



2024-25 Local Performance Indicator Self-Reflection

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Introduction

The California State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area.

This template is intended as a drafting tool and based on the Local Performance Indicator Quick Guide published by CDE in January 2024.

Performance Standards

The approved performance standards require an LEA to:

- Annually measure its progress in meeting the requirements of the specific Local Control Funding Formula (LCFF) priority.
- Report the results as part of a non-consent item at the same public meeting of the local governing board/body at which the Local Control and Accountability Plan (LCAP) is adopted.
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

This Quick Guide identifies the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

Local Indicators

The local indicators address the following state priority areas:

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA’s Teacher Assignment Monitoring and Outcome data available at <https://www.cde.ca.gov/ds/ad/tamo.asp>.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
- The number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Implementation of State Academic Standards (LCFF Priority 2)

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Parent and Family Engagement (LCFF Priority 3)

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the SBE-adopted self-reflection tool for Priority 3 at the same public meeting at which the LEA adopts its LCAP, and reports to educational partners and the public through the Dashboard.

School Climate (LCFF Priority 6)

The LEA administers an annual local climate survey that captures a valid measure of student perceptions of school safety and connectedness, in at least one grade within each grade span(s) the LEA serves (e.g., TK-5, 6-8, 9-12), and reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and to educational partners and the public through the Dashboard.

Access to a Broad Course of Study (LCFF Priority 7)

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code (EC) for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Coordination of Services for Expelled Students – County Office of Education (COE) Only (LCFF Priority 9)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA’s Teacher Assignment Monitoring and Outcome data available at <https://www.cde.ca.gov/ds/ad/tamo.asp>.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
- The number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Academic Year	Total Teaching FTE	Clear	Out-of-Field	Intern	Ineffective	Incomplete	Unknown	N/A
2021/2022	6.1	83.6	9.1	0	1.7	5.8	0	0

Access to Instructional Materials	Number	Percent
Students Without Access to Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home	0	0

Facility Conditions	Number
Identified Instances Where Facilities Do Not Meet The “Good Repair” Standard (Including Deficiencies and Extreme Deficiencies)	0

Implementation of State Academic Standards (LCFF Priority 2)

LEAs may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, LEAs may complete the optional reflection tool (Option 2).

OPTION 1: Narrative Summary (Limited to 3,000 characters)

In the narrative box provided on the Dashboard, identify the locally selected measures or tools that the LEA is using to track its progress in implementing the state academic standards adopted by the state board and briefly describe why the LEA chose the selected measures or tools.

Additionally, summarize the LEA's progress in implementing the academic standards adopted by the SBE, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts (ELA) – Common Core State Standards for ELA
- English Language Development (ELD) (Aligned to Common Core State Standards for ELA)
- Mathematics – Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

Implementation of State Academic Standards (LCFF Priority 2)

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)					
Mathematics – Common Core State Standards for Mathematics				4	
Next Generation Science Standards					5
History-Social Science					5

2. Rate the LEA’s progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				4	
ELD (Aligned to ELA Standards)					
Mathematics – Common Core State Standards for Mathematics				4	
Next Generation Science Standards					5
History-Social Science					5

3. Rate the LEA’s progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				4	
ELD (Aligned to ELA Standards)					
Mathematics – Common Core State Standards for Mathematics				4	
Next Generation Science Standards				4	
History-Social Science				4	

Other Adopted Academic Standards

4. Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5	N/A
Career Technical Education				4		
Health Education Content Standards					5	
Physical Education Model Content Standards			3			
Visual and Performing Arts				4		
World Language					5	

Support for Teachers and Administrators

5. Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole				4	
Identifying the professional learning needs of individual teachers				4	
Providing support for teachers on the standards they have not yet mastered				4	

Optional Narrative (Limited to 1,500 characters)

6. Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.

Bitney Prep has not had any English Language Development students for the last six years. We are prepared to work with ELD students when they enroll at BPHS, but we are not currently at a fully implemented or sustainable level because we have had these students so infrequently.

