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LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Bitney Preparatory High School
CDS Code: 29102980114314
School Year: 2022-23
LEA contact information:
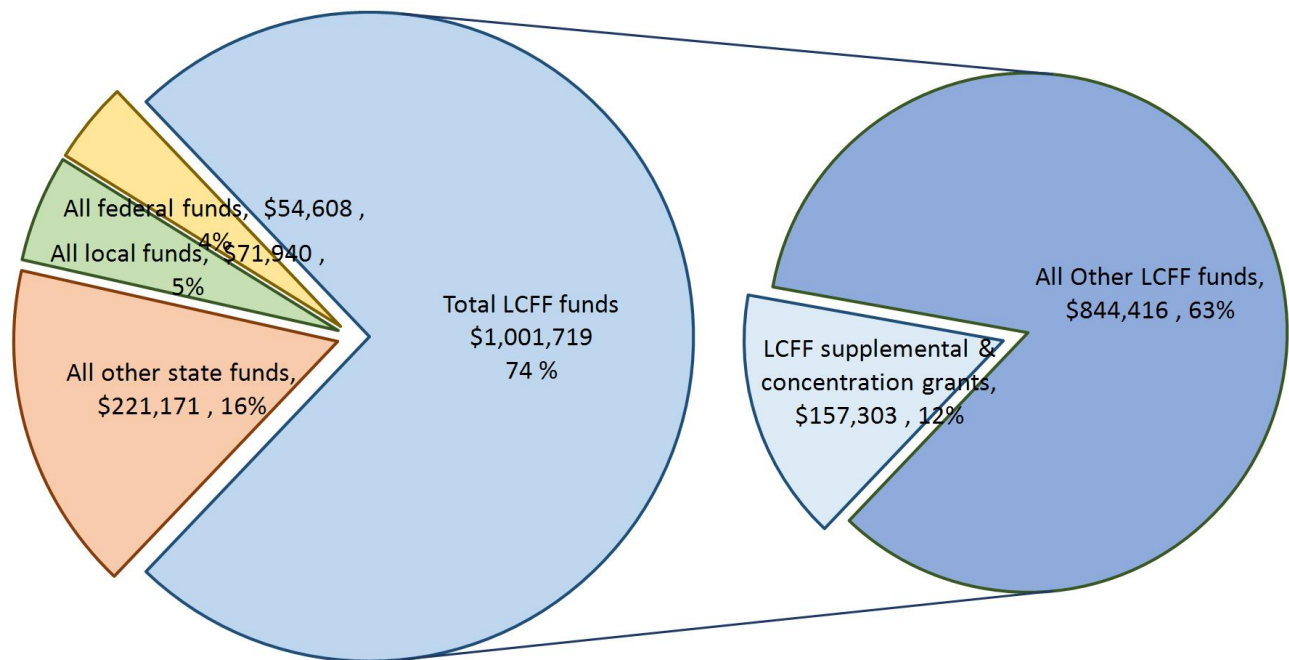Jonathan Molnar
Director
jmolnar@bitneyprep.net
(530) 477-1235

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 2022-23 School Year

Projected Revenue by Fund Source

All federal funds, $54,608, 4%

All local funds, $71,940, 5%

All other state funds, $221,171, 16%

Total LCFF funds $1,001,719 74%

All Other LCFF funds, $844,416, 63%

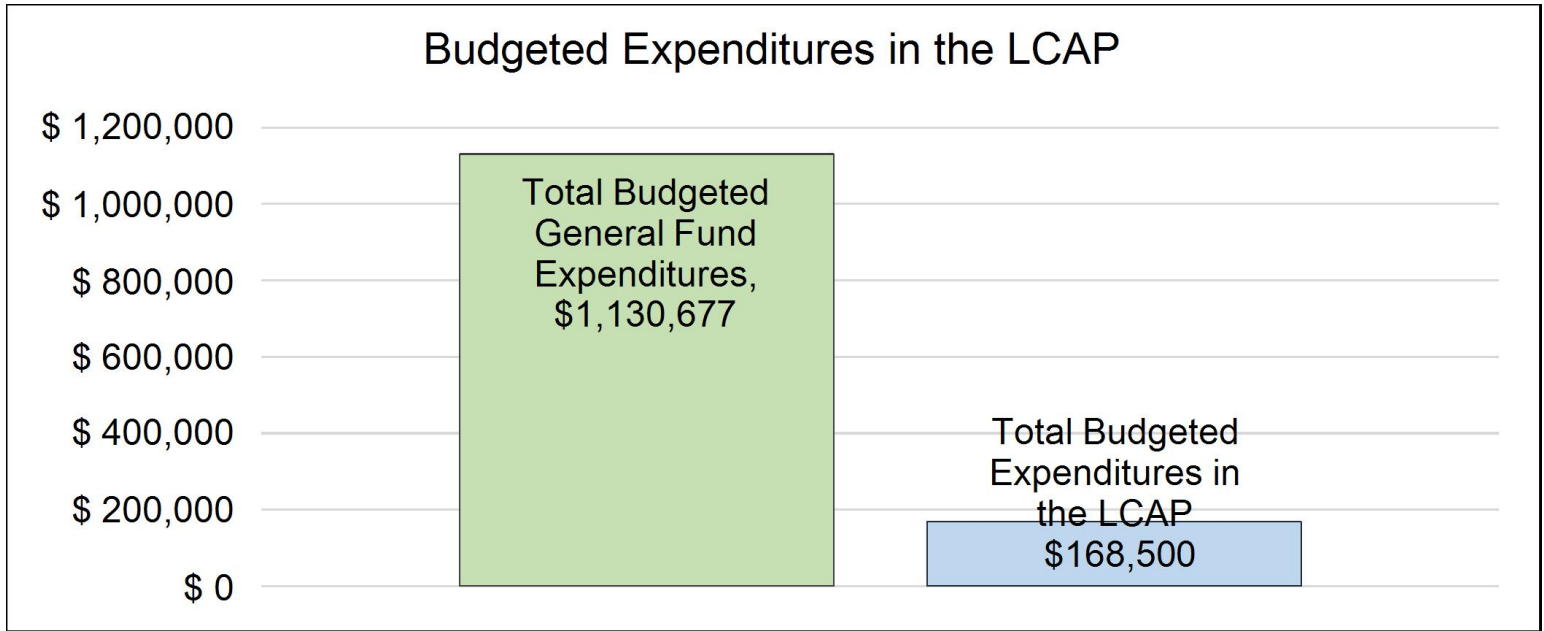LCFF supplemental & concentration grants, $157,303, 12%

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

The text description for the above chart is as follows: The total revenue projected for Bitney Preparatory High School is $1,349,438, of which $1,001,719 is Local Control Funding Formula (LCFF), $221,171 is other state funds, $71,940 is local funds, and $54,608 is federal funds. Of the $1,001,719 in LCFF Funds, $157,303 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

Total Budgeted General Fund Expenditures, $1,130,677

Total Budgeted Expenditures in the LCAP $168,500

This chart provides a quick summary of how much Bitney Preparatory High School plans to spend for 2022-23. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Bitney Preparatory High School plans to spend $1,130,677 for the 2022-23 school year. Of that amount, $168,500 is tied to actions/services in the LCAP and $962,177 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

The General Fund Budget Expenditures for the school year that are not included in the 2022 LCAP include, but are not limited to teacher salaries & benefits, custodial services, facility lease & repairs, liability insurance, instructional materials, and the student food program.

