California Department of Education

January 2021

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

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

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

Goal 1

Every student will achieve academic success.

State and/or Local Priorities addressed by this goal:

Priority Area 1: Student Access to standards-aligned instructional materials

 Priority Area 2: Implementation of CCSS; Priority Area 3: Parent Engagement; Priority Area 4: Student Achievement; Priority Area 5: Student Engagement

Annual Measurable Outcomes

Expected	Actual
All students will meet or exceed expectations on the California dashboard (green or blue performance)	No dashboard for the 19-20 school year
All teachers will be highly qualified with 0% of EL teachers being misassigned	There were no teachers misassigned for the 19-20 school year.

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Hire Highly Qualified Teachers to meet the needs of all students.		
Purchase additional materials to support coherent CCSS implementation in Math and Reading.		
Ensure every EL student has access to high-quality materials to support their language acquisition.		
Ensure every Special Education student has access to high-quality materials to support their learning needs.		
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 the 2019-2020 school year.		
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.		

Classroom teachers will collaborate with special education staff.		
Classroom teachers will attend professional development to increase their knowledge of how to support EL and students with disabilities.		
Continue to provide professional development for CCSS implementation specifically in Math, Collaboration, and Depth of Knowledge.	35,000	24,760
Continue to train Associate Teachers in specialized methods to ensure EL students meet Math and ELA CCSS.		
Train Associate Teachers to focus on EL students and provide small group instruction.		
Continue to participate in Silicon Valley Math Initiative - teachers will attend leadership and coaching institutes.		
All teachers attend ten days of pre-school year professional development.	128,590	121,000
Continue to employ an EL Coordinator to monitor EL students.		
Multi-tiered Systems of Support Training.		
All students write "Focused Learning Goals" for their areas of growth.		
Building Teacher Capacity through Collaboration in Common (CiC) Computational Thinking Certificate		

Goal Analysis

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

A majority of funds in this area (both LCFF and general funds) were used to provide professional development to staff in preparation for the start of the school year. While there were intentions to continue some of this professional learning during the 2019-2020 school year, some priorities shifted dramatically after February 2020 and thus some of the anticipated funds were not spent.

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

Overall, the implementation of actions and services relating to this goal were successful during the 2019-2020 school year. 100% of our teachers were highly qualified, and we provided time and space for teachers to continue to work on developing their skills in CCSS implementation and English language learners and Special education student support, especially during the pre-school year professional development. During this pre-school year professional development, general education teachers had the opportunity to meet with the special education staff to set expectations and collaborate around meeting the needs of their learners. We also continued to send teachers to the summer 2019 and 2019-2020 school year follow-up days with the Silicon Valley Math Initiative.

Using CAASPP data, MAP data, and local assessments, throughout the year, teachers analyzed student growth and achievement data, created action plans, and monitored progress, making adjustments as needed. Additional resources were purchased in the fall of 2019 to support instruction in foundational reading for students in grades K-2 and struggling readers in grades 3-8 to support English language learners and students with special needs and two grade levels transitioned from Everyday Math to Eureka as part of our focus on math and CCSS-aligned instruction. We continued to have one of our assistant principals designated as our English language learner coordinator so that we had a specific point person to aid in developing a cohesive and comprehensive EL program.

Associate teachers focused on providing small group instruction and support to English learners, and with the pivot to online, remote learning in March 2020, supported all learners in targeted small group instruction. As some associate teachers were covering for teachers on maternity leave and filling other classroom gaps, there were not as many associate teachers available to support online learning as desired.

Building teacher capacity through the use of the Collaboration in Common (CIC) resources and trainings and completing a Computational Thinking Certificate was an area of challenge for us -- they were planned actions that were lost once we shifted our focus toward moving all instruction online, both synchronous and asynchronous.

Teachers and support staff were trained in how to navigate the MTSS framework and how to use the RTI^2 process to support struggling students. All students, in grades TK through 8th, worked with their teacher and families to create focused learning goals that were aligned with areas of improvement and/or growth, and implemented, monitored, and evaluated progress toward meeting these goals.