Bitney's Teachers collaborate an incredible amount in working on our students' support, internship, and advisory programs. However, because we have subject departments with only one or two teachers, it can be difficult for them to collaborate with other content area specialists. There are exceptions: for example, our Mathematics and English Departments have a significant amount of collaboration within their respective disciplines. Also, the English Department regularly collaborates with the Social Studies Department. The high number of special education and

504 students that are placed in college preparatory academic classes also puts pressure on our instructional staff to provide appropriate accommodations while still meeting state adopted standards.

Our Art Program has seen quite a bit of staff turnover over the last three years, and because of this, the standards and instructional delivery for these classes have varied. Staff turnover has had an impact on the sustainable implementation of this program. This year the instructor in our Art Program fully implemented the California State Framework and Standards for our beginning Art Program. Although the teacher will once again be new for the 2024-25 school year, we are anticipating greater instructional continuity in this program.

The lack of PE facilities continues to limit the variety and scope of activities that students can participate in.

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit: ¹

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.
- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

Instructions

This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-Making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):
 - 1 – Exploration and Research
 - 2 – Beginning Development
 - 3 – Initial Implementation
 - 4 – Full Implementation
 - 5 – Full Implementation and Sustainability
4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.
5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Practices	Rating Scale Number
1. Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.	5
2. Rate the LEA's progress in creating welcoming environments for all families in the community.	5
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.	4
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.	4

Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.

Bitney's Advisory program is at the heart of our efforts at building relationships with families. Advisory teachers work closely with their students throughout their career at Bitney and develop close lines of communication and close relationships with the students, their families, and their internship mentors. Weekly communication with families also

helps to keep families aware of, and participating in the life and activities of our school. Feedback from the 2023-2024 Bitney Prep Parent survey indicates that a significant majority of responding parents believe that there is strong communication and trust between families and the school. The significant number of Bitney Prep Students who have IEP's, 504 Plans, and SST meetings means that staff at Bitney Prep formally meets with over 50% of the families at our school each year.

- Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.

The main focus for our staff in the coming year is to strengthen lines of communication with families in a direct effort to improve student attendance and reduce chronic absenteeism. This was an area of focus in the 2023-2024 school year; however, we struggled to significantly reduce our rate of chronic absenteeism. We also need to work within our Advisory program to seek input and collaboration with families in helping students to identify and take steps to achieve post-graduation college and career goals.

- Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.

Once again, towards the end of this year, we had an increase in the number of students facing homelessness. Data shows that once these students become homeless, they typically struggle with chronic absenteeism. We recognize the need to provide direct outreach and support to these families and the students who are no longer living at home. This year we were able to work directly with an organization called Bright Futures For Youth to provide support for these students.

Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Practices	Rating Scale Number
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.	5
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.	4
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.	4
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.	4

Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)

- Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

Bitney's Advisory and Internship programs are instrumental in helping students move forward in both high school and in preparation for the college and career opportunities that are in their futures. Additionally, Bitney's practice of

focusing regular, all-staff meetings on individual student concerns helps address student needs and improve student success. Bitney has strong partnerships with the local business and professional community through our internship program and our close working relationship with organizations like the Nevada County Superintendent of Schools office, the Nevada County Charter Services Authority, and Bright Futures For Youth.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.

Our focus for the coming year on building partnerships is to greatly increase outreach with families and community resources to reduce chronic absenteeism. This is a continuation of our area of focus from the previous year. Unfortunately, while we did increase our outreach to families targeting improved attendance, chronic absenteeism continues to be a significant barrier to student success.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

We will provide renewed training to all staff to insure identification and the process for supporting students experiencing homelessness to ensure that we are actively engaged with all of these families.

Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Practices	Rating Scale Number
9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.	4
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.	3
11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.	4
12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.	4

Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.

