**Draft**

# Local Control Accountability Plan and Annual Update (LCAP) Template

**LCAP Year** ☑ 2017–18 ☐ 2018–19 ☐ 2019–20

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# 2017-20 Plan Summary

**THE STORY**

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

BCS has a diverse student population with over 16 languages spoken, including Farsi, Vietnamese, Hindi, Finnish, Korean, Japanese, Spanish, German, Mandarin, Greek, and Cantonese.

Currently we are serving 825 students in grades K-8. Student demographics are as follows: Asian 43%, White 32%, Two or more Races 19%, Hispanic 4%, Filipino 1%, and African American .5%. For student sub-groups we have 10.9% English Learners, 6.42% Special Education students, and .73% Free and Reduced students. All BCS students are expected to master or surpass rigorous, explicit Content and Performance Standards and our staff has been trained to assess effectively each student's academic and social emotional needs in order to provide programs enabling every child to maximize his/her individual abilities.

At the heart of BCS's rich program is its staff. With a core of classroom teachers supported by associate teachers, BCS's staff is rounded out by a host of

certificated specialists for Art, Music, Drama, PE, Science, Technology, Engineering and Math, and World Language. Guided by strong administrative leadership, the staff works together to build a comprehensive curriculum delivered through sound yet innovative instructional practices. A unique system of teacher experts/leaders in different curricular areas ensures that the staff is constantly seeking and being trained in current, research-based 'best practices. A schedule that includes staff or team meetings every Thursday, plus professional development days including ten training days held before the beginning of each school year, provides staff members with formal opportunities to learn and share their expert knowledge with each other. The result is an environment that is stimulating to both teachers and students, where the pursuit and achievement of high expectations is the goal.

Bullis Charter School places equal importance on both the academic and social development of its students. Our rigorous, standards-based academic program includes components to reach all children regardless of skill level or learning style. All learners benefit from a highly individualized method of teaching that emphasizes frequent and varied means of assessment, flexible grouping, and a richly varied repertoire of best teaching practices. Associate teachers in every classroom, grade K-8, assist teachers with instructional groups, hands-on lessons, and projects. Special programs and accommodations are available for students who require extra support, whether enrichment or remediation. The special education team (Director of Special Education, Resource Specialists, Speech and Language Pathologist, Occupational Therapist, and Psychologist) helps teachers implement Individualized Education Programs to ensure all students are progressing.

Bullis Charter School's Character Development program aims to achieve similarly high results with our student's moral development by incorporating values education throughout the curriculum and recognizing students who demonstrate good character. BCS seeks to instill in its students a sense of citizenship through giving back to the local community. Underlying BCS's atmosphere of academic and social development is our school's commitment to student safety. Trained student Conflict Managers enable students to contribute to the safe, friendly atmosphere of the school, monthly Principal Awards recognize students who uphold the character pillars, and cross-grade "Houses" provide opportunities for students to build friendships and find commonalities while working together on school- wide activities.

To serve the needs of the whole child, BCS also provides a rich offering of co-curricular programs and extended day extra-curricular activities. Students wishing to develop their leadership skills while contributing to the climate of the school have several opportunities. There is a Student Council, which consists of a president, vice-president, secretary, and treasurer as well as two representatives from each grade 3-6 classrooms. This council plans and implements the school spirit days, school-wide "House" activities, community service programs, and the Student Store. The Tech crew supports our schools performing arts programs: plays, musicals, concerts, and dance performances. Other co-curricular programs are available to all students including classes in the following areas: Technology, Math & Science (Lego Robotics, Marble Runs and Mazes, Geocaching, Edible Engineering, etc.), Visual and Performing Arts (Origami, tap dance, band, Colorguard, chorus, etc.), and Global Citizenship (Spanish, Mandarin, World Cultures, Student Council, etc.). A variety of extended day learning offers still more opportunities: guitar, running club, strings, keyboarding, book club, homework assistance, and plays. Many diverse extracurricular opportunities offer students a chance to develop their interests and talents no matter what they may be.

Bullis Charter School delivers a high-quality instructional program, provides venues for leadership, and creates an atmosphere of positive school spirit and pride. Ultimately, BCS strives to develop students who are critical, creative, reflective thinkers; who feel personally empowered; who act responsibly in all areas: personally, socially, globally; and who love learning. We are confident that we consistently live up to these expectations and the challenge of providing an educational experience that will result in our students being life-long learners capable of making significant contributions well into the 21st century.

Bullis Charter School offers a collaborative, experiential learning environment that emphasizes individual student growth. As a model of innovation, Bullis

Charter School inspires children, faculty and staff to reach beyond themselves to achieve full potential. Using a global perspective to teach about the interconnectedness of communities and their environments, the BCS program nurtures mutual respect, civic responsibility, and a lifelong love of learning.

**LCAP HIGHLIGHTS**

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

Bullis' stakeholders used survey data and the strategic planning process to collaboratively develop a set of Strategies which are the foundation of Bullis' LCAP; the Strategies are enumerated below.

**STRATEGY I:** We will build innovative education program and spaces that enrich the learning experience, inspire the individual student, and model what is possible in public education.

**STRATEGY II:** We will define, measure, and promote student success consistent with the BCS mission.

**STRATEGY III:** We will foster a world-class staff of professionals that is supported, entrusted, and empowered to do amazing things in education.

**STRATEGY IV:** We will engage all families as essential partners to support the continued vitality of the BCS community, its students, staff, and programs.

**STRATEGY V:** We will identify and attract enduring, diverse funding sources to realize BCS's goals and aspirations.

**STRATEGY VI:** We will positively impact more students through the strategic sharing and replication of our innovative educational model.

*Stakeholders input shaped the LCAP content because stakeholders created the Strategies in the Strategic Plan, which is the foundation of the LCAP.

**Goal 1: Every student will achieve academic success.**

**Goal 2: Every student will continue to discover and pursue individual talents and interests.**

**Goal 3: Implementation of the No Bully program will continue.**

**Goal 4: All students will become self-confident contributors to the global society and demonstrate understanding of the interconnectedness of people and their environment.**

**Goal 5: We will engage all families as essential partners to support the continued vitality of the BCS community, its students, staff, and programs.**

**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?

**GREATEST PROGRESS**

## CALIFORNIA STATE ACCOUNTABILITY REPORT CARD

### Teacher Credentials

| Teachers | School | | | District |
|---|---|---|---|---|
| | 2014-15 | 2015-16 | 2016-17 | 2016-17 |
| With Full Credential | 39 | 39 | 45 | 45 |
| Without Full Credential | 0 | 0 | 0 | 0 |
| Teachers Teaching Outside Subject Area of Competence (with full credential) | 0 | 0 | 0 | 0 |

*(Table 1)*

### Teacher Misassignments and Vacant Teacher Positions

| Indicator | 2014-15 | 2015-16 | 2016-17 |
|---|---|---|---|
| Misassignments of Teachers of English Learners | 0 | 0 | 0 |
| Total Teacher Misassignments* | 0 | 0 | 0 |
| Vacant Teacher Positions | 0 | 0 | 0 |