Increased or Improved Services for High Needs Students in the LCAP for the 2022-23 School Year

In 2022-23, Bitney Preparatory High School is projecting it will receive $157,303 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 $$157,500 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2021-22
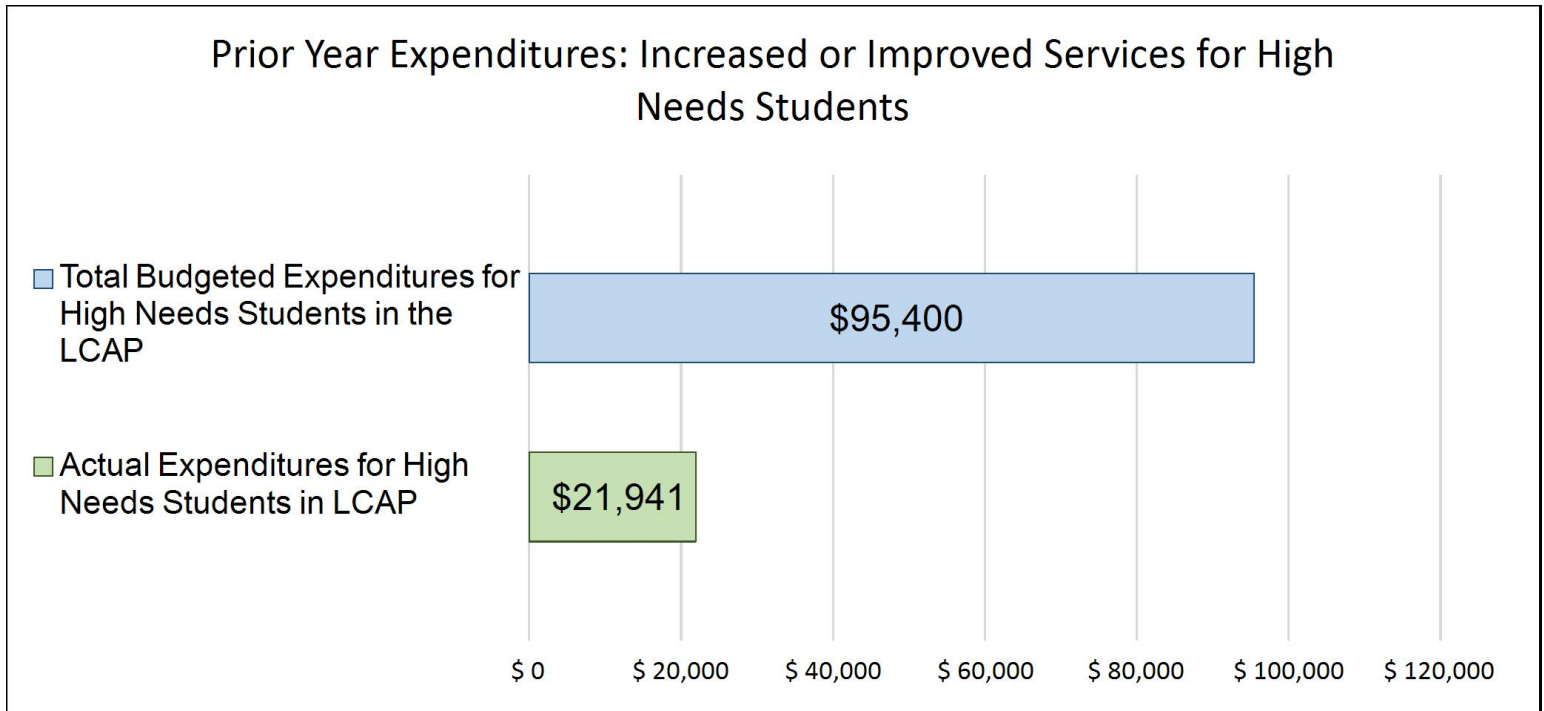
This chart compares what Bitney Preparatory High School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Bitney Preparatory High School estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2021-22, Bitney Preparatory High School's LCAP budgeted $95,400 for planned actions to increase or improve services for high needs students. Bitney Preparatory High School actually spent $21,941 for actions to increase or improve services for high needs students in 2021-22.

The difference between the budgeted and actual expenditures of $-73,459 had the following impact on Bitney Preparatory High School's ability to increase or improve services for high needs students:

In 2021-22, we took on some big goals to increase and improve services. One of these goals (Action 3.1) was to offer improved mental health by increasing our counseling supports services. We were able to accomplish this goal by bringing on an additional counselor, however, as an intern, she could not be paid the $30,000 that was allotted for her salary. Goal 2, with a total of $45,000 allotted for Action items 1-5, ended up being a planning year for being able to offer a CTE program. That plan has come to fruition for the 2022-23 school year and those funds will be spent n this school year.

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Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

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

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).

In addition to the Supplemental & Concentration Grant funding that is allocated in the the expenditure plan of the 21/22 LCAP, Bitney Prep was also awarded $24,834.00 through the Educator Effectiveness Block Grant. This funding source was not yet available during the development of the 21/22 LCAP.

Throughout the LCAP development process, BPHS receives stakeholder input about a variety of programs and services that are either already provided for students or that we would like to provide. Due to the limited LCFF resources, not all of these expressed needs can be addressed in the LCAP. However, this feedback is always heard and considered in the use of additional funds. In addition, BPHS has engaged its Educational Partners as follows:

Faculty & Staff Meetings: March 15, 2021; April 21, 2021; April 28, 2021.
Information sent for Parent & Student review with survey: April 29, 2021.
Community Stakeholder meeting with the Admin & Board: May 11, 2021 & June 7, 2021.
Governance Board adoption: June 8, 2021.
A public meeting was held on December 14, 2021 regarding the Effectiveness Educator Block Grant. The EEBG Expenditure Plan was approved by the Governance Board at a Special Meeting on December 17, 2021. Please refer to the website for more information:
https://bitneyprep.net/2021-educator-effectiveness-block-grant/

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

BPHS received additional concentration grant funds, because our Unduplicated Pupil (Foster youth, Free or reduced lunch eligibility, and English Language Learners) enrollment is more than 55%. It is at 65%. BPHS plans to use the additional concentration grant funding to increase and improve services for our unduplicated pupils by broadening the Math curriculum and increase Math tutoring services.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

Throughout the LCAP development process, BPHS receives stakeholder input about a variety of programs and services that are either already

provided for students or that we would like to provide. Due to the limited LCFF resources, not all of these expressed needs can be addressed in the LCAP. However, this feedback is always heard and considered in the use of additional funds received. In addition, BPHS has engaged its Educational Partners as follows: Through our Charter Authorizers at the Nevada County Office of Education (NCOE), BPHS is a subrecipient for ESSER III funds.Please refer to the NCOE ESSER IIII Plan: https://nevco.org/esser-iii-expenditure-plans/
Stakeholder Engagement:
Information sent for Parent & Student review with survey: April 29, 2021.
A Special Meeting was held on June 1, 2021 to have a Public Hearing and then the Board approved the Expanded Learning Opportunities (ELO) Grant Plan. Subsequentally, the A-G Completion Imrovement Grant Plan was approved by the Board on May 10, 2022. There are shared goals between our LCAP, ELO plan, and A-G Grant plan. This link will take you to both plans. https://bitneyprep.net/
On the ELO plans (pp. 2-3) and on the A-G Grant plan (p. 1)
Faculty & Staff Meetings are held each Wednesday during the school year. Staff & faculty members offer valuable personal feedback, as well as student and parent input regarding use of ESSER III monies.
The BPHS Governance Board meets the second Tuesday of each month, except July, and valuable discussion occurs during those meetings.