Professional development looked different in 2020-2021 though it did continue. Additional copies of curricula were purchased to support teachers who shared resources pre-remote learning and additional student materials were purchased to send home with students, especially students in grades K-2 to be used as part of ELA, designated ELD, and math instruction. We also purchased virtual units of reading and writing instruction to

support our teachers and extended our site licenses of Lexia, ST Math, Zearn, Gizmos Science, and Mystery Science so that high-quality instruction could continue to happen, even virtually.

During our extended professional development before the beginning of the school year, grade-level teams set up Zoom meetings to meet with the Director of Special Education and her staff to determine how to best collaborate so that they could meet the needs of our special education students. These conversations were ongoing, especially as class lists continued to change as groups of students and teachers returned to campus during the 2020-21 school year.

During the professional development conducted before the beginning of the school year, teachers were virtually trained in Teachers' College Units of Study in Reading and Writing and the Center for the Collaborative Classroom's SIPPS program to support their instruction and implementation of English language arts and foundational reading skills. The circumstances of the pandemic forced the full-day, live trainings to be offered as virtual, partial-day trainings. Nevertheless, our teachers were still able to learn more about the programs and increase their toolbox of teaching strategies and skills. Three teachers participated in the summer 2020 virtual SVMI workshops and one teacher participated in the ongoing monthly follow-up sessions, due to others having additional at-home responsibilities during the summer and after the school day ended.

With no spring 2020 CAASPP testing, we used MAP data and local assessments to analyze student growth and achievement. This was more difficult than usual since we had reduced the number of spring assessments due to remote learning and we had to modify in-person assessments to virtual assessments. A success was that 100% of our students had access to an electronic device, and if necessary, wifi (through a school-provided device and/or hotspot) and so we were able to continue to gather, analyze, and use MAP data and local assessment data to support struggling students, even those who were remote learners the entire year. As we transition back, data collection and analysis will continue to be important and will help guide us in what instructional changes will need to be made for the 2021-20202 school year.

Homeroom and associate teachers provided targeted small group instruction for all learners, even for those who were remote learners the entire year, with the homeroom teachers providing most of the support for English language learners and students with special needs. This was due to the ongoing challenge of slowly bringing students and teachers back onto campus --associated teachers were often called on to provide additional support for hybrid teachers and on-campus safety support.

Focused learning goals continued in the 2020-21 school year though students were asked to create fewer goals than usual, acknowledging the challenges, especially for the youngest students, around virtual learning and the necessity of additional adult support. This will be an area of focus for us as we transition back to in-person learning for all.

The MTSS framework continued to be used in 2020-2021, and we reviewed the framework and RTI[2] process with the entire staff during our (virtual) January 2020 professional development day. Teachers reviewed their tier 2 and tier 3 interventions and worked together to create action plans to support struggling students, focusing on how it might look for in-person and for remote learning.

Using the CDE Building Teacher Capacity through Collaboration in Common (CiC) resources and pursuing a Computational Thinking Certificate continued to be a challenge area for us and was an area we chose not to focus on during the 2020-2021 school year.

Goal 2

Every student will continue to discover and pursue individual talents and interests.

State and/or Local Priorities addressed by this goal:

Priority 4: Pupil Achievement; Priority 7: Course Access; Priority 8: Other Pupil Outcomes

Annual Measurable Outcomes

Expected	Actual
Every student (K-8) will 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.	N/A

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Elementary teachers will design at least two Co-curricular classes per academic year	N/A	N/A

based on their own passions and state standards to offer to students in order to support students' discovery of individual talents and interests.		
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.	N/A	N/A
Teachers will support students in developing and monitoring personal Focused Learning Goals.	N/A	N/A

Goal Analysis

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

Not applicable

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

At the start of 2019-20, teachers designed both co-curriculars and extra-curricular programming for students and this was implemented in the fall and continued through March 2020. In March 2020, we paused most co-curriculars and extra-curricular programming -- some performing arts extracurriculars continued through Zoom.

All students continued to have and track Focused Learning Goals throughout the course of the year, and the overall reflection on these goals was completed in the spring when students were online.

