
1	Professional Development	Continuing professional development for Faculty & Staff in SEL and Restorative Justice.	$9,000.00	No
2	Counseling Services	All unduplicated students to have access to weekly counseling services on campus.	$30,000.00	Yes
3	SEL & Restorative Justice Curricula	All students will have access to comprehensive SEL & Restorative Justice curricula.	$7,800.00	Yes
4	Marketing & Recruitment	In 20/21 school year, Bitney Prep graduated its largest graduating class ever, in the past 22 years, with 34 students graduating. This has left us with a much smaller number of students enrolled, which is compounded by students who have been missing in action during the pandemic. We want to let the community know about our stellar program where students are known & respected and who get to the opportunities of real-world learning.	$9,000.00	No

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
18.01%%	$143,476

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

Although Bitney Prep High School serves a small population, included within that student body are many low-income and at-risk youth. Occasionally, we have an English learner or two. Each year there are a handful of homeless and foster youth enrolled and our current low-income population is nearly 65% of the enrolled students. After assessing the needs, conditions and circumstances of our students, we learned:

Through a review of the most recent CAASPP data that our low-income and exceptional needs students are not meeting standards in Mathematics and the data shows a gap as compared to all students. In order to address these gaps, Goal 1, Actions 1-4, will provide Universal Access in the daily schedule and on a weekly basis. We will implement new assessment tools to measure gaps in learning for unduplicated pupils and will then be able to work one-on-one with students through academic intervention to mitigate the learning losses. By supplementing our curricula, as well as increasing and improving services, our unduplicated students will have an equal opportunity in Mathematics and English Language Arts. They will have the needed access to resources and the extra support necessary to facilitate their learning and progress towards graduation. We will see increased academic performance through local assessments administered on a regular basis.

Through a review of our school's Big Picture Learning program over the past five years and updates from the California Department of Education (CDE), we understand that our students are not currently receiving Career Technical Education (CTE) credit on their transcripts. Our unduplicated students, need the advantage of the CTE Career Pathway so that they can take what they've learned in their internships and make a smooth transition after high school into college and/or the career for which they have been trained. Goal 2, Actions 2,3 & 5, will increase the opportunities for unduplicated and exceptional needs students to explore their passions while still in high school, on the path towards college and/or on the CTE Career Pathway for increased options after graduation.

Through reviewing and considering our CHKS & SARC data during this pandemic year, we see that there have been real barriers to learning, especially for our foster youth and low-income students. These barriers include challenges to mental and emotional health that make it difficult for students to attend school and engage in learning activities. Data in the 2020 CHKS indicated that engaging in learning through distance using technology made it difficult for them to focus on learning and complete assignments. Unduplicated students also experienced an increase in food insecurity during the past year.

To address these barriers, we created a food pantry this year, offered bus passes and made more frequent home visits. However, more is needed in the immediate future to assure that our students can process what they have experienced during this pandemic year. Both physical and emotional needs have increased for our entire student body. In order to address the issues of our student population, Goal 3, Actions 2 & 3 will allow us to support student needs in dealing with social & emotional issues such as anxiety, depression, as sense of being overwhelmed and the behaviors that sometimes accompany these emotion. Our goal is that the impact of these social and emotional issues can be remedied with Restorative Justice techniques instead of suspensions. Increased curricula and access to on-campus counseling services will also aid our low income and at-risk students in receiving the help that they need to succeed. We will see improved attendance, keep suspension rates low, see greater retention and higher graduation rates. We will measure these results through local assessments and see better results on our school's Dashboard.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

We will be increasing positions, hours and services available to students for academic intervention. Specified intervention time for foster youth, and low-income students will be increased, by adding a 50 minute intervention period four days per week. This will increase targeted intervention time to 15% of the instructional day. In conjunction with this programed intervention time, all foster youth, English learners, and low-income students will be assessed in English Language Arts and Mathematics using the Star Renaissance assessment platform. The data provided by these tests will help to inform the intervention support that these students receive. We believe that the additional support provided by these increased services will work to close the gap in achievement for our unduplicated students in the areas of Mathematics and English /Language Arts.

We are increasing coursework offerings through expanded curricula and opportunities for learning and self-development. Services will be improved through directed teacher training, Counseling and tutoring services, additional academic resources and expanded learning opportunities will benefit our at-risk students to give them equal and equitable access to learning. While these increased and improved services are principally directed towards our unduplicated student population, these new programs and services will be available to and for the benefit of all students on an LEA-wide basis.