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

BPHS is a subrecipient of the ESSER III funds through NCSOS. BPHS has implemented many actions identified in the ESSER III Expenditure Plan (https://nevco.org/esser-iii-expenditure-plans/). Specifically, we have implemented using the bulk of these funds to increase santitation services at the school's facility to provide the safest environment possible for our students and staff, as outlined in our Safe Reopening Plan (https://bitneyprep.net/)
We have been successful in increasing our counseling services and in implementing SEL practices in the classroom.
The increase in counseling services has greatly benefited all students who are still processing the stress and anxiety that came with the isolation and struggle to learn during the 20/21 school shutdown.
Our newly implemented validated assessment platform is up and running, and we are in the second round of testing.
Significant success has already been made through with our Intervention program to address the issue of students' learning loss during the Covid shutdown.
There have also been challenges because of staffing shortages and difficulties in hiring.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update.

BPHS considers the LCAP to be the comprehensive planning document that captures the priorities, goals and actions of this LEA to increase

services and improve student outcomes. As such, all additional funds received are viewed throught the lens of the LCAP to determine where student needs exist and what services are required to address those needs. Some examples of how additional funds are aligned are:
Alternative validated testing platform, Star Renaissance.
Increase counseling services and SEL practices in the classroom.
Math curriculum and tutoring services have been increased.
Increasing and improving our janitorial supplies and sanitation systems.
Please refer to the NCSOS ESSER III Plan: https://nevco.org/esser-iii-expenditure-plan.
Please refer to the BPHS website (https://bitneyprep.net/) to view the Safe Return to In-Person Instruction & the Continuity of Services Plan (a.k.a. Safe Reopening Plan), the ESSER III plan which will allow us to fortify our increased sanitation effrots for the safety of our students & staff, , the ELO plan (pp.2-3), and the A-G Completion Improvement Grant plan (p.1).

Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (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

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:
- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA's educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA's 2022–23 LCAP.

Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA's educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

Prompt 1: "*A description of how and when the LEA engaged, or plans to engage, its* educational partners *on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).*"

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

Prompt 2: "*A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.*"

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Prompt 3: "*A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.*"

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (https://www.cde.ca.gov/fg/cr/relieffunds.asp) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (https://www.cde.ca.gov/fg/cr/) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

Prompt 4: "A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation."

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA's implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

Prompt 5: "A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update."

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA's 2021–22 LCAP. For purposes of responding to this prompt, "applicable plans" include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education
November 2021

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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 [2022-23]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Bitney Preparatory High School (BPHS) is a public charter school. During the 2021-2022 year we are served approximately 68 students in grades 9 through 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. Current student demographics for the 2021-2022 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, 65.2% of our population qualifies as socioeconomically disadvantaged. For the 2021-2022 school year, the percentage of students with IEPs has increased to 21.7%, and we expect to maintain this high percentage again in the 22/23 school year. We currently serve one foster youth student and zero English Language Learners. 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 through the 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, to learn and 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 Learning 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. Many of them starting at one of the bigger high schools in Nevada County and transferring over when they realize that they need a smaller school environment. In the graduating class of 2022, 50% of or graduates did not attend Bitney Prep during their freshmen year. Most, if not all of these students entered Bitney Prep behind in credits. Our goal is to help each of our students find their niche in our BPL program and to help them succeed in their transitions into adulthood. We believe that we remain true to our motto of "educating one student at a time."

Reflections: Successes

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

Renewed WASC Accreditation:
As a part of our four year accreditation visit, Bitney Prep was scheduled for a Mid-Cycle Visit in November of 2021. This visit was completed remotely by a two member team. The significant outcome from the Mid-Cycle visit was that Bitney's Schoolwide Action Plan for WASC was revised to align very closely with our LCAP Action Plan. BPHS is fully accredited by WASC through June 30, 2025.

Successful Implementation of Star Renaissance Assessment Program:
During the 2021-2022 school year Bitney's staff was trained to administer the Star Renaissance in reading/language arts and mathematics. These tests were administered starting at during the second quarter of the school year to all students taking either a mathematics or language arts test. Preliminary data from these assessments has helped to identify individual student learning needs. Analysis of student learning needs in mathematics has led to the creation of Math Support classes that will be taken by all students who are not yet prepared for Algebra I, in addition to their regular Pre-Algebra classes. Bitney's staff is also developing plans to expand the strategy of individually focused, remedial support for students who show learning gaps in reading/language arts.

Increased Therapeutic Counseling Support:
The majority of students at Bitney Prep returned to in-person learning after having spend almost one and one-half years experiencing distance learning. Our staff anticipated that many students would be struggling with social emotional wellness and mental health conditions. Working with the Nevada County Charter Services Authority, we were able to add a counselor to our staff who was completing their counseling program and needed to complete fieldwork. Under the supervision of our ERMS counselor, this person worked at Bitney Prep four days per week. Between these two counselors, we were able to meet the needs of our students by providing vastly expanded individual and group counseling.

Restarting Bitney's Internship Program:
After a pause of almost eighteen months, Bitney Prep students were once again able to spend Wednesdays working at internships and completing Learning Through Interest projects. Over 85% of our students were placed, for at least part of the year, in a full day internship or LTI project.

Launch of CTE Pathway:
In collaboration with NCSOS & Forest Charter School, we have hired a CTE teacher who will teach a Sierra College dual-enrollment class at Bitney Prep. This opportunity will begin in Fall 2022 for those students who are interested in Business/Entrepreneurship. This will be the first group of students who will be able to receive proper credit on their transcripts for their work in the Internship program, which will then also be reflected on their high school transcripts as well as on our school's Dashboard.

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, ELA & Science:

Data from the 2020-2021 and 2021-2022 school years continues to indicate that Mathematics comprehension, learning, and retention continues to be a significant need for Bitney Prep students. We anticipated going into the 2020-21 CAASPP testing cycle that our scores would not be strong. Distance learning had made learning in this challenging subject area difficult and the CAASPP testing was voluntary and done remotely. The 56.25% of students who were tested in the English/Language Arts portion of the CAASPP, was not enough to receive schoolwide results. In Mathematics, we had 11 of 16 students (68.75%) take the assessment, so there were reportable aggregate results. No students achieved Level 3 - Standard Met. However, 36.36% of our students achieve at Level 2 - Standard Nearly Met. For the Science portion, 23 of 37 students (62.16%) took the test and 30.43% of those students Met or Exceeded Standards. Due to the changing testing environment and the very small size of our data set, these scores are most likely not a reliable predictor of future scores.

