

LCAP Year 2017–18 2018–19 2019–20

Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

[Appendix B](#): Guiding Questions: Use as prompts (not limits)

[LCFF Evaluation Rubrics](#): Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Bitney Prep High School		
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2017-20 Plan Summary

THE STORY

Briefly describe the students and community and how the LEA serves them.

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

Our goal is to aim high academically with a rigorous college preparatory curriculum, but to also employ flexibility in meeting the educational needs of every student. The core curriculum, in which all students are placed, is designed to meet the UC/CSU "a-g" requirements. Beyond that, we provide opportunities for students to have relevant real-world learning experiences through off-site internship opportunities. We have been very successful in establishing an internship program and have seen dramatic impacts on student engagement through this initiative. This experience combined with research into more experiential learning methods led us to an association with Big Picture Schools, a nationally branded school design model that stresses individualized student learning plans and a strong emphasis on learning through internships. We endeavor to ensure all graduates are equipped with an understanding of the historical, cultural and environmental issues that shape the world, and a mutually created vision of how each of them fits purposefully into that world. Above all else at Bitney, we strive to imbue our students with a love of learning, a profound curiosity, an uninhibited sense of questioning and examination, and a powerful sense of self-direction.

LCAP HIGHLIGHTS

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

Our school community has identified two goals for focus in the next three years.

Goal 1: All students will gain an understanding of their academic program, achieve to the best of their abilities, and align their learning to clear post-secondary goals.

Narrative: By engaging students in the process of designing and driving their educational program, we strive to deepen their learning and make it more engaging and relevant. Through a combination of educational opportunities delivered both on and off campus, students will have the advantage of learning in both traditional and experiential settings.

Goal 2: The school will clearly identify and market the "Bitney Brand" as a distinct and unique educational alternative resulting in increased enrollment.

Narrative: The addition of our mentored internship program has added depth and relevance to students' learning, creating a unique educational opportunity for county students. Our goal is to aggressively market our brand and to attract and serve more students.

REVIEW OF PERFORMANCE

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

Our LCFF Rubric only shows data for Suspended Students. We are waiting until the Fall of 2017 for the results of our CAASPP testing and other standardized measures of our progress. Nevertheless, we have made significant progress in re-structuring and re-branding our school as highlighted below:

During the 2016-17 school year, Bitney launched an ambitious redesign of our school program, adding to our core college prep curriculum, a one-day-per-week mentored internship learning opportunity for every student. This educational model has been advanced and supported nationally by the Big Picture Learning Program with which we officially aligned in the Spring of 2016. Our initial offer of a 30 student pilot program quickly grew to include virtually every student in the school as word spread of the rich, real-world learning that was available through internships. We could not have wished for a more enthusiastic response or predicted the tremendous challenges we would face in accommodating this shift in our program design and delivery. The year has been characterized by a strong spirit of and commitment to innovation as our community has climbed a significant learning curve. Adopting new methods and modes of instruction (i.e. online, project-based and experiential learning) implementing a school-wide advisory program, and crafting a schedule which accommodates the changes while still preserving the rigor and breadth of our core curriculum, have been significant - but ultimately satisfying - challenges to face and resolve. To better reflect the breadth and depth of our educational program, we modified the school name from Bitney College Prep High School to Bitney Prep, a broader representation of student preparation for all possible post-secondary school choices.

A hugely important new initiative at Bitney is the implementation of our advisory program. Every student is assigned to a grade level faculty advisor who oversees the student's academic program and facilitates their internship placement. Our "One Student At A Time" philosophy allows students to align their learning to their areas of interest which are further explored through their internship placement.

Recognizing the needs and abilities of some of our academically low-performing students (Our Special Needs population averaged approximately 15% for the year) and in alignment with our One Student At A Time philosophy, we received support from our Charter Council to modify graduation requirements within a range from the minimum California state requirements to our highly challenging UC a-g qualifying college prep requirements. This has allowed us in some cases to keep and serve students who might otherwise have dropped out of school or opted to take the CHSPE or GED.