*(Table 2)*

## CALIFORNIA STATE DASHBOARD

| State Indicators | All Students | English Learners | Foster Youth | Homeless | Socioeconomically Disadvantaged | Students with Disabilities | American Indian | Asian | African American | Filipino | Hispanic | Pacific Islander | Two or More Races | White |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Chronic Absenteeism | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Suspension Rate (K-12) | 🔵 | 🔵 | N/A | N/A | * | 🔵 | * | 🔵 | * | * | 🔵 | * | 🔵 | 🔵 |
| English Learner Progress (K-12) | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| English Language Arts (3-8) | 🔵 | 🔵 | N/A | N/A | * | * | * | 🔵 | * | * | * | * | 🔵 | 🔵 |
| Mathematics (3-8) | 🔵 | 🔵 | N/A | N/A | * | * | * | 🔵 | * | * | * | * | 🔵 | 🔵 |

Performance Levels: 🔵 Blue (Highest)  🟢 Green  🟡 Yellow  🟠 Orange  🔴 Red (Lowest)

*(Table 3)*

# CALIFORNIA STATE DASHBOARD- DETAILED DATA

|  | Student Performance | Number of Students | Status | Change |
|---|---|---|---|---|
| All Students | ✴ | 444 | Very High<br>114.3 points above level 3 | Increased<br>+11 points |
| English Learners | ✴ | 44 | Very High<br>90.1 points above level 3 | Increased<br>+10.2 points |
| Foster Youth |  | N/A | N/A | N/A |
| Homeless |  | N/A | N/A | N/A |
| Socioeconomically Disadvantaged |  | 4 | * | * |
| Students with Disabilities |  | 31 | Very High<br>74.1 points above level 3 | Maintained<br>+0.5 points |

*(Table 4)* Very High means85% or more EL students increased at least one CELDT level or were reclassified. (Reclassified Fluent English Proficient)
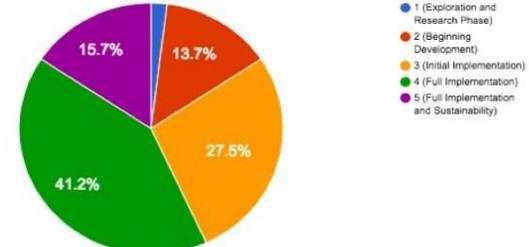
# TEACHER SURVEY 2017



Count of Rate BCS's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below. [ELA - Common Core State Standards for ELA]
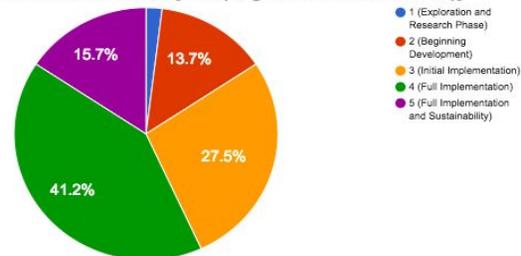
- 1 (Exploration and Research Phase)
- 2 (Beginning Development)
- 3 (Initial Implementation)
- 4 (Full Implementation)
- 5 (Full Implementation and Sustainability)

13.7%, 35.3%, 47.1%
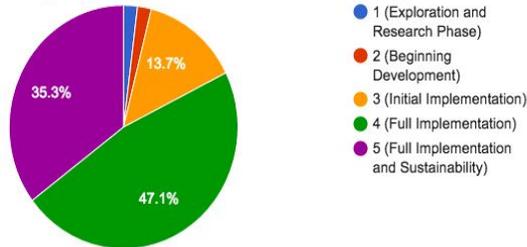
*(Chart 1)*  82.4 %  Full Implementation/Sustainability



Count of Rate BCS's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below. [ELD (Aligned to ELA Standards)]

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

15.7%, 13.7%, 27.5%, 41.2%

*(Chart 2)*  56.9 %  Full Implementation/Sustainability



Count of Rate BCS's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below. [ELD (Aligned to ELA Standards)]
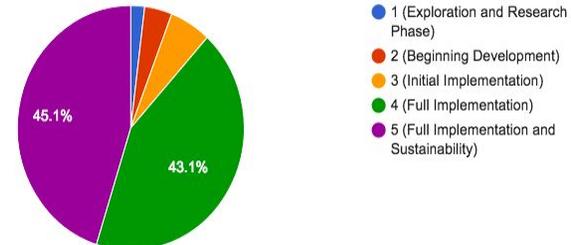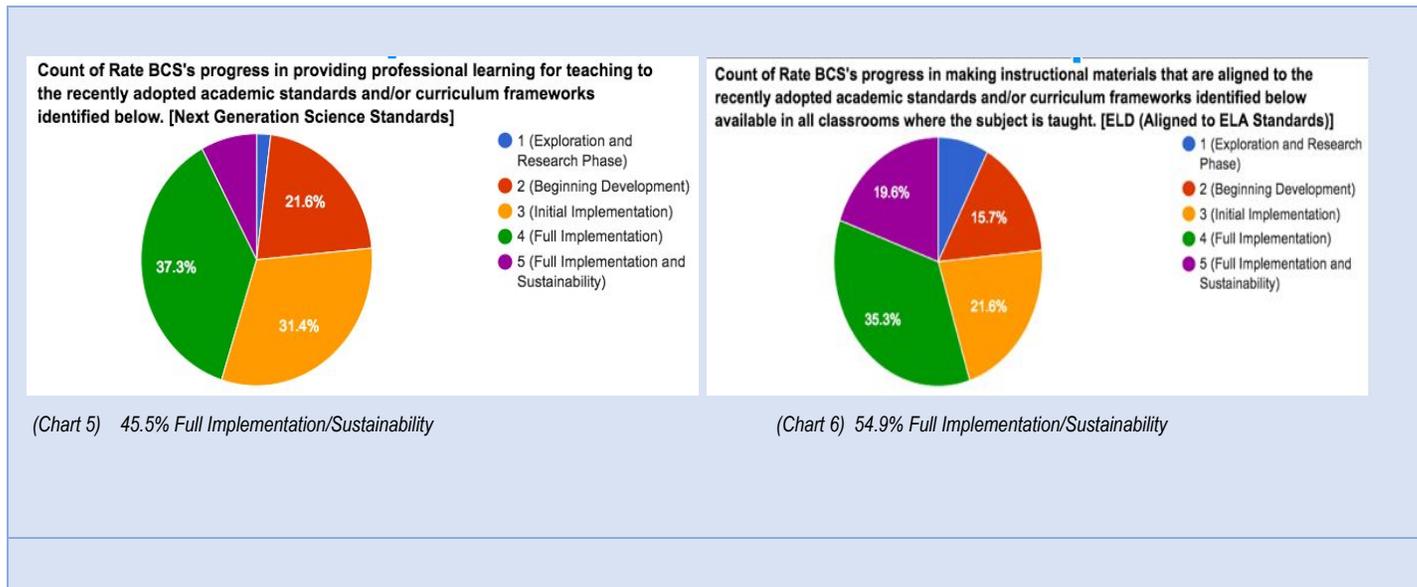
- 1 (Exploration and Research Phase)
- 2 (Beginning Development)
- 3 (Initial Implementation)
- 4 (Full Implementation)
- 5 (Full Implementation and Sustainability)