At the time that this plan was written, we do not yet have CAASPP results for the 2021-2022 school year. However, during this year Bitney Prep began using Star Renaissance as a local assessment. There was definitely a learning curve for the Bitney Prep staff in terms of administering the Star Renaissance, but we do have data to report. Student results on the Star Renaissance Mathematics assessment can be correlated to Common Core California State Standards in Mathematics and English Language Arts. Individual student results receive a ranking of Urgent Need of Intervention for students who fall significantly below standards, Intervention Needed for students who are below standards, On Watch for Intervention for students who are approaching state standards, and Meets Standard for students who show proficiency with the state standards. For the Star Renaissance Mathematics assessment that was administered in the Spring of 2022, Bitney Prep had the following results:

Urgently Needs Intervention = 23%
Intervention Needed   = 20%
On Watch for Intervention   = 14%
Meets Standards   = 42%

These results seem promising compared to recent CAASPP scores; however, there are some aspects of the assessment that need to be considered. First, we do not expect a direct correlation between the percentage of students who Meet Standards on the Star Renaissance and those who Meet Standards on the CAASPP. Our past experience has shown that students who have not completed both Geometry and Algebra 2 with a significant level of mastery are not usually not able to Meet Standards on the CAASPP. We do not currently have 42% of our students successfully completing Algebra 2. Also, in this first year of administering the Star Renaissance we were not able to compare testing from multiple assessments during the school year so we do not yet have data that tracks growth over time.

The data shows that learning loss mitigation is needed in ELA, Science and most especially in Math. The actions taken in the 2022-23 school year will be as follows:

1- Continuing with Star Renaissance testing to identify learning gaps. In addition this year we have purchased through Renaissance, a curricula platform called Freckle, which will provide individualized work assignments for every student, pinpointed to their areas of weakness in each tested subject.
2- Every Pre-Algebra student will have a dedicated 5th period Study Hall in the Math Lab, for supported study time with the tutor.

College and Career Readiness:
During the 2020-2021 and 2021-2022 school years Bitney Prep continued to struggle to establish through the California State guidelines that our students are Career and College Ready. As our student population has changed to serving more academically at-risk group of students, we have fewer students who complete the UC-Ag requirements or some of the other measurements that are used by the CDE to denote whether or not a student is College and Career Ready. What almost all Bitney students do experience is career technical experience through our Internship program. Unfortunately, as a stand alone, internships are not considered as a measure of career readiness and Bitney does not yet have a CTE Pathway that our students can complete. This year, we have made some significant progress in addressing this challenge by partnering with the Career Pathways office at the Nevada County Superintendent of Schools office to offer CTE, dual enrollment classes. During the 2022-2023 school year, through this partnership, Bitney will be offering two dual enrollment Sierra College Business Tech courses. Further, the plan is that after taking these two Business and Entrepreneurship courses our students will be able to complete a Capstone Internship and will be able to meet CTE qualifications. These new class, along with another dual enrollment class called the New World of Work, will also help additional Bitney Prep students have an early college experience and earn the college credits which are another measure of College and Career Readiness.

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 student support services. We will continue our work to mitigate the learning losses and disruptions that our students have experienced during the last two years, and the challenges that students have faced in returning to in-person learning. After returning to full-time in-person learning in the 2021-2022 school year we were able to build a more complete picture of the supports that our students need to fully engage in their education. Working with our students this year reaffirmed that the goals that were developed for our 2021 LCAP had successfully identified important areas of need for our students and community.

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

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

Bitney Prep High School's 2022 LCAP is closely aligned with the 2021 LCAP. In fact, the three goals that were developed for the 2021 LCAP have not been significantly changed in the 2022 LCAP. During the 2021-2022, school year the Director regularly collaborated with staff & faculty at our Wednesday staff meetings, to identify needed areas of growth. Our Director also sent out a survey to students and parents to help identify these areas of need. 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 May 6, 2022. Parents were asked to provide feedback on these goals in writing, but no written responses were received. The Director attends monthly meetings with both the Parent Council & the Charter Council and weekly meetings with the Faculty & Staff. On May 10, 2022, our teachers, staff, students, parents, Board members, and community members were invited to attend a public hearing to discuss the proposed 2022 LCAP. 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 Superintendent of Schools office on May 23rd to go over our proposed LCAP. The revised LCAP will be presented to the Governance Board for approval on June 21th, 2022.

In November of 2021 Bitney Prep had a Mid-Cycle WASC visit. The Chair of the Mid-Cycle visit was also the Chair of our previous WASC visit when we were able to regain full accreditation through WASC. The most important outcome of the Mid-Cycle visit was that, at the urging of our visiting committee, we revised our WASC Schoolwide Action Plan so that it is now in line with the goals in our LCAP. This significant change has helped our staff to be able to more closely focus upon both of these improvement plans and stay focused upon the needs of our unduplicated students.

A summary of the feedback provided by specific educational partners.

No feedback was received in writing.

Feedback of the proposed goals was supportive at the May 10th, 2022 Public Hearing. In particular, teachers are glad to continue working one-on-one with students to increase their comprehension in Math and Language Arts (Goal 1); Students and their parents are excited about the new CTE Pathway in Business/Entrepreneurship (Goal 2); Our Board members understand the need to increase enrollment (Goal 3). 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.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

The feedback from all of our Educational Partners has been positive and supportive about the direction that we are taking to support students in this post-Covid time, as we continue our efforts to increase and improve support services for our student body. They are all in agreement that these Goals accurately reflect the current needs for the 22/23 school year. In visits with members of the Nevada County School Board

and members of the Nevada County Superintendent of Schools office we have received encouragement and support for the program that we are developing to serve the needs of at-risk students.

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 the 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 A.) Teachers in LEA are appropriately assigned & properly credentialed in the	A.) In 20/21, one teacher misassignment. B.) In 20/21, 100% C.) In 20/21, 100%	A.) In 21/22, 100%. B.) In 21/22, 100%. C.) In 21/22, 100%.			By 23/24: A.) 100% properly credentialed & assigned teachers. B.) 100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
subject area & for the pupils they are teaching. B.) Every student has sufficient access to standards- aligned instructional materials. C.) School facilities are safe & maintained in good repair.					C.) 100%
2. State Standards A.) Implementation of State Board adopted academic content & performance standards for all students. B.) How the programs & services will enable English learners to access the CCSS & ELD standards for purposes of gaining content knowledge & English language proficiency.	A.) In 20/21, 100%. B.) In 20/21, no English Language Learners enrolled.	A.) In 21/22, 100%. B.) In 21/22, no English Language Learners enrolled.			By 23/24: A.)100% B.) 100%
4. Pupil Achievement	A.) In 2018-19, CAASPP resulted for tested students in who	A.) In 2020-21, CAASPP scores that			By 23/24: A.) 3-5% improvement in students CAASPP