GREATEST PROGRESS

REVIEW OF PERFORMANCE

As of this writing, we are finalizing the details on a Memorandum of Understanding with our local Community College to give our students access to virtually all of the courses offered at the college. This MOU is unique in our county because it goes well beyond the college's present academic enrichment program or the Ghidotti Early College Program. With a qualifying 2.7 GPA our students will be able to enroll in both academic and career/vocational courses at the college. These opportunities will significantly expand and deepen our students' learning opportunities.

Computer Lab and Technology Upgrades. With support from local service organizations, we were able to completely remodel our computer lab, installing 23 new Apple Desktop Computers, air conditioning, carpet and new furnishings. We also purchased a class set of Chromebooks using funds made available to us through a College Readiness Grant.

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

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

- * Implementing an academic schedule that includes direct-instruction classes in every subject.
- * Providing intensive professional development opportunities for every member of the staff. All staff will be attending the Big Bang Conference in St. Louis July 25-28, 2017.
- * Enrolling students in a wide variety of courses at the local junior college.
- * Actively engaging parents through the student advisory program.
- * Addressing chronic absenteeism and tardiness with both incentives and consequences.
- * Working to align our curriculum with the state subject standards
- * Developing project based learning plans that identify how credits will be earned in various subject areas.
- * Improving our supervision and monitoring of students' individualized learning plans.
- * With charter council and parent council support, implementing a comprehensive fundraising program.
- * Continuing our marketing and community outreach efforts to advertise our brand and increase enrollment.
- * Collecting and analyzing a variety of data to measure our success in meeting our goals.

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

Perhaps our greatest need going forward is in providing clear and focused professional development opportunities for staff to fully understand and implement the Big Picture Learning paradigm. There are significant new identities and roles for both students and staff to adopt which depart significantly from the traditional classroom-based, one-size-fits-all teaching modality. The entire teaching and administrative staff will be attending a training conference in St. Louis this summer where we will follow a leadership and advisory training strand. The conference will also provide the opportunity for teachers to connect with job-alike peers and to join the larger community of Big Picture Learning educational innovators.

GREATEST NEEDS

Our 2015-16 CAASPP Testing results were substandard due to an anomaly in the presentation of the test and a resulting less-than-enthusiastic performance by our students. Viewed within the context of favorable prior years' test results, we are eager to correct the record and our academic profile with improved test scores for 2016-17 and beyond. We have taken steps to improve the way in which the test is administered and have stressed to students, the importance of them making their best efforts on the assessments. Please refer to the measurable outcomes in the 2017-18 LCAP GOAL #1 for further elaboration of this objective.

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

We continue to struggle with our goal of increasing our enrollment but recognize that part of the reason we have not attracted the numbers of students we would like, has been due to a vague or inaccurate understanding of our mission and program by students and parents in our community. With our alignment with Big Picture Learning and the implementation of our individualized approach and internship placements for all students, we feel our brand is now much better defined. We are optimistic that the marketing efforts we are making will bring the desired results and that we will approach the enrollment numbers we have set as goals. Please refer to the measurable outcomes in the 2017-18 LCAP GOAL #2 for further elaboration of this objective.

School and class attendance suffered during the 2016-17 school year most likely due in part to the challenges we faced in designing and delivering an academic schedule which honored the need for academic focus and rigor, experiential learning opportunities (internship and project-based learning) and an individualized approach. We learned valuable lessons about the limited capacity of most students to design and follow self-directed learning plans and goals. Our experimentation with open study periods and workshops proved challenging for students and staff alike with both groups ultimately calling for a return to more traditional classroom-based instruction. This change has been implemented for the 2017-18 school year and we are confident that we will have a clearer structure and greater accountability in our program going forward.

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

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

PERFORMANCE GAPS

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

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

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

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

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

INCREASED OR IMPROVED SERVICES

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

In the Spring of 2017 we secured a small grant to provide private counseling and therapy services to students who may not qualify for social support service or who cannot afford private sessions. Local professional counselors and therapists have agreed to accept voucher payments at reduced rates for their services.

We are implementing a comprehensive new fundraising model (Benevon) to cultivate a community of donors to support a scholarship fund for low income students. These funds will allow students to participate in such things as our annual Wilderness Week Excursion and field trips to museums, arts events, sports tournaments, etc. Additionally, the funds may be used to provide clothing, bus passes, and other basic necessities to our most needy students.