15.7%, 13.7%, 27.5%, 41.2%

*(Chart 3)*  56.9% Full Implementation/Sustainability



Count of Rate BCS's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below. [Mathematics - Common Core State Standards for Mathematics]

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

45.1%, 43.1%

*(Chart 4)*  88.2% Full Implementation/Sustainability

**Count of Rate BCS's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below. [Next Generation Science Standards]**

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

21.6%
31.4%
37.3%

**Count of Rate BCS'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. [ELD (Aligned to ELA Standards)]**

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

19.6%
15.7%
21.6%
35.3%

*(Chart 5)    45.5% Full Implementation/Sustainability*

*(Chart 6)  54.9% Full Implementation/Sustainability*

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

**GREATEST NEEDS**

The California State Dashboard indicators for Bullis Charter School places us at the highest performance level for all categories and with all student sub-groups as indicated by (*Table 3)* above. This verifies that our current research based interventions are effective and the fidelity of implementation has resulted in all English Learners performing in the top performance level.

We will continue to invest in professional learning for our teachers that aligns with the academic and social development of our students. *LCAP Goal 1 ($188,000 LCFF Base)*

We will continue to prioritize hiring highly qualified teachers for all students (*Table 1) which includes teachers for our English Learners (Table 2)*.

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 | All students and sub-groups are performing at the highest level on the CAASPP in Mathematics and English Language Arts. This is indicated in **BLUE** on the Dashboard *(Table 3)*. At this time, we do not have any performance gaps between all students and any sub-groups. |
| --- | --- |
| | |

## 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.

Based on staff and stakeholder feedback and research on best practices, we are implementing more than 26 LCAP Actions to deliver services for our English Learners, Students with Disabilities, and Low Income students using the LCFF Supplemental dollars. The most significant actions that we will continue are:

- Professional Learning
- Hiring highly qualified staff
- Continued use of our student Individual Action Plan protocol to monitor and plan for needed interventions.

## 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 | $ 9,758,238 |
| Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year | $ 114,286 |

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.

Expenditures that are not included in the LCAP:

- Benefits and salary- $7,200,426
- Materials & Supplies- $547,466
- Services and Other Operating Costs- $1,892,330
- Capital outlays- $104,108
- Special Education- Costs for specialized services ($514,983)

| $ 5,289,375 | Total Projected LCFF Revenues for LCAP Year |
| --- | --- |

# Annual Update

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

| Goal 1 | Every student will achieve academic success. |
|--------|----------------------------------------------|

State and/or Local Priorities Addressed by this goal:

STATE ■ 1 ■ 2 ■ 3 □ 4 ■ 5 □ 6 □ 7 □ 8

COE □ 9 □ 10

LOCAL _____

## ANNUAL MEASURABLE OUTCOMES

| EXPECTED | ACTUAL |
|----------|--------|
| • Students who are not meeting Math and ELA CCSS mid-year benchmarks will be provided academic interventions and show growth in meeting EOY benchmarks<br><br>• Students will attend school and the attendance rate of (97.03%) will be maintained or increase.<br><br>• Students with disabilities not meeting Math and ELA CCSS mid-year benchmarks will be provided academic intervention and show growth in meeting EOY benchmarks.<br><br>• English Learners will increase their English language skills. | • Bullis mid-year benchmark assessments identified 10% of our students not meeting mid-year benchmarks. Individual Action Plans have been created for each student and the results of EOY benchmarks will be available in June.<br><br>• Student attendance is currently averaging 96.19% actual year-end data is not available yet..<br><br>• Currently of the 83 Individual Action Plans 2% are students with disabilities and 13% are English Learners not meeting EOY benchmark. assessments.<br><br>• As reported on the California Dashboard the English Learners *Status* was 90.1 points above level 3 and *Change* increased by 10.2 points. *(Table 4)* |

| | |
|---|---|
| ● Students classified as Reclassified Fluent English Proficient (RFEP) will have success rates in meeting CCSS Math and ELA end of year benchmarks that are comparable to their fully English proficient peers. | ● As reported on the California Dashboard the average of our 31 RFEP students scored in the highest performance level *(blue).*The EOY benchmarks scores were not available. |

## 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.

| Actions/Services | PLANNED | ACTUAL |
|---|---|---|
| | 1. Hire Highly Qualified Teachers to meet the needs of all students.<br>2. Ensure every student has the necessary materials to be successful.<br>3. Purchase additional materials to support with coherent CCSS implementation in Math and Reading.<br>4. Continue to provide professional development for CCSS implementation specifically in Math, Collaboration, and Depth of Knowledge.<br>5. Continue to participate in Silicon Valley Math Initiative - teachers will attend leadership and coaching institutes.<br>6. Teachers will develop and implement action plans after mid-year assessments are administered to support students who are not meeting the local benchmarks that indicate CCSS performance.<br>7. Teachers will use CAASPP data to set goals for individual students and for their whole classes, and develop plans that outline how they will meet these goals in 2017-2018 school year.<br>8. Teachers will identify students who are not meeting Math and ELA Common Core Standards and will provide small group instruction for them.<br>9. Hire Highly Qualified Special Education staff to meet the needs of all students.<br>10. Ensure students with disabilities have access to high quality academic support materials.<br>11. Classroom teachers will collaborate with special education staff.<br>12. Special Education Case Managers will meet with each special education student's general education teacher at | 1. 100% of teachers hired were highly qualified. (Table 1)<br><br>2. All students were supplied with materials to be successful<br>3. Instructional supplies were purchased for CCSS implementation in Reading and Math *(Chart 6)*.<br>4. Professional Learning sessions were held for 10 days before the start of school, Professional Learning Communities held monthly, and a Professional Learning Day in January focused on Math, Collaboration, Differentiation, and Depth of Knowledge. *(Charts 1-5.)*<br>5. We participate monthly in the Silicon Valley New Teacher Project Initiative to support new staff with mentors.<br>6. There were 83 student Individual Action Plans written for students who did not meet mid-year benchmarks.<br><br>7. Noted in Individual Action Plans and lesson plans.<br><br>8. Noted in Individual Action Plans.<br><br>9. 100% of Special Education staff hired were highly qualified (Table 1).<br>10. All students with disabilities were supplied with materials to be successful.<br>11. Classroom teachers are able to collaborate with special education staff during planning periods and after school. *(Charts 1-5).*<br>12. Classroom teachers are able to collaborate with special education staff during planning periods and after school.<br><br>13. Professional Learning Days at the start of the school year. |

least three times per trimester.