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
A.) Statewide Assessments administered. E.) Percentage of English learner pupils who make progress toward English proficiency as measured by the ELPAC. F.) English learner reclassification rate.	met or exceeded standards: ELA=57.15%; Math=19.05%; CAST=28.58%. E.) 0% English language learners enrolled in 20/21. F.) 0% English language learners enrolled in 20/21.	met or exceeded standards: ELA & Math were inconclusive; CAST=30.43%. In 2021-22, CAASPP scores that met or exceeded standards: ELA=38%; Math=12%; CAST=20%. E.) 0% English language learners enrolled in 21/22. F.) 0% English language learners enrolled in 21/22.			scores in ELA, Math & CAST. E.) 100%. F.) 100%.
7. Course Access Access & enrollment in: A.) a broad course of study for pupils in grades 9-12. B.) programs & services developed & provided for unduplicated pupils. C.) programs & services developed & provided for students with disabilities.	A.) In 20/21, 100% student access. B.) In 20/21, 100% unduplicated student access. C.) In 20/21, 100% access for students with disabilities.	A.) In 21/22, 100% student access. B.) In 21/22, 100% unduplicated student access. C.) In 21/22, 100% access for students with disabilities.			A.) In 23/24, 100% student access. B.) In 23/24, 100% unduplicated student access. C.) In 23/24, 100% access for students with disabilities.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
8. Pupil Outcomes A.) Renaissance Validated Testing in Math & ELA B.) College Career Indicator C.) Physical Fitness Test	A.) In 20/21, no baseline yet, just planning phase. B.) In 20/21, 33.3%. C. In 18/19, of all 6 tests, an average of 58.33% of 9th graders were in the Healthy Fitness Zone (HFZ).	A.) In 21/22: Students tested in ELA, 41.3% were at or above a level of proficiency & of the students tested in Math, 41% were at or above a level of proficiency. B.) In 21/22, 28.9%. C.) In 21/22, results pending.			A.) In 23/24, 3-5% improvement. B.) In 23/24, 3-5% improvement. C.) In 23/24, 3-5% improvement.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Mathematics Tutoring Support (Local Indicator)	For the 2022-2023 school year, all Pre-Algebra students will be enrolled in both the regular math class and in an additional period of math support. In their Math Support class, each student will have an individualized remediation plan, that is tied to the results of the Star Renaissance assessment. These Math Support classes will be credits based to help encourage students to focus upon building their skills. Also, students who are enrolled in Algebra I will have targeted mathematics tutoring available during their study hall period. Mathematics teachers will coordinate with the Mathematics Tutor to identify students who need tutoring support during study hall. The progress of both students who are in the Math Support classes and students who are referred to and participate in the will be tracked.	$30,000.00	Yes
1.2	Validated Testing as Local Measure - Mathematic and ELA	During the 2022-2023 school year we will continue with the use of the Star Renaissance validated testing platform to provide teachers and students content mastery data that is directly correlated to state	$12,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		standards so that student growth can be tracked at all grade levels each year. Students will take the assessment at the beginning, middle and end of the school year so that we can track growth over time. All students who transfer into Bitney during the year will take the to identify both appropriate mathematics placement and needs for remedial support.		
1.3	Student Preparation for CAASPP in Mathematics and ELA	Implement a regular practice in providing students with opportunities for using the Interim Assessments that are available through the CAASPP system.	$1,000.00	Yes
1.4	Supplemental/Alternative Mathematics & ELA 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 on-line curricula in Math and ELA through Renaissance Freckle. Continuing to provide students with access to online curriculum that supports both credit recovery and advanced college preparatory online classwork. In 22/23, we will offer Foundational Math Support classes for focused individualized support.	$10,000.00	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.

The 21/22 Actions were, for the most part, carried out according to the original plan. The tutoring program was in place throughout the year; however, student and teacher utilization of this program needs to increase.
- A multi-year contract was entered into with Star Renaissance and appropriate staff was trained in both administration of the assessments and analysis of the data that is generated by administering the assessment three times per year. Work is needed on

the logistics of assessing students when they enroll after the beginning of the school year. Also, additional training is needed to help teachers interpret student assessment results and to link that data with specific instructional targets.
- CAASPP preparation for students took place, but after a two year hiatus, our preparation steps were not a robust as they need to be moving forward.
- Our mathematics staff researched supplemental mathematics materials that could be used for remediation purposes; however, we were unable to identify state adopted materials that met our needs.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

We did not spend as much on extra personnel for CAASPP prep, on additional Math curriculum or on textbooks and supplies for students taking classes at Sierra College.

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

Teachers report that having math tutoring available to all students during the 2021-2022 school year, made a positive change in the classroom environment. Additionally, the implementation of the Star Renaissance assessment system for both ELA and Mathematics provided teachers with progress data for both individuals and grade level cohorts. While we provided individual tutoring support and intervention for students, in mathematics what we found is that if we wanted to see significant individual student growth, we needed to be more specific and targeted with interventions for remedial students. While the Renaissance testing showed a moderate amount of improvement for most students, the CAASPP scores did not improve. This year our hope is that the new Renaissance Freckle curricula will help us to pinpoint specific areas of intervention for each student's learning loss, which will then improve their CAASPP scores. We can see from last year's data that students are testing better on the Renaissance Validated testing platform for Math, but not doing as well on the Math CAASPP tests. Most of our students do not take Algebra 2 and some do not even make it through Geometry. Therefore, the disparity in those two testing platforms will always remain, but hopefully will decrease with time.

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.

- The most significant change is the addition of a Foundational Math Support Class for all Pre-Algebra students and for struggling Algebra 1 students.
- For these reasons, we updated our Actions to reflect the realities of this past year's progress and current needs.
- In our metrics, the following State Priorities were shifted as follows:

1A was previously in Goals 1, 2, & 3. Now it is just in Goal 1.
1B was showing in Goals 1 & 3. Now it is just in Goal 1.
1C was added to Goal 1.
3C was originally in Goals 1 & 3, now it is more appropriately just in Goal 3, and we added 3A & 3B in Goal 3.