We resumed co-curricular classes and some extra-curricular activities in August 2020 (all virtual) and during the 2020-21 school year teachers were able to continue to design and offer standards-based during-the-school-day electives and after-school enrichment opportunities. All students in grades 1-5 were able to participate. We did not offer co-curricular classes to our TK and kindergarten students in 2020-2021 due to the difficulties of virtual instruction for TK and kindergarten-age students (challenges include age-appropriate attention span, needed adult supervision, and time on Zoom) but will resume in August 2021. All students continued to have and track Focused Learning Goals throughout the course of the 2020-21

school year and the overall reflection on these goals was completed this spring as usual. TK and kindergarten students continued to have a personal passion or interest Focused Learning Goal (FLG), focusing on goals in areas that could be worked on at home or school.

Goal 3

Continued Implementation of the No Bully Program.

State and/or Local Priorities addressed by this goal:

Priority 6: School Climate (Engagement)

Annual Measurable Outcomes

Expected	Actual
The data collected to evaluate the effectiveness of the No Bully Program will reflect positive outcomes.	Actions took place but the evaluation was not completed due to the pandemic

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Introduction (for new students) about the No Bully program.	N/A	N/A
Continue to train new volunteers, new staff, and new students about the program and how to utilize methods for reporting suspected bullying.	N/A	N/A
Solution coaches visit individual classes	N/A	N/A

Have one K--2 and 3--5 mini-assemblies to go over the No Bully information multiple times a year.	N/A	N/A
Implement Second Step Curriculum, social-emotional learning (SEL) K-8 to increase growth mindset, emotion management, and social connectedness.	N/A	N/A

Goal Analysis

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

Not applicable

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

All teachers, volunteers, and students were trained in the No Bully program at the start of the school year. Our School Counselor and the No Bully support team were able to visit individual classrooms to help support the program and there were assemblies throughout the first half of the school year that focused on No Bully content with all students. Teachers implemented the second step curriculum and tracked program usage through a shared Google spreadsheet. Continuing to ensure that all teaching staff is fully trained on the SEL curriculum and has touchpoints with colleagues throughout the school year to share best practices and challenges will be an area to focus on moving forward. With the shift halfway through the school year to online learning, we were not fully able to evaluate the effectiveness of the program.

Goal 4

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

State and/or Local Priorities addressed by this goal:

Priority 4: Pupil Achievement; Priority 5: Pupil Engagement; Priority 7: Course Access

Annual Measurable Outcomes

Expected	Actual
One PBL unit per grade level K-5 will be revised in collaboration with the Makerspace teacher.	One PBL unit per grade level K-5 was revised with the MakerSpace teacher
One PBL/Intersession unit will be revised per grade level in grades 6-8 in collaboration with the FabLab teacher.	One PBL/Intersession unit per grade level in 6-8 was revised with a MakerSpace teacher, instead of a FabLab teacher

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Classroom teachers in grades K-8 will collaborate with the engineering teacher responsible for the Makerspace to create seamlessly integrated project-based learning units.	N/A	N/A
Classroom teachers in grades 6-8 will collaborate with the engineering teacher responsible for the Fablab to create seamlessly integrated project-based learning units.	N/A	N/A

Goal Analysis

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

Not Applicable

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

 K-5 teachers worked with the MakerSpace teachers to create PBL units and were able to revisit and adjust PBL units to start the school year. BCS was not able to fully implement these units due to the pandemic, yet teachers did make additional adjustments with MakerSpace teachers for instruction in the remote environment. Some of these adjustments may be able to be utilized moving forward with PBL units, even with students back for in-person instruction.

While we did not have a FabLab teacher in 2019-20, middle school teachers were able to collaborate with their science teachers and MakerSpace teachers to develop integrated PBL units. While some of these units were not able to be implemented as planned due to the pandemic, adjustments were made for the online environment to allow for PBL units to still exist.