13. Classroom teachers will attend professional development to increase their knowledge of how to support students with disabilities.
14. Hire Highly Qualified Teachers to meet the needs of EL students.
15. Ensure every EL student has access to high quality materials to support their language acquisition.
16. Teachers will continue be trained to understand and implement the new ELD standards and strategies while differentiating instruction to ensure EL students are academically successful with CCSS.
17. Pilot new ELD instructional materials if decided by curriculum and EL team.
18. Continue to train Associate Teachers in specialized methods to ensure EL students meet Math and ELA CCSS.
19. Continue to employ and EL Coordinator to monitor EL students
20. Hire an Associate Teacher to focus on EL students and provide small group instruction.
21. Teachers will be trained in attendance expectations, guidelines for student attendance, and to reach out to families of students with unexcused absences.
22. Families will be educated on attendance expectations, the different types of absences, and the cost to the student's learning and to the school of absences.
23. Students with unexcused absences will receive letters home via the School Attendance Review Board process.
24. Hire Highly Qualified Teachers to meet the needs of RFEP students.
25. Continue to train Associate Teachers in specialized methods to ensure RFEP students meet Math and ELA CCSS.

26. Teachers will identify RFEP students who are not meeting Math and ELA Common Core Standards and will provide small group instruction for them.

14. All teachers are Highly Qualified *(Table 1)*.

15. Survey Results *Chart 6.*

16. Teacher Survey Results *Charts 1-5.*

17. *No Pilot this year.*

18. Professional Learning Days at the start of the school year and Professional Learning sessions throughout the school year are delivered by our EL Coordinator.
19. *Continued employment.*

20. AT was hired and trained.

21. Professional Learning Days at the start of the school year

22. Attendance protocol is published yearly in the Bullis Charter School Directory on page 4.

23. Office staff send attendance letters.

24. All teachers are Highly Qualified *(Table 1.)*

25. Professional Learning sessions throughout the school year are delivered by our EL Coordinator.

26. We delivered interventions to 83 students who were Identified and had Individual Action Plans written for their individual needs.

| | |
|---|---|
| **Expenditures** | **BUDGETED**<br><br>$2,914,093 (LCFF Base) Teachers' Salaries<br><br>$153,691 (LCFF Base) Textbooks, Books, and Instructional Supplies<br><br>$16,000 (LCFF Supplemental) Professional Development | **ESTIMATED ACTUAL**<br>$ 7,200,426<br><br>$153,691 (LCFF Base) Textbooks, Books, and Instructional Supplies<br>At his point in the year we have spent an additional $128,000 on Professional Development. BCS prioritizes Professional Learning because research has shown developing the abilities of teachers leads to sustained school improvement. |

ble 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. | Actions and Services for this goal were implemented as planned. |
| Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA. | The California State Dashboard indicator for Bullis Charter School shows our EL students at the highest performance level on the CAASPP in Mathematics and English language arts. |
| Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. | The original Teacher salaries did not include staff benefits. Because BCS prioritizes Professional Learning we spent an additional $128,000 on Professional Development. |
| 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. | There were no changes made to the planned actions and services for this goal. The actions and services were implemented with fidelity. |

## Goal 2 — Every student will continue to discover and pursue individual talents and interests.

**State and/or Local Priorities Addressed by this goal:**

STATE ☐ 1 ☐ 2 ☐ 3 ☑ 4 ☐ 5 ☐ 6 ☑ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL _____

## ANNUAL MEASURABLE OUTCOMES

| EXPECTED actions. | ACTUAL |
|---|---|
| Every grade K-8 student will continue to set a personal Focus Learning Goal and the percentage of students who earn at least a 4 on a 5 point rubric in achieving their personal Focus Learning goal will be maintained from the previous year. | TBA % of all students earned a 4 on their Focus Learning Goals for 2016-17. This data point was not able to be collected until year-end goals are graded. |

## 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.

Actions/Services **actions**

| PLANNED | ACTUAL |
|---|---|
| 1. Teachers will design at least two Co-curricular classes per academic year based on their own passions and state standards to offer to students in order to support students' discovery of individual passions and interests.<br>2. Teachers will design at least one Extra-curricular offering per academic year based on their own passions to offer to students in order to support students' discovery of individual passions and interests.<br>3. Teachers will support students in developing and monitoring personal Focus Learning Goals. | 1. 100% of the teachers designed two Co-curricular classes aligned to state standards with the intent of students' discovery of individual talents and interests.<br>2. 100% of the teachers designed at least one Extra-curricular offering based on their own passions to offer to students in order to support students' discovery of individual talents and interests.<br>3. 100% of teachers supported students in developing and monitoring personal Focus Learning Goals. |

| Expenditures | BUDGETED<br>$2,914,093 (LCFF Base) Teachers' Salaries | ESTIMATED ACTUAL<br>$7,200,426 |
|---|---|---|

ANALYSIS Instructions_AU_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. | Focused Learning Goals (FLGs), were developed to identify specific outcomes in the academic, social/emotional, and passion areas, for **every** student in grades K-8. By implementing FLGs for **all** students, no matter what the grade or learning need, we are not only delivering on the school's Objectives but since they are the basis for the BCS LCAP goals. Developed by students, staff, and parents the FLGs are not only grounded in research and best practices but are structured to intentionally develop the "whole child" and seamlessly lend itself to address the state's CCSS and NGSS academic and performance standards. |
| Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA. | This goal was implemented with fidelity across K-8 for all students. |
| Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. | The original budget did not include benefits. |
| 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. | There were no changes made to the planned actions and services for this goal. The actions and services were implemented with fidelity. |

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| **Goal 3** | **Continue implementation of the No Bully program** |
|---|---|

| State and/or Local Priorities Addressed by this goal: | STATE ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☒ 6 ☐ 7 ☐ 8 <br> COE ☐ 9 ☐ 10 <br> LOCAL _____ |
|---|---|

| EXPECTED actions | ACTUAL |
|---|---|
| The system created to evaluate the effectiveness of the No Bully Program is utilized to collect data about the program. | For the 2016-17 school year the No Bully program has been implemented across all grades, K-8. |

## 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.

Actions/Services actions

**PLANNED**

1. Implement phase 3 of the program:
2. Evaluate and engage in ongoing improvement
3. Continue to train new volunteers, new staff, and new students about the program and how to utilize methods for reporting suspected bullying.