Family communication and engagement are at the heart of our Big Picture learning philosophy and practices. Both students and families provided feedback through surveys that indicated that they felt both heard and respected at school. The administrative staff works closely with the Bitney Prep Parent Council and seeks input on school

planning. Parents, students, and staff are all involved in the evaluation process for the School Director. This feedback contributes to goals that are developed for both the Director and the school for the coming year.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.

The mechanisms and practices that we have in place, including regular communication, student and parent surveying, direct outreach to internship mentors, an active Parent Council, and regular notification of both governance meetings and topics being addressed at Charter Council meetings do not always elicit significant response from parents and other stakeholders. Bitney is a school of choice and most of our parents and students report that they are comfortable with the program that we are providing and the policies that we have in place. During the 2024-2025 school year Bitney Prep will be going through both a WASC Accreditation visit and Charter Renewal. It will be important to have significant parent and student input for both of these major projects. We will need to survey these partners more frequently with more specific criteria, in order to get the feedback that we will need for these tasks.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

Obtaining input on decision making from both underrepresented families and families, in general, has been difficult. The one mechanism that has produced a greater amount of feedback has been through direct parent surveys. The school Leadership Team will work to survey all families regarding specific topics. The feedback provided to staff will be analyzed and shared with Bitney Prep's Charter Council.

School Climate (LCFF Priority 6)

Introduction

The initial design of the Local Control Funding Formula recognized the critical role that positive school conditions and climate play in advancing student performance and equity. This recognition is grounded in a research base demonstrating that a positive school climate directly impacts indicators of success such as increased teacher retention, lower dropout rates, decreased incidences of violence, and higher student achievement.

In order to support comprehensive planning, LEAs need access to current data. The measurement of school climate provides LEAs with critical data that can be used to track progress in school climate for purposes of continuous improvement, and the ability to identify needs and implement changes to address local needs.

Introduction

LEAs are required, at a minimum, to annually administer a local climate survey. The survey must:

- Capture a valid measure of student perceptions of school safety and connectedness in at least one grade within each grade span the LEA serves (e.g. TK-5, 6-8, 9-12); and
- At a minimum, report disaggregated data by student groups identified in California Education Code 52052, when such data is available as part of the local school climate survey.

Based on the analysis of local data, including the local climate survey data, LEAs are to respond to the following three prompts. Each prompt response is limited to 3,000 characters. An LEA may provide hyperlink(s) to other documents as necessary within each prompt:

Prompt 1 (DATA): Describe the local climate survey data, including available data disaggregated by student groups. LEAs using surveys that provide an overall score, such as the California Healthy Kids Survey, are encouraged to report the overall score for all students as well as available student group scores. Responses may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

Data for this analysis came from the CalSCHS School Climate Report Card for 2023-2024

School Climate Indicators - Part I - Supports and Engagement - Student responses were positive for School Connectedness, Caring Adult Relationships, High Expectations and Perceived School Safety. However, there are some categories in this part of the survey that indicate potential concerns:

- School Connectedness - On average, Bitney students feel connected to their school, 62%; however, this measure is down 22% from the 2022 survey.
- Academic Motivation - This indicator improved by 10% over the last year. However, at 56% it is still 10% below the State Average.
- Two or Fewer Absences/Month - While this indicator improved significantly over the last year from 47% to 80%, we did not see a significant improvement in our rate of chronic

absenteeism.

- Meaningful Participation - This measure is low at 33% and has remained so over the last three years, indicating that students do not consistently feel that they have sufficient

agency at school.

School Climate Indicators Part II - Low Violence - Overall student responses on this part of the survey indicate that students have a good sense of safety at school. The areas of note are:

- No Harassment - This indicator improved by 20 percentage points to 62%. While this is a slightly above-average score for California schools, it does reflect that some

students do not feel that they are free of harassment.

- No Mean Rumors - This indicator also improved from the previous year by almost 10 percentage points; however, it is our lowest safety indicator and we know that

harassment through social media continues to be an issue for our students.