4D was moved from Goal 1 to Goal 2.
5B was moved to Goal 3.
6C was shifted from Goal 1 to Goal 3.
7C was added to Goal 1.
Priority 8 was originally in Goals 2 & 3. Now it is only in Goal 1.
Metric, Baseline & Desired Outcome columns were modified to include data and language clarifications.
The descriptions of Action 1.1 (Math Tutoring Support), Action 1.2 (Validated Testing), Action 1.3 (Student Prep for Testing), and Action 1.4 (Supplemental/Alternative Math & ELA materials) were modified to provide clarity.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update 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 and school 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 Learning 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. During the 2020-2021 school year while students were on distance learning and we had paused our internship program, we did not see a significant change in this metric. We believe that this is not an accurate measure, since all of our students participate in an internship program. However, because Bitney Prep does not have a certified CTE Pathway program, the real world, career preparatory experiences that our students have through internships are not reported through the Dashboard system. We will identify & follow the steps needed in order to connect the real world, career preparatory experiences that our students gain through the Advisory/Internship program to measures that align with the CTE criteria in the Dashboard system. Our partnership with the Nevada County Superintendent of Schools office and Sierra College has helped us to take concrete steps that will help achieve this goal.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
4. Pupil Achievement Percentage of pupils who: B.) a-g completion: have successfully completed courses that satisfy the entrance requirements for UCs & CSUs.	B.) In 20/21, 33.3%. C.) In 20/21, 0%. D. & E.) In 20/21, N/A. F.) In 20/21, 0%. G.) In 20/21, not enough students were tested to produce results. H.) In 20/21, 0%.	B.) In 21/22, 26.3%. C.) In 21/22, 2.6%. D. & E.) In 21/22, N/A. F.) In 21/22, 0%. G.) In 21/22, 38%. H.) In 21/22, 12%.			B.) In 23/24, 3-5% increase. C.) In 23/24, 3-5% increase. D. & E.) In 23/24, 100%. G.) In 23/24, 3-5% increase.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
C.) have successfully completed courses that satisfy the requirements for CTE sequences or courses of study that align with SBE-approved standards. D. & E.) have successfully completed both types of courses as described in 4B & 4C. F.) Have passed an AP examination with a score of 3 or higher. G.) Demonstrate college preparedness in ELA, pursuant to the EAP testing (CAASPP). H.) Demonstrate college preparedness in Math, pursuant to the EAP testing (CAASPP).					H.) In 23/24, 3-5% increase.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Bitney Staff teaching New World of Work, one semester dual-	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	$37,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
	enrollment CTE course.	College to provide the necessary training for teachers to get certified to teach this curriculum.		
2.2	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
2.3	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 and exhibitions.	$2,500.00	Yes
2.4	Makers' Lab	Makers' Lab back up and running for increased student opportunities for hands-on learning.	$30,000.00	Yes
2.5				

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.

Through partnership with both Sierra College and the Nevada County Superintendent of Schools Office, significant progress has been made with this goal. One of Bitney's teachers has gone through the process of applying and being certified by Sierra College to teach Business Tech 136 - New World of Work as a Dual Enrollment class at Bitney Prep starting during the 2022-2023 school year. Bitney students will be able to take this class during the school day and earn both CTE credits at Bitney and units at Sierra College.

Working with the office of the Career Pathway Partners at the Nevada County Superintendent of Schools office, Bitney is part of a grant that will bring two additional CTE Dual Enrollment classes to Bitney during the 2022-2023 school year. The Career Pathway Partners office has secured grant funding to hire the instructor for two CTE courses in small business development that will be taught at Bitney as Dual

Enrollment courses. Plans are being developed to build these courses into a CTE Pathway in Business and Entrepreneurship that will be available to Bitney students.

Additional funding that we will receive through the UC-AG Grant is enabling Bitney to develop plans to strengthen our arts education offerings and restart our Maker Space. This funding will support the hiring of a part-time credentialed art and CTE instructor, to strengthen our UC-AG offerings for our students.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

In 2021-22, we took on some big goals to increase and improve services. Goal 2, with a total of $45,000 allotted for Action items 1-5, ended up being a planning year for being able to offer a CTE program. That plan has come to fruition for the 2022-23 school year and those funds will be spent in this school year.

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

For a small independent charter school like Bitney, it is very difficult to marshall the resources to offer a CTE pathway to our students. This past year, we have been able to expand the ongoing partnership that we have had with Sierra College that we have had since the beginning of our transition to Big Picture Learning. The opportunity to offer dual enrollment classes on our campus during the regular school day is a significant achievement for our school.

Partnering with the Career Pathway Partners office at NCSOS has also helped to create a huge opportunity for our school with the possibility of actually being able to offer a CTE Pathway for our students during the next two years.

During the last two years, in alignment with this goal and our WASC Schoolwide Action Plan, the advisory staff at Bitney has successfully worked to incorporate demonstrable workability skills into the rubric for all student Exhibitions. All students now focus upon the Expected Schoolwide Learning Explanations as the reflect upon their growth during the previous semesters. This change helps students to connect their learning at school to the real world learning experiences that they have in their internships.

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.

Significant progress has been made towards implementing all of the action steps in this goal, There are no significant changes planned or anticipated for the coming year.
   • In our metrics, the following State Priorities were shifted as follows:
1A was previously in Goals 1, 2, & 3. Now it is just in Goal 1.
4D was moved from Goal 1 to Goal 2, and we added the other measurements for Priority 4.

New language was added to the Goal Description box.
Action 2.1 (CTE Credentialing) was eliminated, because that goal was achieved through a collaboration with NCSOS and Forest Charter.
Action 1 was renamed as 'Bitney Staff teaching New World of Work).
For clarity, new language was added to Action 2.3 (Workability Skills of Students).
Action 2.4 (Train Advisors to Provide CTE Credits) was eliminated.
Therefore, Action 2.5 (Makers Lab) was eliminated and became Action 2.4.
New language to update Goal Analysis, Prompt 2.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update 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
3. Parent Involvement & Parent Engagement A.) The efforts this school district makes to seek parent input in making decisions for this district/LEA. B.) How the school district will promote parent participation in programs for low income, English learner, and foster youth pupils.	A.) In 20/21, 100%. B. & C.) In 20/21, 100% outreach through emails, phone calls home, invitations to public hearings & requests for volunteering.	A.) In 21/22, 100%. B. & C.) In 21/22, 100% outreach through emails, phone calls home, invitations to public hearings & requests for volunteering.			A.) In 23/24, 100%. B.) In 23/24, 100%. C.) In 23/24, 100%.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
C.) How the school district will promote parent participation in programs for students with disabilities.					
5. Pupil Engagement As measured by all of the following, as applicable: A.) school attendance rates B.) chronic absenteeism rates D.) high school dropout rates E.) high school graduation rates	*(see CALPADS reports 14.1 & 14.2) For 20/21, according to our SIS data: A.) students are attending at ~ 88% of the time. B.) 26% chronically absent. D.) 2 of 38 dropped = 5.3% of the Class of 2021 dropped out. E.) 2 of 36 Seniors did not graduate = 94%.	For 21/22: A.) 57.61%. B.) 42.38% D.) 1 of 13 or 13% of the Class of 2021 dropped out. E.) All 12 Seniors graduated = 100%.			A.) Attendance rates above 95%. B.) Reduce Chronic Absenteeism each year for the next three years. D.) H.S. Dropout rate 0%-5%. E.) Graduation rate at 100%.
6. School Climate As measured by all of the following, as applicable: A.) pupil suspension rates B.) pupil expulsion rates C.) Safety & school connectedness - Climate survey	A.) In 20/21, 0%. B.) In 20/21, 0%. C.) In 18/19: Students,Teachers & Parents = 64%.	A.) In 21/22, 0.5%. B.) In 20/21, 0%. C.) In 21/22, Students, Teachers & Parents = 84%.			A.) In 23/24, less than 5% suspensions. B.) In 23/24, 0% expulsions. B.) In 23/24, 88%.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Professional Development	Continuing professional development for Faculty & Staff Restorative Justice, SEL, Renaissance.	$8,000.00	No
3.2	Counseling Services	All unduplicated students to have access to weekly counseling services on campus. These counseling services are focused upon students mitigate the negative impacts of distance learning and to address any mental health needs.	$30,000.00	Yes
3.3	SEL & Restorative Justice Curricula	All students will have access to comprehensive SEL & Restorative Justice curricula.	$6,000.00	Yes
3.4	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.	$11,000.00	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.