**ACTUAL**

The annual survey on Climate for parents, students and staff

**Student vs. Parent Overall Rating**

Student Survey Spring 2015 — 3.85/5

Parent Survey Student Questions — 4.4
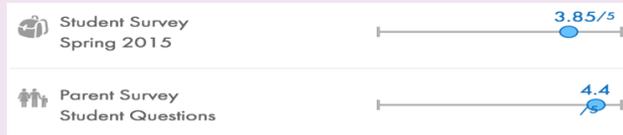
| SURVEY QUESTION | GRADES | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | # | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| **Overall Rating** | 4.40 | 4.53 | 4.43 | 4.37 | 4.31 | 4.36 | 4.46 | 4.30 | 4.35 | 4.48 |
| My student feels safe at school. | 4.56 | 4.63 | 4.55 | 4.48 | 4.46 | 4.53 | 4.57 | 4.64 | 4.62 | 4.78 |
| At least one adult at Bullis Charter School knows my student well and cares for him/her. | 4.35 | 4.46 | 4.29 | 4.26 | 4.23 | 4.33 | 4.53 | 4.19 | 4.65 | 4.58 |
| My student enjoys going to school. | 4.29 | 4.50 | 4.44 | 4.38 | 4.24 | 4.23 | 4.29 | 4.07 | 3.79 | 4.07 |

| Expenditures | BUDGETED<br>$1,000 (LCFF Base) Professional Development | ESTIMATED ACTUAL<br>Budget Expended |
| --- | --- | --- |

## ANALYSISInstructions_AU_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. | This goal was implemented with fidelity across K-8 for all students. |
| Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA. | This was our baseline year which resulted in 4 Solution Teams being implemented. |
| Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. | No difference |
| 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. | There were no changes made to the planned actions and services for this goal. The actions and services were implemented with fidelity. |

| | |
|---|---|
| **Goal 4** | **All students will become self-confident contributors to the global society and demonstrate understanding of the interconnectedness of people and their environment.** |

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1  ☐ 2  ☐ 3  ☒ 4  ☐ 5  ☐ 6  ☒ 7  ☒ 8

COE ☐ 9  ☐ 10

LOCAL _____

## ANNUAL MEASURABLE OUTCOMES

| **EXPECTED** actions | **ACTUAL** |
|---|---|
| 1. All students in grades 1-8 will continue to be provided Project Based Learning and STEAM learning opportunities in the FabLab or MakerSpace and the percentage of students in grades 1-8 will report that their experience in the FabLab or MakerSpace as positive will be maintained from the previous year. | The survey showed parents rated the Program Quality of Makerspace and Fab Lab at 3.9 out of 4. |

## 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.

| Actions/Services actions | PLANNED | ACTUAL |
|---|---|---|
| | 1. Classroom teachers in grades 1-5 will collaborate with the engineering teacher responsible for the MakerSpace in order to create seamlessly integrated project based learning units.<br>2. Classroom teachers in grades 6-8 will collaborate with engineering teachers responsible for the FabLab in order to create seamlessly integrated project based learning units. | 1&2. A minimum of 2 PBL units were revised/created for grades 1-8.<br><br>* Parents were invited to all PBL culminating presentations. |

| Expenditures | BUDGETED | ESTIMATED ACTUAL |
|---|---|---|
| | | |

Instructions_AU_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. | This goal was implemented with fidelity across K-8 for all students. |
| Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA. | As measured by our annual survey parents  rated the Program Quality of  Makerspace and Fab Lab  at 3.9 out of 4. |
| Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. | NA |
| 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. | There were no changes made to the planned actions and services for this goal. The actions and services were implemented with fidelity. |

| Goal 5 | We will engage all families as essential partners to support the continued vitality of the BCS community, its students, staff, and programs. |
|---|---|

| State and/or Local Priorities Addressed by this goal: | STATE ☐ 1  ☐ 2  ☒ 3  ☐ 4  ☐ 5  ☐ 6  ☐ 7  ☐ 8 <br> COE  ☐ 9  ☐ 10 |
|---|---|

ANNUAL MEASURABLE OUTCOMES

**EXPECTED** actions | **ACTUAL**

| Identify and communicate the importance of parent volunteerism. | Weekly Newsletters BE identify opportunities for parents to volunteer. Classroom Newsletter go home each week for classroom volunteering opportunities |
|---|---|

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.

Actions/Services actions

| PLANNED | ACTUAL |
|---|---|
| 1.The importance of parent volunteers in the success of the school will be communicated to the parent community. 2. We will communicate ways for parents to get involved. 3. Parent volunteering will be celebrated during the year. | 1. Weekly Newsletters identify opportunities for parents to volunteer 2. Classroom Newsletters, Specialist Newsletters, Room Parent emails and Thursday folders go home each week for classroom volunteering opportunities. 3. Volunteer Appreciation Assemblies held at both campuses on 5/12/17. |

| Expenditures | BUDGETED<br>$1,000 (LCFF Base) Supplies | ESTIMATED ACTUAL<br>$1,000 (LCFF Base) Supplies |
|---|---|---|

## ANALYSIS Instructions_AU_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. | This goal was implemented with fidelity across K-8 for all students. |
|---|---|
| Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA. | As measured by our annual survey: How often do you read the following communications from Bullis Charter School? (5 – Always, 4 – Usually, 3 – Sometimes, 2 – Rarely, 1 – Never) |

| COMMUNICATION | # |
|---|---|
| Room Parent emails | 4.62 |
| Classroom Newsletters | 4.45 |
| "Bear Essentials" Newsletter | 4.34 |
| Sunday Notices | 4.32 |
| Thursday Folders | 4.24 |
| Co-Curricular Class' Informational Letter | 3.49 |
| Specialists' Newsletters | 3.38 |
| MyBCS Website | 2.79 |
| Teachers' Websites | 2.82 |
| Bullis Charter School Facebook page | 1.68 |
| | |

## Communication/Family Engagement

| | |
|---|---|
| Bullis Charter School offers me ways to be involved in my student's education. | **4.40** /5 |

## Communication/Family Engagement

| | |
|---|---|
| I share responsibility for my student's achievement. | **4.39** /5 |

## Communication/Family Engagement

| | |
|---|---|
| I am well-informed about what is going on at Bullis Charter School. | **4.17** /5 |

## Communication/Family Engagement

| | |
|---|---|
| I am familiar with Bullis Charter School's Strategic Plan/Goals. | **3.91** /5 |

Volunteer Opportunities:

Bullis Booster Club, Hot Lunch, Auction, New family program, Plays, Library, Playdates, Grade level socials, Walkathon

| Budget expended |
|---|
| |

| Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. | |
|---|---|

| 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. | There were no changes made to the planned actions and services for this goal. The actions and services were implemented with fidelity. |

# Stakeholder Engagement

INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

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

Parents were invited to participate in the strategic planning process in the spring of 2015 to determine the school's priorities for the coming year. As a part of the strategic planning process in April 2015, action teams were formed and they are comprised of parents, staff, and community members; these action teams worked directly on the strategic objectives which are the foundation of the goals in the LCAP. These action teams worked through the fall of 2015 gathering input from staff and parents in order to present Action Plans to the BCS Board of Directors. The action steps that are a part of the BCS LCAP were created with the input of parents during the strategic planning process.