- No Substance Use at School - This indicator increased positively by 20% points, with 86% of students reporting that they had no substance use at school. Considering that

this category includes vaping nicotine, which is a very positive sign for our students.

Note: Due to the small size of the student population at Bitney Prep High School, disaggregated data is not available to include in the analysis of our school climate.

Prompt 2 (MEANING): Describe key learnings, including identified needs and areas of strength determined through the analysis of data described in Prompt 1, including the available data disaggregated by student group.

It stands out from the three years measured in this survey that students' reflections on the climate at their school are typically above the state average and consistently improved as compared to the 2022-2023 school year. However, a number of the measures are still below where they were during the 2021-2022 school year. Academic Motivation and Meaningful Participation are areas of concern for the Supports and Engagement section of the survey. In the Low Violence portion of the survey, No Harassment and No Mean Rumors are areas of concern.

None of the identified areas of concern that stand out in the School Climate Report Card is a significant surprise in our analysis, based on other student academic performance indicators or the anecdotal observations of our staff. Over the years since the pandemic, we have been working to normalize school systems and increase expectations for both student academic performance and behavior. We can see from student feedback that these measures may contribute to some level of pushback or disconnection from our students. We continue to work hard to find a balance between building rigor and high expectations in our program while at the same time supporting students with the challenges that they face both in and out of school.

Prompt 3 (USE): Describe any changes to existing plans, policies, or procedures that the LEA determines necessary in order to address areas of need identified through the analysis of local data and the identification of key learnings. Include any revisions, decisions, or actions the LEA has, or will, implement for continuous improvement purposes.

As mentioned, the data provided by the School Climate Report Card for 2023-2024, reaffirms trends in student attitude towards and connection with the school that the staff at Bitney Prep was already aware of and working to address. For the last two years, as a part of our LCAP, we have added a full-time therapeutic counselor to our staff to work directly with students to address social and emotional issues that impact student access to their learning. Also, to help students connect to their course of study while at high school Bitney Prep is implementing a Pathway System that will help students choose an area of focus for their course of study during high school. Students have the choice of College Prep, STEM, CTE, and Humanities Pathways. The opportunity to focus on a specific pathway during their high school career will help students find additional academic motivation at school.

Access to a Broad Course of Study (LCFF Priority 7)

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)

All Bitney students are able to enroll in college preparatory coursework throughout their school careers at Bitney. We have additional support in place, especially in the challenging subject of mathematics to help improve student learning. Math is a major area of focus in our LCAP. All of our students work with their Advisors every year to plan for the coursework that they will need to graduate and become career and college ready. Bitney has a high percentage of students with IEPs. We will be at almost 30% IEPs for the 2024-2025 school year. Access to curriculum and support to help these students succeed is the hallmark of Bitney's Resource Specialist Program. Internships that help students learn about the workplace and explore career opportunities help connect these students to their coursework studies. Lastly, Bitney has worked with Sierra College and the Nevada County Superintendent of Schools office to offer a Dual Enrollment CTE Pathway in Entrepreneurship/Self Employment. We now have a small, but significant cadre of graduating students who have completed a CTE Pathway. We expect this group to consistently increase.

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent

to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)

One of the measures that we are focusing upon is increasing the number of students who graduate from Bitney having met one of the Career and College Preparedness measures from the School Dashboard when they graduate from high school. A significant portion of our students struggle to complete all of the course requirements on the UC a-g course requirements, especially in the areas of Mathematics and Foreign Language. These students have a greater potential to meet the College and Career Preparedness measures for the CTE Pathway and College Coursework measures from the School Dashboard. We are working to implement a High School Pathway system where students choose a pathway (College Prep, STEM, CTE, and Humanities) that they will follow through graduation.

We consider our Internship Program to be an avenue through which students at a small school can increase their access to a broad course of study. During the past year over 85% of Bitney students participated in an internship that lasted at least one-half of a year. Having placed students in well over 200 businesses and organizations for internships we consider that the learning opportunities are far greater for our students than we could hope to provide solely through classroom based coursework..