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:

Priority 3: Parental Involvement

Annual Measurable Outcomes

Expected	Actual
Annual parent survey average of 4.0	Annual parent survey average of 4.1

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
BBC Family Events & Opportunities to Volunteer ● Bullis Booster Club ● Foundation ● Hot Lunch ● Auction ● New family program -- Bear Guides ● Classroom Volunteers ● Plays ● Library --classroom visits & overall library support ● Grade Level Play Dates ● Grade Level Socials ● Parent Socials ● Fall Family Dinner ● Walkathon ● Classroom Opportunities to Volunteer ● Write for Change Breakfast ● Classroom Library Organizer ● Panelists for Eighth Grade Culmination Presentations ● 7th Grade Poetry Slam ● EDI Intersession Presentations to Parents and Community Members ● "A Midsummer Night's Dream" Intersession Performances ● Yearbook	N/A	N/A

Goal Analysis

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

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

Our parent community has been incredibly supportive and active over the years, and this continued to be the case in 2019-20. While many of our annual campus events were able to happen in the Fall of 2019, the spring presented new challenges in engaging parents in our community, with our quick shift to remote learning. Parents were not able to be present on campus or in classrooms to help volunteer and instead took on a different role outside of the physical classroom in finding ways to support the school and students from afar. We know that moving into the next LCAP cycle, finding ways to reengage our community (and engage our new families) will be incredibly important.

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

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

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Supplemental resources and materials for students in grade TK-5, to prevent the sharing of manipulatives between students and class periods.	7,000	7,000	Y
Additional staff -including associate teachers and a medical clerk - to support anticipated needs on campus	130,000	134,553	N

Outdoor shade structures to support learning outdoors	50,000	87,615.84	N
Additional health and safety supplies for staff on campus (disinfectant sprays, plexiglass stands, etc)	25,000	17,998	N
Additional funds to purchase resources or materials as deemed necessary (including additional PPE, rental of outdoor sinks, manipulatives for students, etc)	50,000	12,285	N

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

Outdoor shade structures were slightly more expensive than anticipated. Additionally, we were not able to hire as many associate teachers as we desired. Instead, we instituted a health assistant at each site to help provide medical support. We will continue with this two-health-assistant model moving into the future. We did add more safety precautions for each room, including air purifiers and fans. These fell within the budgeted funds.

With more students returning on site, we had to purchase additional resources and materials for classrooms that were historically shared between teachers or rooms. These costs came out of the additional fund description noted above, once costs increased above the $7,000 originally allotted.

Analysis of In-Person Instructional Offerings

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

There were lots of great successes in implementing in-person instruction. We were able to bring back almost 50% of the student population for in-person learning, with K-3 students being five days a week and 4-8 students operating in a hybrid model (2 days on-site, 3 days remote). Teachers were able to set up their classrooms with appropriate spacing and safety measures in place for students to learn successfully. Teachers also received access to PPE, plexiglass, and microphones to ensure their instruction was safe and still able to reach all students. The installation of handwashing stations and disinfectant stations around campus helped ensure students and staff had access at all times.

With the requirements on spacing, we did move teachers' classrooms and items early on. Additionally, it was challenging to hold lunch times in a way where students were safely separated - this resulted in us increasing our lunch periods and readjusting our schedule. The challenge in this was ensuring enough supervision and coverage for students at all times - it was a large lift on staff.

While we did utilize an online platform for health screenings each morning, this was an additional lift in time for our principals and front office team, to make sure everyone was cleared each time they came on campus.

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Purchase of Screencastify license to support teachers in creating asynchronous videos for remote learning	1,000	1,000	N
SeeSaw platform for K-2 learning needs	3,000	2,713	N
Padlet license for K-89 to provide additional online teaching tools	1,500	302.00	N
Brightbytes Teaching and Learning license to provide data analysis of teacher, parent and student technology usage and identify gaps/needs	2,000	6,000	Y
EL Online/Summer Training for SIOP - to support teachers in strategies for EL students, both online and in-person	3,000	2,970	Y
Literably license to provide an online reading assessment tool for elementary students	3,000	3,428	N

175 additional Google Chromebooks so all students who need access to technology at home were able to receive support	55,000	30,779	N
10 hotspots and service to provide to all students who had connectivity needs during distance learning	500	290.67	Y

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

There were no large differences or deviations from the planned expenditures noted above.