We continue to be challenged by the occasional homeless student. Local resources are minimal and we have relied upon the generosity and support of our school community in helping needy students. We intend to designate a portion of our annual giving campaign funds to subsidize families who offer temporary shelter to students in need.

BUDGET SUMMARY

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

DESCRIPTION

AMOUNT

Total General Fund Budget Expenditures for LCAP Year

\$941,490

Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year

\$860,172.00

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

\$764,492

Total Projected LCFF Revenues for LCAP Year

Annual Update

LCAP Year Reviewed: 2016-17

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

Goal 1

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

State and/or Local Priorities Addressed by this goal:

STATE	<input checked="" type="checkbox"/>	1	<input checked="" type="checkbox"/>	2	<input checked="" type="checkbox"/>	3	<input checked="" type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>	6	<input checked="" type="checkbox"/>	7	<input checked="" type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

ANNUAL MEASURABLE OUTCOMES

EXPECTED

- Priority 1 Basic
- A. 100% of teachers of the school district are appropriately assigned and fully credentialed in the subject areas, and, for the pupils they are teaching.
 - B. Every pupil in the school district has sufficient access to the standards-aligned instructional materials.
 - C. School Facilities are maintained in good repair as indicated on our site review checklist.

- Priority 2 Implementation of State Standards
- A. Implementation of the academic content and performance standards adopted by the state.
 - B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency. There is not a history of English learners attending the school so services have not been necessary.

- Priority 3 Parental Involvement
- A. Efforts the school district makes to seek parent input in making decisions for the school district and each individual school site. Monthly News and Notes emails from the Director and feedback from parents.
 - Increase Parent Council participation to at least 10 parents.

ACTUAL

- Priority 1 Basic
- A. Our staffing and credential requirements were reviewed by our authorizer, the county office of education, and all teachers were found to be appropriately assigned and credentialed.
 - B. Instructional materials were available to all students.
 - C. Two major improvements to the school campus were made by the landlords. A new 5 year lease has been signed.

- Priority 2 Implementation of State Standards
- A. With the adoption of the Big Picture Learning Model and implementation of our Internship Program, there were adjustments made in the delivery of our core curriculum. The focus on individualizing each students learning plan challenged our ability to address all of the standards in each core area. We were not satisfied with our ability to meet all of the standards and have made adjustments to our schedule and delivery model for the 2017-18 school year.
 - B. No English Language Learners were enrolled in the school this year.

- Priority 3 Parental Involvement
- A. - The Director sent weekly email messages to all parents.
 - Parent Council participation increased to 6-8 core members.
 - B. - Numerous parent volunteers staffed the on-site school food kiosk
 - The Annual Giving Campaign run by the Parent Council raised over \$8000 for scholarships for low-income students.
 - C. Parents of special needs students were fully involved through the IEP process in the design, review and implementation of students' learning plans.

EXPECTED

- B. How the school district will promote parental participation in programs for unduplicated students
 Parent Council involvement in hot food service
 Parent Council support of scholarships for low-income students
 C. How the school district will promote parental participation in programs for individuals with exceptional needs.
 As determined by the IEP Team.

Priority 4 Pupil Achievement as measured by all of the following as applicable: A. Statewide assessments

CAASPP Targets: Math 50% Exceed or Met ELA: 80% Exceed or Met CST: TBD

B. The Academic Performance Index - not applicable

C. The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the UC or CSU, or career technical education sequences or programs of study that align with the state board-approved career technical education standards and frameworks.

Target: 20% of graduates

D. The percentage of English learner pupils who make progress toward English proficiency as measured by the CELDT; or any subsequent assessment of English proficiency, as certified by the state board.

Target 100%

E. The English learner reclassification rate - not applicable

F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher.

AP classes not offered

G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to the Early Assessment Program, or any subsequent assessment of college preparedness.

Target: 85% of graduating class

Priority 7 Course Access

- A. A broad course of study is provided that includes all of the subject areas described in Section 51210 and Section 51220(a) to (i) as applicable
 B. Programs and services are developed and provided to unduplicated students
 C. Programs and services are developed and provided to individuals with exceptional needs.