In April and May the Superintendent/Principal met individually with families new to Bullis to discuss the BCS mission and strategic plan. Families were able to give feedback and ask questions on school priorities. In addition to meeting with stakeholders in person, Bullis also utilizes online surveys to solicit input that guides the formation of school priorities. Bullis is in the process of seeking parent input and feedback through a constituent survey.

The Strategic Plan (which encompasses LCAP Goals) was presented to the parent community in December of 2015 and the community had the opportunity to provide feedback and vote on school priorities. As a result of this feedback the Board of Directors adopted the Strategic Plan taking into consideration parent input.

**Parent Participation:**
The LCAP was presented at a BBC meeting for review and to provide parents with an opportunity for input.

**Sub-Group Participation:**
Bullis is committed to engaging families whose students are identified as being part of designated sub-groups. The LCAP was presented at two ELAC meetings for review by the parents of our English learners, and other interested parents.

**Staff Engagement:**
Bullis staff members play an integral role in developing and executing school priorities. The staff is regularly engaged in shaping the school's operations and goals through monthly staff meetings and monthly team meetings in which decisions are made by consensus. The LCAP was presented at two staff

meetings for review and input.

**Student Engagement:**
Student feedback is solicited and used in the formation of school priorities and programs. This 2016-2017 school year, student input was gathered through surveys in the formal annual survey.

IMPACT ON LCAP AND ANNUAL UPDATE

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

The input from stakeholders allowed us to capture additional information and data that resulted in a more complete picture of how Bullis Charter school is meeting the needs of their students.

# Goals, Actions, & Services

Strategic Planning Details and Accountability

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

| ☐ New | ☐ Modified | ◼ Unchanged |
|---|---|---|

| **Goal 1** | **Every student will achieve academic success.** |
|---|---|

State and/or Local Priorities Addressed by this goal:

STATE ◼ 1 ◼ 2 ◼ 3 ☐ 4 ◼ 5 ☐ 6 ◼ 7 ◼ 8

COE ☐ 9 ☐ 10

LOCAL _____

**Identified Need**

Currently all students and sub-groups are in the meeting or exceeding performance level on the California State Dashboard.

## EXPECTED ANNUAL MEASURABLE OUTCOMES

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|---|
| California State Dashboard | Meeting the Performance Level | Maintain | Maintain | Maintain |
| SARC Report | 100% Highly Qualified | Maintain | Maintain | Maintain |
| SARC Report | 0% Misassignment of EL Teachers | Maintain | Maintain | Maintain |

## PLANNED ACTIONS / SERVICES Instructions_PAS

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

Action    **1**

<table>
<tr><td colspan="2">For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</td></tr>
<tr><td>Students to be Served</td><td>☐ All        ☐ Students with Disabilities        ☐ [Specific Student Group(s)]_____</td></tr>
<tr><td>Location(s)</td><td>☐ All schools        ☐ Specific Schools:_____        ☐ Specific Grade spans:_____</td></tr>
</table>

<div align="center">**OR**</div>

<table>
<tr><td colspan="2">For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</td></tr>
<tr><td>Students to be Served</td><td>■ English Learners        ☐ Foster Youth        ■ Low Income</td></tr>
<tr><td>Scope of Services</td><td>☐ LEA-wide        ■ Schoolwide        **OR**        ☐ Limited to Unduplicated Student Group(s)</td></tr>
<tr><td>Location(s)</td><td>☐ All schools        ■ Specific Schools: <u>BCS</u>        ☐ Specific Grade spans:_____</td></tr>
</table>

ACTIONS/SERVICES

| 2017-18 | 2018-19 | 2019-20 |
|---|---|---|
| ☐ New    ☐ Modified    ■ Unchanged | ☐ New    ☐ Modified    ■ Unchanged | ☐ New    ☐ Modified    ■ Unchanged |
| 1. Hire Highly Qualified Teachers to meet the needs of all students.<br>2. Purchase additional materials to support with coherent CCSS implementation in Math and Reading.<br>3. Ensure every EL student has access to high quality materials to support their language acquisition.<br>4. Ensure every Special Education student has access to high quality materials to support their learning needs.<br>5. Teachers will use CAASPP data to set goals for individual students and for their whole classes, and develop plans that outline how they will meet these goals in 2017-2018 school year.<br>6. Teachers will develop and implement action plans after mid-year assessments are administered to support and monitor students who are not meeting the local benchmarks that indicate CCSS performance.<br>7. Classroom teachers will collaborate with special education staff.<br>8. Classroom teachers will attend professional development to increase their knowledge of how to | Same Actions and Services as 2017-18. | Same Actions and Services as 2017-18. |

support EL and students with disabilities.

9. Continue to provide professional development for CCSS implementation specifically in Math, Collaboration, and Depth of Knowledge.
10. Continue to train teachers to understand and implement the new ELD standards and strategies while differentiating instruction to ensure EL students are academically successful with CCSS.
11. Continue to train Associate Teachers in specialized methods to ensure EL students meet Math and ELA CCSS.
12. Train Associate Teachers to focus on EL students and provide small group instruction.
13. Continue to participate in Silicon Valley Math Initiative - teachers will attend leadership and coaching institutes.
14. All teachers attend ten days of pre-school year professional development
15. Continue to employ an EL Coordinator to monitor EL students.
16. All students write "Focused Learning Goals" for their strengths and areas for improvement based on data. Models and scaffolds student self-assessment and goal-setting processes for content, behavior, and/or personal interests. These goals provide students with opportunities to monitor their own progress toward meeting individual goals. Students reflect monthly on their FLG'. This process also provides for parent feedback.

## BUDGETED EXPENDITURES

| 2017-18 | | 2018-19 | | 2019-20 | |
|---|---|---|---|---|---|
| Amount | $8,029,776 Teacher salaries (LCFF Base)<br><br>$15,000 Textbook/Resource (LCFF Supplemental)<br><br>$75,000 Professional Learning (LCFF Supplemental)<br><br>$30,000 EL Coordinator (LCFF Supplemental) | Amount | $8,029,776 Teacher salaries (LCFF Base)<br><br>$15,000 Textbook/Resources (LCFF Supplemental)<br><br>$75,000 Professional Learning (LCFF Supplemental)<br><br>$30,000 EL Coordinator (LCFF Supplemental) | Amount | $8,029,776 Teacher salaries (LCFF Base)<br><br>$15,000 Textbook/Resources (LCFF Supplemental)<br><br>$75,000 Professional Learning (LCFF Supplemental)<br><br>$30,000 EL Coordinator (LCFF Supplemental) |

| Source | LCFF Base and Supplemental | Source | LCFF Base and Supplemental | Source | LCFF Base and Supplemental; |
|---|---|---|---|---|---|
| Budget Reference | | Budget Reference | | Budget Reference | |

| ☐ New | ☐ Modified | ☐ Unchanged |
|---|---|---|

| **Goal 2** | **Every student will continue to discover and pursue individual talents and interests.** |
|---|---|