Analysis of the Distance Learning Program

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

Our staff was able to put together a strong distance learning program that mirrored what students were receiving in-person, accounting for all contents and all elective/specials classes. Elementary students had live sessions a minimum of each morning and each afternoon, and MS students had extended advisory class every day. All students receiving remote instruction had dedicated remote teachers - teachers who were teaching just the remote students at a given time, not in-person and remote students at the same time. This allowed for more personalization of content and the ability to support students in small groups more readily. Remote students took the same assessments as those in-person, including all SBAC and NEWA testing. Remote students were allowed an opportunity to come on-site for some of their NWEA testing, as well as for key cultural school events, including Field Day.

Staff continually had access to professional development that focused on how to support students in the online world, including working with our Special Education team to provide supports remotely. Our school counselor provided additional training and recommendations to staff as they navigated student needs in the online classroom.

As expected, there are components of the classroom that were more challenging to translate to the online world. Particularly challenging was that as more students came back in person and some chose to remain remote, we had to make adjustments to homeroom teachers and classroom structures. This was challenging for teachers but also for students, to have new teachers and classmates at various intervals throughout the year. We recognized the need to focus heavily on socio-emotional supports and community building as a result. Making sure these translated remotely was a learning curve for staff members, and providing them with opportunities to adjust plans appropriately was necessary.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Student assessment platforms (Literably, Zearn, etc)	28,000	18,134	N

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

Additional platforms were implemented and utilized, but all fell within the budgeted funds.

Analysis of Pupil Learning Loss

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

In our initial plan, we noted that we would utilize online platforms such as ST Math, Lexia, Literably, etc. alongside NWEA data to formulate individualized goals for each student, to provide targeted support and development, specifically in ELA and Math. This data allowed us to provide small-group settings and instruction to students when any areas of need were noted. With our ability to bring students back starting in September,

we were able to provide interventions in person. For students who were unable to return in person, there were certain circumstances where we were able to bring students back for small group/one-on-one support when deemed necessary. All students did still set and track progress towards their own Focused Learning Goals (FLGs). These individualized goals helped teachers ensure they were addressing specific, individual learning needs for each student.

Recognizing much of our data for remote students was collected in a different format/setting than normal, we anticipate staff and teachers will need to spend time at the beginning of the year with formative assessments, to determine adjustments in content delivery that may be necessary. We also anticipate professional development focused on differentiating instruction as we bring all students back to school.

Analysis of Mental Health and Social and Emotional Well-Being

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

Teachers were able to implement SEL lessons frequently, during morning meetings for elementary students and daily advisory for middle school students, always synchronously for students who were not able to return in person. Our School Counselor - along with a Community Health and Awareness Council (CHAC) intern - was available for full class/school support (via assemblies, classroom trainings, etc.) and individual one-on-one services, via student, teacher, or parent referral. The School Counselor provided information and support for families during town halls leading up to the start of the school year, sessions during Back to School Nights, and at various other town hall intervals throughout the school year. As students transitioned back to on-site learning, we recognized the need to focus on socio-emotional connection and community building with teachers and classmates. We anticipate this being a heavy focus as all students return in the fall.

Analysis of Pupil and Family Engagement and Outreach

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

In collaboration with our front office team, teachers and principals were able to successfully reach out to families who had challenges connecting and/or being present for online instruction. Teachers continued to take attendance each day - along with the trackers filled out for state verification - and this allowed us to recognize when work was not being completed and/or students were not present for online instruction. In these situations, we were able to either provide an opportunity for the student to come on-site for learning or provide the family technology needs (e.g. hotspots) that were necessary for connection issues.