Priority 8 Other Pupil Outcomes

ACTUAL

Priority 4 Pupil Achievement

A. - CAASPP Results were: Math 0% Met or Exceeded Standard, ELA 16% Met or Exceeded

- CST 85% Advanced or Proficient

B. Not applicable

C. All Bitney courses have received UC a-g approval and/or align with the state CTE standards.

D. No EL students were enrolled at Bitney during the 2016-17 school year

E. Not applicable

F. AP classes are not offered

G. 87% of the graduation class met the requirement

Priority 7 Course Access

All priority categories were met.

Priority 8 Other Pupil Outcomes

Students above a 2.0 gpa: 75%

Students above a 3.0 gpa: 40%

Students attending a 2 year college: 80%

Students attending a 4 year college: 7%

Students attending other post-secondary options: 13%

Students enrolled in Internship Program: 95%

EXPECTED

A. Pupil outcomes, if available, in the subject areas described in Section 51210 and subdivisions (a) to (i) inclusive of Section 51220, as applicable.
 Target 75% students above 2.0 GPA; 40% students above 3.0 GPA;
 % student attending 4 year college 15%; % students attending 2 year college 50%; % student attending other post-secondary options 35%;
 Number student enrolled in internship program 25%

ACTUAL

ACTIONS / SERVICES

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

Action **1**

Actions/Services

PLANNED
<ul style="list-style-type: none"> • Continue student/advisor course enrollment process * Implement Advisory system for all students * Implement Internship opportunities for all students. * Implement a new weekly schedule of 4 days of instruction on campus and 1 day off campus at internship placements. • Assure access to a broad College Prep, Elective, and Experiential Curriculum – CCSS (ELA, Math) NGSS (Science) and ELD Standards; Access to and enrollment in a broad course of study, standards-aligned instructional materials) * Develop and deliver project-based and interdisciplinary learning options for students. • Continue a comprehensive remediation program. (WASC 2015) • Increase use of technology for instruction, enrichment, and remediation. (WASC 2015)

ACTUAL
<ul style="list-style-type: none"> * The 2016-17 school year saw the successful implementation of a student advisory program at all grade levels. Students met daily with their advisor for a minimum of two periods each day. Advisors counseled students through course selection, internship preparation and placement, and monitored each student's progress in meeting their individual learning goals. The advisor/advisee relationship has become fundamental to the delivery and assessment of our educational program anchoring a close connection between the student, advisor and parents. * A 4 day on campus and 1 day off campus schedule was implemented to accommodate our Internship program for all students. Students attended classes on Monday, Tuesday, Thursday, Friday and were at their internship sites on Wednesdays. * The effort to individualize instruction and allow students to pursue multiple learning methodologies proved to be a significant and difficult change from the traditional 7period, 5 day a week schedule used in prior years. Similarly, the faculty and students faced a significant learning curve with respect to adopting project-based and interdisciplinary learning opportunities and lessons. Many students struggled

	<p>with the freedom we allowed in having them work independently, but under guidance from their advisors, in English and Social Studies. As a result we will be returning to direct instruction classes in these (as well as all other) subjects next school year.</p> <p>* Many opportunities for remediation and credit recovery were developed by staff for use by students who have fallen behind in some subject areas.</p> <p>* The use of technology became a default learning modality for students working independently in some subject areas. We were not satisfied with the depth or quality of learning that resulted however and will be carefully administering this option in the future. We received significant community support for upgrades to our computer lab and have purchased 50 laptops for use by students. The focused and closely monitored use of these resources to support student learning at all levels is a priority for our program as we move forward.</p>
<p>BUDGETED</p> <p>Staffing 1000-1999: Certificated Personnel Salaries 419,802 Benefits 3000-3999: Employee Benefits 146,523 Instructional materials 4000-4999: Books And Supplies 20,510 Professional Development 5800: Professional/Consulting Services And Operating Expenditures Other 13,125 Internship Coordination 0000: Unrestricted Other 40,000</p>	<p>ESTIMATED ACTUAL</p> <p>Staffing 1000-1999: Certificated Personnel Salaries 255,547 Benefits 3000-3999: Employee Benefits 88,462 Instructional Materials 4000-4999: Books And Supplies 20,510 Professional Development 5000-5999: Services And Other Operating Expenditures Other 13,125 Internship Coordination 0000: Unrestricted 15,500</p>

ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

The adoption of the Big Picture Learning Program significantly altered our educational approach and school direction to better align with our mission and vision. The addition of the student advisory and internship placements have given students the responsibility and opportunity to identify their personal and educational interests and passions and to explore multiple learning options including direct classroom instruction, independent study, online resources, experiential and project-based learning opportunities. Every student presents a summative "exhibition" at the end of each semester in which they report on the academic goals they have set for themselves and the plans they have followed in achieving them. We could not be happier with what we are seeing of our students' ability to articulate who they are at the present moment in their lives, what goals they have set, and their success (or not) in achieving them. They

ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

	<p>have ownership of their education and are able to align their studies to an emerging vision of what their post-secondary direction will hopefully be.</p>
<p>Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.</p>	<p>The implementation of the student advisory and internship programs have been fundamental to the achievement of this goal. Students have become empowered with a greater understanding of their academic achievements and records and have been able to secure experiential learning opportunities that further their interest in post secondary options and/or careers. By creating a schedule to allow students a full day per week to attend internships, they benefit from an immersion experience and become integral members of the organizations they serve. They learn real world expectations and responsibilities which serve them in their work setting but which have also had a significant impact on the culture of the school. Our overall student achievement results indicate that, aside from the anomaly of our standard CAASPP results due to difficulties in the administration of the tests, we have met the goal of supporting student ownership of their educational goals and planning. We met our GPA goals, nearly met our 4 year college acceptance goal, and far exceeded our internship participation and 2 year college attendance goals.</p>
<p>Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.</p>	<p>The budgeted Certificated Salaries and Benefits were not accurate and we are at a loss to explain where the numbers came from. The estimated actual numbers represent a better accounting of expenditures in those categories.</p>
<p>Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.</p>	<p>This goal will continue in the years ahead as it directly address our "One Student At A Time" philosophy. No significant changes to the goal are anticipated however new metrics of measurement will be set as indicated in the 2017-20 Goal #1 Actions and Expenditures description of this LCAP.</p>

Annual Update

LCAP Year Reviewed: 2016-17

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

Goal 2

The school will clearly identify and articulate the "Bitney Brand" as a distinct and unique educational alternative for county students.

State and/or Local Priorities Addressed by this goal:

STATE	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input checked="" type="checkbox"/>	3	<input type="checkbox"/>	4	<input checked="" type="checkbox"/>	5	<input checked="" type="checkbox"/>	6	<input checked="" type="checkbox"/>	7	<input type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

ANNUAL MEASURABLE OUTCOMES

EXPECTED

- Priority 3 Parental Involvement
- A. Efforts the school district makes to seek parent input in making decisions for the school district and each individual school site. Monthly News and Notes to parents
 - B. Increase Parent Council numbers to at least 10 participants
 - C. How the school district will promote parental participation in programs for unduplicated students
 - D. Parent Council support of scholarships for low-income students
 - E. How the school district will promote parental participation in programs for individuals with exceptional needs.
- As determined by the IEP Team.

- Priority 5 Pupil Engagement as measured by all of the following as applicable:
- A. School attendance rates
Target: 90 ADA
 - B. Chronic absenteeism rates
Target: Reduce from 9% to 7%
 - C. Middle school dropout rates - not applicable
 - D. High school drop out rates
Target: None
 - E. High school graduation rates
Target: 100% of grade 12 class

ACTUAL

- Priority 3 Parental Involvement
- A. - The Director sent weekly email messages to all parents.
 - B. - Parent Council participation increased to 6-8 core members.
 - C. - Numerous parent volunteers staffed the on-site school food kiosk
 - D. - The Annual Giving Campaign run by the Parent Council raised over \$8000 for scholarship for low-income students.
 - E. Parents of special needs students were fully involved through the IEP process in the design, review and implementation of students' learning plans