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)

Successful completion of a full course of college preparatory mathematics, including Algebra I, Geometry, and Algebra II is a challenge for a significant number of Bitney students. We have many students entering into 9th grade who have mathematics learning delays and have not yet mastered the Pre-Algebra skills needed to be successful in these more advanced courses. When students do not advance past Algebra I, they may complete the California Minimum State Requirement in Mathematics, but we know that their learning in mathematics has not been as broad or deep. The same is true for our graduation requirement in Foreign Language. For students who struggle to complete coursework in English Language Arts requirements, a foreign language is sometimes too much of a stretch.

4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

The first goal of Bitney's LCAP is to improve students' learning and success in both Mathematics and English. This past year we were able to maintain the significant improvement that we made in English and also had some improvement in Mathematics. Among other things, we are providing additional learning support for students in both Pre-Algebra and Algebra I classes. We are also offering specialized Pre-Algebra and Algebra I classes for some students with IEPs. We are working to support a greater number of our students to be prepared enough to move into mathematics coursework beyond Algebra I. We are now offering a CTE Pathway in Entrepreneurship/Self Employment that gives our students an optional path to graduation that does not include the Foreign Language component.

Coordination of Services for Expelled Students – COE Only (LCFF Priority 9)

Assess the degree of implementation of the progress in coordinating instruction for expelled students in your county.

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Coordinating Instruction	1	2	3	4	5
1. Assessing status of triennial plan for providing educational services to all expelled students in the county, including:	[No response required]	[No response required]	[No response required]	[No response required]	[No response required]
a. Review of required outcome data.					
b. Identifying existing educational alternatives for expelled pupils, gaps in educational services to expelled pupils, and strategies for filling those service gaps.					
c. Identifying alternative placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils.					
2. Coordinating on development and implementation of triennial plan with all LEAs within the county.					
3. Establishing ongoing collaboration and policy development for transparent referral process for LEAs within the county to the county office of education or other program options, including dissemination to all LEAs within the county a menu of available continuum of services for expelled students.					
4. Developing memorandum of understanding regarding the coordination of partial credit policies between district of residence and county office of education.					

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

Assess the degree of implementation of coordinated service program components for foster youth in your county.

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Coordinating Services	1	2	3	4	5
1. Establishing ongoing collaboration and supporting policy development, including establishing formalized information sharing agreements with child welfare, probation, Local Education Agency (LEAs), the courts, and other organizations to support determining the proper educational placement of foster youth (e.g., school of origin versus current residence, comprehensive versus alternative school, and regular versus special education).					
2. Building capacity with LEA, probation, child welfare, and other organizations for purposes of implementing school-based support infrastructure for foster youth intended to improve educational outcomes (e.g., provide regular professional development with the Foster Youth Liaisons to facilitate adequate transportation services for foster youth).					
3. Providing information and assistance to LEAs regarding the educational needs of foster youth in order to improve educational outcomes.					
4. Providing direct educational services for foster youth in LEA or county-operated programs provided the school district has certified that specified services cannot be provided or funded using other sources, including, but not limited to, Local Control Funding Formula, federal, state or local funding.					

Coordinating Services	1	2	3	4	5
5. Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information.					
6. Facilitating the coordination of post-secondary opportunities for youth by engaging with systems partners, including, but not limited to, child welfare transition planning and independent living services, community colleges or universities, career technical education, and workforce development providers.					
7. Developing strategies to prioritize the needs of foster youth in the community, using community-wide assessments that consider age group, geographical area, and identification of highest needs students based on academic needs and placement type.					
8. Engaging in the process of reviewing plan deliverables and of collecting and analyzing LEA and COE level outcome data for purposes of evaluating effectiveness of support services for foster youth and whether the investment in services contributes to improved educational outcomes for foster youth.					