Total Expenditures Table

	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
	$143,400.00				$143,400.00

Totals:	Total Personnel	Total Non-personnel
Totals:	$100,500.00	$42,900.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	English Learners Foster Youth Low Income	Mathematics Tutoring Support (Local Indicator)	$20,000.00				$20,000.00
1	2	English Learners Foster Youth Low Income	Validated Testing as Local Measure - Mathematic and ELA	$6,600.00				$6,600.00
1	3	English Learners Foster Youth Low Income	Student Preparation for CAASPP in Mathematics an ELA	$1,000.00				$1,000.00
1	4	English Learners Foster Youth Low Income	Supplemental/Alternative Mathematics Materials	$15,000.00				$15,000.00
2	1	All	CTE Credentialing of Bitney Staff	$5,000.00				$5,000.00
2	2	English Learners Foster Youth Low Income	Community Partnerships & Collaboration for CTE	$5,000.00				$5,000.00
2	3	English Learners Foster Youth Low Income	Workability Skills of Students in Internships	$2,500.00				$2,500.00
2	4	All	Train Advisors to Provide CTE Credits	$2,500.00				$2,500.00
2	5	English Learners Foster Youth Low Income	Makers' Lab	$30,000.00				$30,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	1	All	Professional Development	$9,000.00				$9,000.00
3	2	English Learners Foster Youth Low Income	Counseling Services	$30,000.00				$30,000.00
3	3	English Learners Foster Youth Low Income	SEL & Restorative Justice Curricula	$7,800.00				$7,800.00
3	4	All	Marketing & Recruitment	$9,000.00				$9,000.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	$117,900.00	$117,900.00
LEA-wide Total:	$117,900.00	$117,900.00
Limited Total:	$0.00	$0.00
Schoolwide Total:	$117,900.00	$117,900.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Mathematics Tutoring Support (Local Indicator)	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Bitney Preparatory High School 9-12	$20,000.00	$20,000.00
1	2	Validated Testing as Local Measure - Mathematic and ELA	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Bitney Preparatory High School 9-12	$6,600.00	$6,600.00
1	3	Student Preparation for CAASPP in Mathematics an ELA	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Bitney Preparatory High School 9-12	$1,000.00	$1,000.00
1	4	Supplemental/Alternative Mathematics Materials	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Bitney Preparatory High School 9-12	$15,000.00	$15,000.00
2	2	Community Partnerships & Collaboration for CTE	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Bitney Preparatory High School 9-12	$5,000.00	$5,000.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
2	3	Workability Skills of Students in Internships	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Bitney Preparatory High School 9-12	$2,500.00	$2,500.00
2	5	Makers' Lab	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Bitney Preparatory High School 9-12	$30,000.00	$30,000.00
3	2	Counseling Services	LEA-wide Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Bitney Preparatory High School 9-12	$30,000.00	$30,000.00
3	3	SEL & Restorative Justice Curricula	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Bitney Preparatory High School 9-12	$7,800.00	$7,800.00

Annual Update Table Year 1 [2021-22]

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:		

Instructions

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (LCAP) using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [*EC*] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (*EC* 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* 52064(b)(4-6)).

  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

o   Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* 52064(b)(7)).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

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 *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.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse stakeholders and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any 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 specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) 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 areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

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

Comprehensive Support and Improvement – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.

- **Support for Identified Schools**: Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

- **Monitoring and Evaluating Effectiveness**: Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: https://www.cde.ca.gov/re/lc/.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

> **Local Control and Accountability Plan:**
> For county offices of education and school districts only, verify the LEA:
>
> a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
>
> b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: "A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP."

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA's philosophical approach to stakeholder engagement.

Prompt 2: "A summary of the feedback provided by specific stakeholder groups."

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

Prompt 3: "A description of the aspects of the LCAP that were influenced by specific stakeholder input."

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, "aspects" of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures

- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to stakeholders what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)
Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal
Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal
Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:
For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.

- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.

- **Desired Outcome for 2023-24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2022–23**. Leave blank until then.	Enter information in this box when completing the LCAP for **2023–24**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25**. Leave blank until then.	Enter information in this box when completing the LCAP for **2021–22**.

The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

> *Actions for English Learners:* School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

> *Actions for Foster Youth*: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

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).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 *CCR* Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;

- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and

- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%: For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55%: For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **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.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions 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 actions 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 actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

"A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required."

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 the 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. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

The following expenditure tables are required to be included in the LCAP as adopted by the local governing board or governing body:

- Table 1: Actions

- Table 2: Total Expenditures

- Table 3: Contributing Expenditures

- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

 In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.

- **Increased / Improved**: Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.

- If "Yes" is entered into the Contributing column, then complete the following columns:

- o **Scope**: The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

  - o **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

  - o **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools". If the action is 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.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year", or "2 Years", or "6 Months".

- **Personnel Expense**: This column will be automatically calculated based on information provided in the following columns:

  - o **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

  - o **Total Non-Personnel**: This amount will be automatically calculated.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.