- Priority 5 Pupil Engagement
- A. 78.9 ADA
 - B. Chronic absenteeism rate: 8%
 - C. Not Applicable
 - D. No drop outs occurred during the school year.
 - E. 93% Graduation rate
- Priority 6 School Climate
- A. Suspension rate: 11%
 - B. Expulsion Rate: None
 - C. - A student survey was conducted mid year which provided valuable feedback on a wide range of school climate issues.
 - School inquiries increased by N/A
 - New enrollments increased by N/A
 - Transfers in N/A

EXPECTED

Priority 6 School Climate as measured by all of the following as applicable:
 A. Pupil suspension rates
 Target: Reduce from 10% to 5%
 B. Pupil expulsion rates
 Target: None
 C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.
 Target: Conduct surveys of all stakeholders re: marketing, school climate, and school safety and publish results.
 Target: Increase number of school inquiries by 10%
 Target: Increase number of new enrollments and transfers by 10%

Priority 7 Course Access
 A. A broad course of study is provided that includes all of the subject areas described in Section 51210 and Section 51220(a) to (i) as applicable
 B. Programs and services are developed and provided to unduplicated students
 C. Programs and services are developed and provided to individuals with exceptional needs.

ACTUAL

- Transfers out increased by N/A

Priority 7 Course Access
 All priority categories were met.

ACTIONS /SERVICES

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

Action

1

Actions/Services

PLANNED

- A diverse and inclusive school community where students are "known, respected and educated." (Surveys of pupils, parents and teachers on school safety and connectedness; pupil suspension and expulsion rates; parent involvement in decision making and in programs for unduplicated and special needs subgroups)
- College Prep Core Curriculum (A-G Reg for UC admission)

ACTUAL

- * A name change from Bitney College Prep to Bitney Prep
- * Successful re-authorization of the school's charter
- * An MOU with the local Junior College giving Bitney students access to a wide variety of college level courses.
- * A diverse and inclusive school community where students are "known, respected and educated."
- * 4/1 schedule implemented
- * Advisories implemented
- * College Prep Core Curriculum (A-G Reg for UC admission)

- Uniquely qualified teachers and staff (Teacher assignment and credentials)
- continues
- * Advisory implemented
- * 4/1 weekly schedule implemented
- Wilderness/Environmental/Experiential Curriculum
- School-wide commitment to mindful and self-reflective personal interactions and learning opportunities.
- Electives and Intersession
- Service Learning Opportunities
- “Personalized” Facility (School facilities maintained)
- Website, Facebook, and related media presence.

- * Uniquely qualified teachers and staff (Teacher assignment and credentials)
- * Career Education and Internship Placement
- * Wilderness/Environmental/Experiential Curriculum
- * Electives and Intersession
- * Service Learning Opportunities
- * “Personalized” Facility (School facilities maintained and a new 5 year lease signed)
- * Website, Facebook, and related media presence.
- * Parent Information Nights
- * A Meet and Greet Social/ Celebration at the end of the year.
- * Publication of a Parent Council Initiated Newsletter
- * Numerous articles in local media highlighting the program.
- * Big Picture Learning support and professional development

BUDGETED

Staffing 1000-1999: Certificated Personnel Salaries 419,802
 Attendance Clerk 2000-2999: Classified Personnel Salaries \$23,400
 Benefits 3000-3999: Employee Benefits Other 146,523
 Professional Development 5800: Professional/Consulting Services And Operating Expenditures 10,125
 Marketing and Development 5800: Professional/Consulting Services And Operating Expenditures 8,800
 Internship Coordination 0000: Unrestricted Other 40,000

ESTIMATED ACTUAL

Staffing 1000-1999: Certificated Personnel Salaries 70355
 Attendance Clerk 2000-2999: Classified Personnel Salaries \$41,495
 Benefits 3000-3999: Employee Benefits 28,005
 Professional Development 5800: Professional/Consulting Services And Operating Expenditures 10,125
 Marketing and Development 5000-5999: Services And Other Operating Expenditures 6,600
 Internship Coordination 0000: Unrestricted Other 13,333

ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

2016-17 was a transitional year for the school. Alignment with the Big Picture Learning model brought about significant changes to the structure and organization of school life. Most notable changes were: a four day on-campus and one day off-campus schedule to allow students to attend internships; implementation of the advisory program; allowing flexibility and choice for students to pursue their learning in a wide variety of ways including, direct instruction classes, independent study, online coursework, and project-based learning opportunities. We changed the name of the school from Bitney College Prep to Bitney Prep to better reflect the broadest possible range of “life prep” opportunities that our program offers. We held a very successful 4 day Wilderness Week program in September which provided a great opportunity for students to get to know one another within and across grade levels.

ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

We negotiated a Memo of Understanding with Sierra College giving our students unprecedented access to a wide variety of college course on the local campus. This relationship is unlike any other in the county and will provide not only for academic enrichment opportunities for our students but also access to Career and Technical course as well. Concurrent with the implementation of large changes to the school program, we underwent a successful re-authorization process for the renewal of our charter. This provided an opportunity to "tell our story" to and garner the unanimous support of the County Board of Education, our authorizer, and the County Superintendent of Schools. These were significant endorsements of the changes made and the direction the school is taking.

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

The implementation of the internship program was our greatest success. The process was delivered through the advisory program to first, prepare students for finding an internship and then, managing that placement resulted in significant connections between students and their internship mentors. Internship day was the highlight of the week for virtually every student because of the relevance they saw in the engaging work they were doing. Numerous activities and opportunities were pursued to "Tell Our Story" within the greater community including radio interviews, newspaper articles, parent information nights and an end-of-year Meet and Greet Social. We made every attempt to create an open and inclusive school culture and climate within which all voices could be heard. Staff meetings, Parent Council meetings, all-school assemblies, and one-on-one meetings with students and parents were held in the interest of a transparent and fully inclusive transitional process. Nevertheless and as anticipated, there were issues related to the changes which resulted in some staff and students choosing to leave the school. A particular challenge centered around our empowerment of students to first design a learning program for themselves, and then follow it with support from their advisors and parents. We learned that not all students have the executive functioning skills to manage such independent learning and so we have made changes for the coming school year.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The rather large discrepancies in budgeted versus actual expenditures can be attributed to a misunderstanding of what was expected in budgeted projections. Once again, the actual expenditures column accurately reflects expenditures.

ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

In the coming planning years, this goal will merge with our Goal 3 which sets enrollment growth targets going forward. While we have experienced a slight enrollment decline, we attribute this to the fact that this has been our first year as a Big Picture Learning (BPL) School and that it will take awhile for the community to understand the program and its advantages for county students. There are extensive support and professional development resources available to us through the BPL Network that will benefit students and staff alike. Specific modifications to the goal and metrics for its measurement will be included in the 2017-20 Goal #2 Actions and Expenditures description in this LCAP.

Annual Update

LCAP Year Reviewed: 2016-17

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

Goal 3

Enrollment will increase annually to a maximum of 125 students in year 3 and to an overall maximum of no more than 150 in the future.

State and/or Local Priorities Addressed by this goal:

STATE	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input checked="" type="checkbox"/>	3	<input type="checkbox"/>	4	<input checked="" type="checkbox"/>	5	<input checked="" type="checkbox"/>	6	<input type="checkbox"/>	7	<input checked="" type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Priority 3 Parental Involvement

A. Efforts the school district makes to seek parent input in making decisions for the school district and each individual school site. Monthly News and Notes to parents
Increase Parent Council numbers to at least 10 participants

B. How the school district will promote parental participation in programs for unduplicated students
Parent Council support of scholarships for low-income students

C. How the school district will promote parental participation in programs for individuals with exceptional needs.
As determined by the IEP Team.

Priority 5 Pupil Engagement as measured by all of the following as applicable:

A. School attendance rates
Target: 90 ADA

B. Chronic absenteeism rates
Target: Reduce from 9% to 7%

C. Middle school dropout rates - not applicable

D. High school drop out rates
Target: None

E. High school graduation rates
Target: 100% of grade 12 class

ACTUAL

Priority 3 Parental Involvement

A. - The Director sent weekly email messages to all parents.

• Parent Council participation increased to 6-8 core members.