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☐ 3 ■ 4 ☐ 5 ☐ 6 ■ 7 ■ 8

COE ☐ 9 ☐ 10

LOCAL _____

Identified Need

**STRATEGY II:** We will define, measure, and promote student success consistent with the BCS mission.

EXPECTED ANNUAL MEASURABLE OUTCOMES

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|---|
| # of K-5 Co-Curriculars offered per year in the areas of STEAM, Global Citizenship, and Performing and Visual Arts | 146 Co-Curriculars offered | Maintain | Maintain | Maintain |
| # of Extras offered per year | 90 Extras offered | Maintain | Maintain | Maintain |
| % of middle students who participate in student initiated clubs which are part of the regular school day. | 100% MS students participated in student initiated clubs | | | |
| All students set a personal Focus Learning Goal | 100% of students K-8 set a personal Focus Learning Goal | Maintain | Maintain | Maintain |

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

## Action    1

| For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement: | |
|---|---|
| Students to be Served | ☐ All     ☐ Students with Disabilities     ☐ [Specific Student Group(s)]_____ |
| Location(s) | ☐ All schools     ☐ Specific Schools:_____     ☐ Specific Grade spans:_____ |

### OR

| For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement: | |
|---|---|
| Students to be Served Instructions_PAS_ContributesTo | ☒ English Learners     ☐ Foster Youth     ☐ Low Income |
| Scope of Services Instructions_PAS_ScopeService | ☐ LEA-wide     ☒ Schoolwide     **OR**     ☐ Limited to Unduplicated Student Group(s) |
| Location(s) | ☐ All schools     ☐ Specific Schools: BCS     ☐ Specific Grade spans:_____ |

ACTIONS/SERVICES Instructions_PAS_ActionsServices

| 2017-18 | 2018-19 | 2019-20 |
|---|---|---|
| ☐ New   ☐ Modified   ☒ Unchanged | ☐ New   ☐ Modified   ☒ Unchanged | ☐ New   ☐ Modified   ☒ Unchanged |
| 1. Elementary teachers will design at least two Co-curricular classes per academic year based on their own passions and state standards to offer to students in order to support students' discovery of individual talents and interests.<br>2. Elementary teachers will design at least one Extra-curricular offering per academic year based on their own passions to offer to students in order to support students' discovery of individual talents and interests.<br>3. Teachers will support students in developing and monitoring personal Focus Learning Goals. | Maintain | Maintain |

BUDGETED EXPENDITURES

| 2017-18 | | 2018-19 | | 2019-20 | |
|---|---|---|---|---|---|
| Amount | None | Amount | None | Amount | None |
| Source | LCFF Base and Supplemental | Source | LCFF Base and Supplemental | Source | LCFF Base and Supplemental |

| Budget Reference | | Budget Reference | | Budget Reference | |
|---|---|---|---|---|---|

| ☐ New | ☐ Modified | ■ Unchanged |
|---|---|---|

| **Goal 3** | **Implementation of the No Bully program will continue.** |
|---|---|

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☐ 3 ■ 4 ■ 5 ■ 6 ☐ 7 ■ 8

COE ☐ 9 ☐ 10

LOCAL _____

Identified Need

## EXPECTED ANNUAL MEASURABLE OUTCOMES

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|---|
| # of Solution Teams held | 3 | | | |
| Parents My student feels safe at school out of a 4 point scale. | | | | |
| Students rating of I feels safe at school out of a 4 point scale. | | | | |

## PLANNED ACTIONS / SERVICES Instructions_PAS

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

Action **1**

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

Students to be Served ■ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____

Location(s) ☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

<div align="center">**OR**</div>

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

| | |
|---|---|
| Students to be Served Instructions_PAS_ContributesTo | ■ English Learners     ☐ Foster Youth     ☐ Low Income |
| Scope of Services Instructions_PAS_ScopeService | ■ LEA-wide    ☐ Schoolwide    **OR**    ☐ Limited to Unduplicated Student Group(s) |
| Location(s) | ☐ All schools    ☐ Specific Schools: <u>BCS</u>    ☐ Specific Grade spans:_____ |

ACTIONS/SERVICES Instructions_PAS_ActionsServices

| **2017-18** | **2018-19** | **2019-20** |
|---|---|---|
| ☐ New   ☐ Modified   ☐ Unchanged | ☐ New   ☐ Modified   ■ Unchanged | ☐ New   ☐ Modified   ■ Unchanged |
| 1. Continue to train new volunteers, new staff, and new students about the program and how to utilize methods for reporting suspected bullying.<br>2. Introduction (for new students) about the No Bully program.<br>3. Solution coaches visit individual classes<br>4. Have one K-2 and 3-5 mini-assemblies to go over the No Bully information. | 1. Continue to train new volunteers, new staff, and new students about the program and how to utilize methods for reporting suspected bullying.<br>2. Introduction (for new students) about the No Bully program.<br>3. Solution coaches visit individual classes<br>4. Have one K-2 and 3-5 mini-assemblies to go over the No Bully information. | 1. Continue to train new volunteers, new staff, and new students about the program and how to utilize methods for reporting suspected bullying.<br>2. Introduction (for new students) about the No Bully program.<br>3. Solution coaches visit individual classes<br>4. Have one K-2 and 3-5 mini-assemblies to go over the No Bully information. |

BUDGETED EXPENDITURES

| **2017-18** | | **2018-19** | | **2019-20** | |
|---|---|---|---|---|---|
| Amount | None | Amount | None | Amount | None |
| Source | | Source | | Source | |
| Budget Reference | | Budget Reference | | Budget Reference | |

| ☐ New | ☐ Modified | ■ Unchanged |
|---|---|---|

| | |
|---|---|
| **Goal 4** | **All students will become self-confident contributors to the global society and demonstrate understanding of the interconnectedness of people and their environment.** |

| State and/or Local Priorities Addressed by this goal: | STATE ☐ 1  ☐ 2  ☐ 3  ■ 4  ☐ 5  ☐ 6  ■ 7  ■ 8 |
|---|---|
| | COE  ☐ 9  ☐ 10 |
| | LOCAL _____ |
| Identified Need | **STRATEGY I:** We will build innovative education program and spaces that enrich the learning experience, inspire the individual student, and model what is possible in public education. |

## EXPECTED ANNUAL MEASURABLE OUTCOMES

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|---|
| # of PBL units per grade K-5 | 12 PBL Units | 12 PBL Units | | |
| # of PBL units per grade 6-8 | 9 PBL Units | 9 PBL Units | | |

## PLANNED ACTIONS / SERVICES Instructions_PAS

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

## Action  **1**

| For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement: | |
|---|---|
| Students to be Served | ■ All    ☐ Students with Disabilities    ☐ [Specific Student Group(s)]_____ |
| Location(s) | ■ All schools    ☐ Specific Schools:_____    ☐ Specific Grade spans:_____ |