Significant progress was made with most of the action steps in this goal. All of Bitney's Advisory teachers, and most of the other staff, have been trained in SEL. SEL practices have been built into the Advisory curriculum.

Counseling services were significantly increased for all students. During the 2021-2022 school year counseling was available all days, except for Wednesday when students are off campus for internships. In previous years, therapeutic counseling was only available one day per week and the services were limited to students with IEPs.

Marketing and recruiting efforts were redoubled this year. The services of an outside agency were contracted to provide marketing through our website and social media accounts. This agency also continued to provide publicity by submitting articles that were published through the local newspaper. One of Bitney's teachers was assigned to do direct outreach marketing by visiting all 14 of the middle schools in Nevada County. At the time of this report we are anticipating in significant growth in our enrollment for the 2022-2023 school year.

The only action step in this goal that did not see significant progress is the adoption and implementation of a Restorative Justice program. However, this continues to be a part of this goal moving forward. Prior to the start of the 2021-2022 school year Bitney's staff struggled to identify and connect with an appropriate restorative justice program that would meet the needs of our students and school. This kind of program requires a significant amount of time for planning, training both students and staff and formal implementation. With limited staff and many significant areas of student need, the decision was made at the beginning of the year to focus upon other aspects of our LCAP plan.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

We are still researching options for a Restorative Justice program staff/ faculty & students training with corresponding curriculum (Action 3.1), so no money was spent on that last year. One of these goals (Action 3.2) was to offer improved mental health by increasing our counseling supports services. We were able to accomplish this goal by bringing on an additional counselor, however, as an intern, she could not be paid the $30,000 that was allotted for her salary. We did incorporate SEL into our Advisory curriculum, but no other curriculum was purchased (Action 3.3).

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

The expansion of counseling services served a critical student need during this year as students returned from distance learning. Analysis of the California Healthy Kids Survey for both 2021-2021 and 2021-2022 indicated that mental health needs, school based anxiety, student drug use, depression and suicidal thoughts had all increase in our student population, especially among our younger students. To meet these counseling needs we were we able to offer both significantly expanded therapeutic counseling for individual students and ongoing support groups and whole class lessons by counseling staff. Additionally, in the spring of 2022 Bitney entered into a partnership with What's Up Wellness to provide mental health screening for our 9th grade students. For the 2022-2023 school year this screening will be expanded to include our 11th and 12th graders.

Increasing enrollment is also an area of critical need. Recruitment of students during the previous two years of the COVID pandemic was difficult and enrollment was down at Bitney this year. The renewed and increased focus upon recruitment and marketing has resulted in significantly increased interest in enrollment for the coming year. Our staff recruitment lead and her student team visited all14 middle schools in Nevada County.

For the first time in over five years, Bitney set up a group Shadow Day for prospective students to visit Bitney in the early spring. Over 30 students visited the school on that day. At the writing of this report, we have 21 students currently enrolled for our upcoming freshmen class with a number of additional students still in the enrollment process.

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.

The only significant change in the action steps or metrics associated with this goal is the partnership that we have entered into with What's Up Wellness for next year. Although this was not one of our original Action steps for this goal, providing voluntary mental health screening for as many of our students as possible will inform both the school and families about what mental health support may be useful for students before they are in crisis.
- In our metrics, the following State Priorities were shifted as follows:
1A was previously in Goals 1, 2, & 3. Now it is just in Goal 1.
1B was showing in Goals 1 & 3. Now it is just in Goal 1.
3B was repeated in Goals 1 & 3, so it was eliminated in Goal 1 and now is just part of Goal 3.
3C was originally in Goals 1 & 3, now it is more appropriately just in Goal 3.
6C was shifted from Goal 1 to Goal 3.
For clarity, new language was added to Action 3.2 (Counseling Services).
New language in Goal Analysis, Prompt 2.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2022-23]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
$157,303.00	$11,948.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
18.74%	16.04%	$104,400.00	34.78%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions 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. Most years Bitney does not have any English Language Learners. Each year there are a handful of homeless and foster youth enrolled and our current low-income population is nearly 67% 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 are using the Star Renaissance assessment tools for both Mathematics and Reading/Language Arts to measure gaps in learning for unduplicated pupils and will then be able to work one-on-one with students through Math Support classes and academic intervention to mitigate the learning losses. For the 2022-2023 school year, our ELA staff is working on strategies for also using Star Renaissance assessments to target individually specific interventions as well. 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.

The CAASPP test is administered only once to students during their high school careers. Unduplicated and at-risk students find this assessment to be unfamiliar and frustrating. An active program of preparation for CAASPP will reduce student stress and help improve achievement.

Through a review of our school's Big Picture Learning program over the past five years and Bitney's poor performance on the College and Career Readiness component of our School Dashboard, we understand that our students are not currently receiving Career Technical Education (CTE) credit on their transcripts. All of our students and in particular our unduplicated students need to finish high school ready for continuing education and work experiences. We understand the correlation between the metrics in the College and Career Readiness measure on the School Dashboard and the preparation of our unduplicated students for the experiences that they will have after graduation. Helping these students to complete the CTE Career Pathway will help them to 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 2.1, 2.2, 2.3 & 2.4, 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 data during this pandemic year, we confirmed 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. Students expressed great relief in being able to return to in-person learning this year. However, through both this year's CHKS data and the significant numbers of student needing counseling support throughout the year in order to access their education, we know that mental health and social emotional support are ongoing needs for our students. Food insecurity also continued to be an area of need for unduplicated students.

Both physical and emotional needs have increased for our entire student body during the last two years. 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 emotions. Identifying students with mental health needs, continuing to maintain both increased counseling support social emotional support in Advisory classes is essential to improving school attendance and classroom learning. 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.

All actions above are principally directed towards unduplicated students, but available for all students and are implemented LEA-wide.

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 support and intervention. Specified intervention time for foster youth, and low-income students will be increased by having a Study Hall/Intervention or Math Support period in their schedule where they will receive targeted academic support. 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.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

We are continuing the increased & improved service of offering tutoring staffing for unduplicated students.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	0	1:22
Staff-to-student ratio of certificated staff providing direct services to students	0	1:16

2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$168,500.00	$14,000.00			$182,500.00	$119,200.00	$63,300.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Mathematics Tutoring Support (Local Indicator)	English Learners Foster Youth Low Income	$30,000.00				$30,000.00
1	1.2	Validated Testing as Local Measure - Mathematic and ELA	English Learners Foster Youth Low Income	$12,000.00				$12,000.00
1	1.3	Student Preparation for CAASPP in Mathematics and ELA	English Learners Foster Youth Low Income	$1,000.00				$1,000.00
1	1.4	Supplemental/Alternative Mathematics & ELA materials.	English Learners Foster Youth Low Income	$10,000.00				$10,000.00
2	2.1	Bitney Staff teaching New World of Work, one semester dual-enrollment CTE course.	English Learners Foster Youth Low Income	$37,000.00				$37,000.00
2	2.2	Community Partnerships & Collaboration for CTE	English Learners Foster Youth Low Income	$5,000.00				$5,000.00
2	2.3	Workability Skills of Students in Internships	English Learners Foster Youth Low Income	$2,500.00				$2,500.00
2	2.4	Makers' Lab	English Learners Foster Youth Low Income	$30,000.00				$30,000.00
2	2.5							
3	3.1	Professional Development	All		$8,000.00			$8,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	**3.2**	Counseling Services	English Learners Foster Youth Low Income	$30,000.00				$30,000.00
3	**3.3**	SEL & Restorative Justice Curricula	English Learners Foster Youth Low Income		$6,000.00			$6,000.00
3	**3.4**	Marketing & Recruitment	All	$11,000.00				$11,000.00