B. - Numerous parent volunteers staffed the on-site school food kiosk

• The Annual Giving Campaign run by the Parent Council raised over \$8000 for scholarship for low-income students.

C. Parents of special needs students were fully involved through the IEP process in the design, review and implementation of students' learning plans

Priority 5 Pupil Engagement

A. 78.9 ADA

B. Chronic absenteeism rate: 8%

C. Not Applicable

D. No drop outs occurred during the school year.

E. 93% Graduation rate

Priority 6 School Climate

A Suspension rate: 11%

B. Expulsion Rate: None

C. - A student survey was conducted mid year which provided valuable feedback on a wide range of school climate issues.

- School inquiries increased by N/A
- New enrollments increased by N/A
- Transfers in N/A

EXPECTED

Priority 6 School Climate as measured by all of the following as applicable:
 A. Pupil suspension rates
 Target: Reduce from 10% to 5%
 B. Pupil expulsion rates
 Target: None
 C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.
 Target: Conduct surveys of all stakeholders re: marketing, school climate, and school safety and publish results.
 Target: Increase number of school inquiries by 10%
 Target: Increase number of new enrollments and transfers by 10%

Priority 8 Other Pupil Outcomes
 A. Pupil outcomes, if available, in the subject areas described in Section 512210 and subdivisions (a) to (i) inclusive of Section 512220, as applicable.
 Target: Enrollment will increase to an average of 105 for the school year

ACTUAL

- Transfers out increased by N/A

Priority 8 Other Pupil Outcomes
 Students above a 2.0 gpa: 75%
 Students above a 3.0 gpa: 40%
 Students attending a 2 year college: 80%
 Students attending a 4 year college: 7%
 Students attending other post-secondary options: 13%
 Student enrolled in Internship Program: 95%

ACTIONS / SERVICES

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

Action

1

Actions/Services

PLANNED

- Multi-faceted student recruitment process.
- Open enrollment process throughout the year.
- Student shadowing
- Communications and Marketing
- Community partnerships
- Facility improvements

ACTUAL

- * Multi-faceted student recruitment process.
- * Open enrollment process throughout the year.
- * Student shadowing
- * Communications and Marketing
- * Community partnerships
- * Facility improvements
- * Parent Information Nights
- * Media releases
- * School visit invitations to 8th grade teachers and administrators

<p>BUDGETED</p> <p>Staffing 1000-1999: Certificated Personnel Salaries 419,802 Attendance Clerk 2000-2999: Classified Personnel Salaries 23,400 Benefits 3000-3999: Employee Benefits 146,523 Marketing and Development 5800: Professional/Consulting Services And Operating Expenditures 8,800 Facility 4000-4999: Books And Supplies 4000</p>	<p>ESTIMATED ACTUAL</p> <p>Staffing 1000-1999: Certificated Personnel Salaries 61,291 Attendance clerk 2000-2999: Classified Personnel Salaries 21,376 Benefits 3000-3999: Employee Benefits 17,566 Marketing and Development 5800: Professional/Consulting Services And Operating Expenditures 6,800 Facility 4000-4999: Books And Supplies 1,500</p>
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* Shadow days for interested 8th graders
* Recruitment video created
* Information brochure was produced and distributed widely within the community

ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

The school pursued a very proactive marketing and recruitment campaign this year. Every attempt was made to inform current parents and the greater community about the school's alignment with Big Picture Learning, the opportunity for students to learn through internships and project-based learning, and the continuance of our college prep curriculum.

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

We have met our goal of 20+ for the recruitment of new 9th graders however the transition year affected recruitment for the current 9th grade class which numbers only 15 students. Traditionally we see an enrollment spike in all grades as the new school year begins and we anticipate that we will be above current enrollment although not at our targeted number when the school begin in August 2017.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The rather large discrepancies in budgeted versus actual expenditures can be attributed to a misunderstanding of what was expected in budgeted projections. Once again, the actual expenditures column accurately reflects expenditures.

ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

This goal is being merged with Goal #2 for the coming planning years. Specific metrics, actions and services to achieve the new goal will be articulated in the 2017-20 Goal #2 Actions and Expenditures description in this LCAP.