**OR**

| For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement: | |
|---|---|
| Students to be Served Instructions_PAS_ContributesTo | ■ English Learners    ☐ Foster Youth    ■ Low Income |
| Scope of Services Instructions_PAS_ScopeService | ☐ LEA-wide    ■ Schoolwide    **OR**    ☐ Limited to Unduplicated Student Group(s) |
| Location(s) | ☐ All schools    ☐ Specific Schools: BCS    ☐ Specific Grade spans:_____ |

## ACTIONS/SERVICES Instructions_PAS_ActionsServices

| 2017-18 | 2018-19 | 2019-20 |
|---|---|---|
| ☐ New  ☐ Modified  ■ Unchanged | ☐ New  ☐ Modified  ■ Unchanged | ☐ New  ☐ Modified  ■ Unchanged |
| 1.  Classroom teachers in grades K-8 will collaborate with the engineering teacher responsible for the MakerSpace | Evolving PBL Units K-8 that are tied to field trips, community businesses, industry partners, our partner | Evolving PBL Units K-8 |

| | |
|---|---|
| in order to create seamlessly integrated project based learning units.<br>2. Classroom teachers in grades 6-8 will collaborate with engineering teachers responsible for the FabLab in order to create seamlessly integrated project based learning units. | schools in China and Costa Rica, and events such as Earth Day, Food Drive. | |

## BUDGETED EXPENDITURES

| **2017-18** | | **2018-19** | | **2019-20** | |
|---|---|---|---|---|---|
| Amount | None | Amount | None | Amount | None |
| Source | | Source | | Source | |
| Budget Reference | | Budget Reference | | Budget Reference | |

| | |
|---|---|
| ☐ New          ☐ Modified          ◼ Unchanged | |
| # Goal 5 | **We will engage all families as essential partners to support the continued vitality of the BCS community, its students, staff, and programs.** |

| State and/or Local Priorities Addressed by this goal: | STATE  ☐ 1  ☐ 2  ◼ 3  ☐ 4  ☐ 5  ◼ 6  ☐ 7  ☐ 8<br>COE  ☐ 9  ☐ 10<br>LOCAL _____ |
|---|---|
| Identified Need | **STRATEGY IV:** We will engage all families as essential partners to support the continued vitality of the BCS community, its students, staff, and programs. |

## EXPECTED ANNUAL MEASURABLE OUTCOMES

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|---|
| Number involved in BCS Events | Tickets bought, sign-in sheets. . . | Baseline needs to be captured | | |

| Hours volunteered at BCS | Sign-In Report | Sign-In Report | Sign-In Report | Sign-In Report |
|---|---|---|---|---|
| # of Parent Communication | 10 various forms of communication | | | |

## PLANNED ACTIONS / SERVICES Instructions_PAS

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

### Action    1

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

Students to be Served   ☐ All       ☐ Students with Disabilities    ☐ [Specific Student Group(s)]_____

Location(s)   ☐ All schools      ☐ Specific Schools:_____    ☐ Specific Grade spans:_____

**OR**

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

Students to be Served Instructions_PAS_ContributesTo   ■ English Learners    ☐ Foster Youth    ■ Low Income

Scope of Services Instructions_PAS_ScopeService   ☐ LEA-wide    ■ Schoolwide   **OR**   ☐ Limited to Unduplicated Student Group(s)

Location(s)   ☐ All schools      ☐ Specific Schools: BCS    ☐ Specific Grade spans:_____

### ACTIONS/SERVICES Instructions_PAS_ActionsServices

| 2017-18 | 2018-19 | 2019-20 |
|---|---|---|
| ☐ New   ☐ Modified   ■ Unchanged | ☐ New   ■ Modified   ☐ Unchanged | ☐ New   ☐ Modified   ■ Unchanged |
| **Family Events & Opportunities to Volunteer-** <br><br>Bullis Booster Club, Hot Lunch, Auction, New family program, Plays, Library, Grade Level Playdates, Grade Level Socials, Parent Socials, Walkathon. <br>- August picnics (for new class assignments/incoming students) <br>- Middle School Parent committee <br>- Coffee with the Principal <br>- Fall Family Dinner <br>- Ice Skating Event <br>- Maker Faire <br>- STEAM and Safety Day <br>- Junior Olympics <br>- Field Day | 1. Create video trainings for parents on local, national, and international field trips. | Maintain |

| | | |
|---|---|---|
| - Yard Duty<br>- First day BBQ<br>- Parent Panels for PBL<br>- Strategic Planning<br>- Field Trip Volunteers<br>- Co-Curricular (ex. Gardening)<br>**Communication on Volunteering-**<br>-Volunteer spreadsheets at beginning of the year<br>-Trainings on how to volunteer in classroom<br>-Training on lunch/recess jobs<br>-Reminders in Bear Essentials<br>-Room Parent Newsletters<br>-Class Websites<br>- Classroom & School Newsletters | | |

## BUDGETED EXPENDITURES

| **2017-18** | | **2018-19** | | **2019-20** | |
|---|---|---|---|---|---|
| Amount | None | Amount | None | Amount | None |
| Source | | Source | | \ Source | |
| Budget Reference | | Budget Reference | | Budget Reference | |

# Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year    ☒ 2017–18   ☐ 2018–19   ☐ 2019–20

| Estimated Supplemental and Concentration Grant Funds: | $ 120,000 | Percentage to Increase or Improve Services: | 10.9 % |
|---|---|---|---|

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

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

**Purchase additional materials to support with coherent CCSS implementation in Math and Reading** - $15,000 Instructional Resource Supplies  (LCFF Supplemental)

**Continue to provide professional development for CCSS implementation specifically in Math, Collaboration, Depth of Knowledge, how to support students with disabilities and English Learners** -$75,000 Professional Learning (LCFF Supplemental)

**.25 FTE EL Coordinator -** $30,000 EL Coordinator (LCFF Supplemental)

**Hire Highly Qualified Teachers to meet the needs of all students, action plans will be implemented to support students who are not meeting the local benchmarks** - $8,029,776 Teacher salaries (LCFF Base)

**Material & Supplies-** $567,571 (LCFF Base)

**Professional Services & Other Operating Expenditures-** $1,821,875

**Capital Outlay-** $73,480

The services and actions implemented in the 2016-17 LCAP to support our English learner (EL) students were successful with 85% or more EL students increased at least one CELDT level or were reclassified. All students and all subgroups are meeting expectations as measured by state testing and reported on the California State Dashboard. Targeted support and monitoring through our student Individual Action Plans for all students including the EL, LI, student sub-groups and providing aligned Professional Learning for teachers

has resulted in BCS achieving the LCAP goals.  Our stakeholder feedback supports continuing our current targeted Actions and Services as outlined in our 2016-17 LCAP. English Learner achievement on CAASPP Mathematics and English language arts data shows our students at the highest performance level.

*Prepared by the California Department of Education, October 2016*