2022-23 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$839,572.00	$157,303.00	18.74%	16.04%	34.78%	$157,500.00	0.00%	18.76 %	**Total:**	$157,500.00
								LEA-wide Total:	$157,500.00
								Limited Total:	$0.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Mathematics Tutoring Support (Local Indicator)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Bitney Preparatory High School 9-12	$30,000.00	
1	1.2	Validated Testing as Local Measure - Mathematic and ELA	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Bitney Preparatory High School 9-12	$12,000.00	
1	1.3	Student Preparation for CAASPP in Mathematics and ELA	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Bitney Preparatory High School 9-12	$1,000.00	
1	1.4	Supplemental/Alternative Mathematics & ELA materials.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Bitney Preparatory High School	$10,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
						9-12		
2	2.1	Bitney Staff teaching New World of Work, one semester dual-enrollment CTE course.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Bitney Preparatory High School 9 - 12	$37,000.00	
2	2.2	Community Partnerships & Collaboration for CTE	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Bitney Preparatory High School 9-12	$5,000.00	
2	2.3	Workability Skills of Students in Internships	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Bitney Preparatory High School 9-12	$2,500.00	
2	2.4	Makers' Lab	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Bitney Preparatory High School 9-12	$30,000.00	
3	3.2	Counseling Services	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Bitney Preparatory High School 9-12	$30,000.00	
3	3.3	SEL & Restorative Justice Curricula	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Bitney Preparatory High School 9-12		

2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$125,800.00	$32,787.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Mathematics Tutoring Support (Local Indicator)	Yes	$20,000.00	$15,587.00
1	1.2	Validated Testing as Local Measure - Mathematic and ELA	Yes	$4,000.00	$3,348.00
1	1.3	Student Preparation for CAASPP in Mathematics an ELA	Yes	$1,000.00	$0
1	1.4	Supplemental/Alternative Mathematics Materials	Yes	$5,000.00	$1,688.00
2	2.1	BPHS Teacher Salary- New World of Work (CTE class)	Yes	$7,500.00	$0
2	2.2	Community Partnerships & Collaboration for CTE	Yes	$5,000.00	$0
2	2.3	Workability Skills of Students in Internships	Yes	$2,500.00	$0
2	2.4	Makers' Lab	Yes	$30,000	$0
3	3.1	Professional Development	No	$4,000.00	$5,974.00
3	3.2	Counseling Services	Yes	$30,000.00	$0

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.3	SEL & Restorative Justice Curriculum	Yes	$6,800.00	$0
3	3.4	Marketing & Recruitment	No	$10,000.00	$6,190.00

2021-22 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$125,023.00	$95,400.00	$20,623.00	$74,777.00	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Mathematics Tutoring Support (Local Indicator)	Yes	$20,000.00	$15,587	0	0
1	1.2	Validated Testing as Local Measure - Mathematic and ELA	Yes	$6,600.00	$3,348	0	0
1	1.3	Student Preparation for CAASPP in Mathematics an ELA	Yes	$1,000.00	$0	0	0
1	1.4	Supplemental/Alternative Mathematics Materials	Yes	$15,000.00	$1,688	0	0
2	2.1	BPHS Teacher Salary- New World of Work (CTE class)	Yes	$5,000.00	$0	0	0
2	2.2	Community Partnerships & Collaboration for CTE	Yes	$5,000.00	$0	0	0
2	2.3	Workability Skills of Students in Internships	Yes	$2,500.00	$0	0	0
2	2.4	Makers' Lab	Yes	$2,500.00	$0	0	0
3	3.2	Counseling Services	Yes	$30,000.00	$0	0	0
3	3.3	SEL & Restorative Justice Curriculum	Yes	$7,800.00	$0	0	0

2021-22 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$650,788.00	$125,023.00	0	19.21%	$20,623.00	0.00%	3.17%	$104,400.00	16.04%

Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (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 local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the 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*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. 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 Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners 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:

  o 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* Section 52064[b][4-6]).

  o Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).

  o Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 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 educational partners 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 tool for engaging educational partners.

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 educational partners and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners 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 educational partners 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 educational partner engagement functions:

> Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 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 and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 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 LEA, its schools, and its students in grades TK–12, as applicable to the LEA. 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, input from educational partners, 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? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). 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.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, 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 engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public understand how the LEA engaged educational partners 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 educational partners 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 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 engagement of educational partners 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 process used to engage educational partners and how this engagement was considered before finalizing the LCAP."

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners 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 educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

Prompt 2: "A summary of the feedback provided by specific educational partners."

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

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

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the 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 educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners 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 educational partner 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 educational partners 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 educational partners 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 educational partners. 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 educational partners, 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.

Required Goals

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA's eligibility for Differentiated

Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.

- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

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 2020–21 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** or when adding a new metric.

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 action 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 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 and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages 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 educational partners. 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 educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, 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 educational partners 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

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year: Specify the estimated 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).

LCFF Carryover — Percentage: Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar: Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year: Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs 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).

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or 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 percent 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 percent 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 percent: For school districts with an unduplicated pupil percentage of 55 percent 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 percent: For school districts with an unduplicated pupil percentage of less than 55 percent, 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 percent 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 percent 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, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. 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.

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word "input" has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)

- Table 3: Annual Update Table (for the current LCAP Year)

- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)

- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

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, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.

- **1. Projected LCFF Base Grant**: Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.

- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming 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.

- **Contributing to Increased or Improved Services?:** 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:

    - **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.

    - **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.

    - **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 transitional kindergarten through grade five), 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."

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

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **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).

  - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **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.

- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

  - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

    For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

  - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table
- 4. Total Planned Contributing Expenditures (LCFF Funds)

  - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column

- 5. Total Planned Percentage of Improved Services

  - This percentage is the total of the Planned Percentage of Improved Services column

- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)

  - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table
Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display "Not Required."

- 6. Estimated Actual LCFF Supplemental and Concentration Grants

  - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- 4. Total Planned Contributing Expenditures (LCFF Funds)

  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

- 7. Total Estimated Actual Expenditures for Contributing Actions

  o This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)

- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)

  o This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)

- 5. Total Planned Percentage of Improved Services (%)

  o This amount is the total of the Planned Percentage of Improved Services column

- 8. Total Estimated Actual Percentage of Improved Services (%)

  o This amount is the total of the Estimated Actual Percentage of Improved Services column

- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)

  o This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table
- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)

  o This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)

  o This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)

  o If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

  The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- 13. LCFF Carryover — Percentage (12 divided by 9)

  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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