Analysis of School Nutrition

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

Working with our lunch provider, we were able to ensure that students had access to meals each day meeting the highest safety standards. All meals were sealed and prepackaged and all lunch monitors were trained in how to safely distribute lunches. Students who qualified for free/reduced lunch were able to receive free lunch while on site.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Mental Health/Well-Being	Additional counseling services for students in partnership with CHAC	12,000	12,000	N

School Nutrition	Continued meal supports for qualified families	5,000	5,000	Y
Distance Learning Program (Access and Connectivity)	Online survey tool to access student technology needs and overall online experience	2,200	2,200	Y

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

No differences in budgeted funds

Overall Analysis

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

There have been many lessons learned from implementing in-person and distance learning programs. Our staff has become accustomed to online platforms and strategies that we have not previously had access to or utilized. This is true for our students as well. We have begun assessing the longevity and usefulness of all online platforms and will continue to determine which ones make sense to utilize moving forward, even with all students in person. We also recognize that continuing to target the individual needs of students will be critically important - as identified below - to provide all students with the most appropriate instruction to support their growth. Continuing to implement Focused Learning Goals and support the further development of our RTI[2] program and our special population supports (EL, SpEd) will be critically important to provide the best educational experience for each student. Finally, we know that distance learning has developed new skill sets in students - autonomy, organization, time management, etc - and finding ways to continue to grow these skills in person will be important to focus on when developing the whole student. This also includes a targeted focus on mental health and socio-emotional learning coming out of this past year. Reengaging students in community and collaboration will be a focus area for our staff as we think about ways to build positive school culture both in and outside the classroom as well as rebuild these skills with our students.

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

As noted above, we recognize the need to assess and address learning loss for all students, particularly recognizing the need to support students with unique learning needs. In an initial analysis of student performance on NWEA for 20-21 - along with teacher observation - we provided access for students to continue working on online platforms over the summer (ST Math and Lexia) to continue to support student growth and learning. As we prepare for professional development in the fall for staff, we anticipate spending extensive time analyzing all student data (including SBAC testing) for teachers to make adjustments to instructional needs as students come into their classrooms in the fall. We know that Focused Learning Goals will also help identify and target individual student needs moving forward.

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

No differences in budgeted funds

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

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

There is a sharp contrast between 2019-20 and 2020-21 in many ways. We've learned many lessons which now inform our ability to move forward and develop the LCAP for 2021-24. We have identified many areas in 19-20 where we saw great success and wanted to continue to build on that success, and the 2020-21 school year provides us with a new lens and a new set of tools by which to analyze ways to move forward.

Instructions: Introduction

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

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

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

Annual Update

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

Annual Measurable Outcomes

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

Actions/Services

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

Goal Analysis

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

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families,

teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

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

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

Annual Update

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

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

Analysis of In-Person Instructional Offerings

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

Actions Related to the Distance Learning Program

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

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

Analysis of the Distance Learning Program

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

  o   Continuity of Instruction,

  o   Access to Devices and Connectivity,

  o   Pupil Participation and Progress,

  o   Distance Learning Professional Development,

  o   Staff Roles and Responsibilities, and

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

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

Actions Related to Pupil Learning Loss

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

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

Analysis of Pupil Learning Loss

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable,

include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

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

Analysis of Pupil and Family Engagement and Outreach

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

Analysis of School Nutrition

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

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions, and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

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

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

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
  - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low-income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

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

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

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

California Department of Education
January 2021

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Bullis Charter School	Maureen Israel, Superintendent/Principal	misrael@bullischarterschool.com 650-947-4100

Plan Summary [LCAP Year]

General Information

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

Bullis Charter School (BCS) is an open-enrollment, K-8 charter school serving over 1,000 students from in and around the Los Altos School District. As a mission driven school, BCS provides a collaborative learning environment, focused on individual student growth and helping each student and staff member reach their full potential. BCS has a diverse student population, with over 27 languages spoken including English, Spanish, Farsi, Vietnamese, Hindi, Korean, Mandarin, Cantonese, Arabic, Hebrew, and Russian. Bullis Charter School serves all students, including Special Education students, Socio-economically disadvantaged students, and English Language learners.

A key part of BCS' program is connected to the training and skill-set of its staff, comprised of certificated teacher, specialists, and associate teachers, and led by three administrators, once at each of the campus sites for elementary, and one for middle school. The administrators are able to provide instructional support and coaching to teachers, including ensuring staff are being trained continually in best practices in the education field, including research-based curriculum strategies and support. Staff meet together as a team for professional learning once a week and participate in ten instructional development days before the beginning of each school year. Additionally, staff meet with grade level and/or content counterparts once a week and as vertical grade level teams at least once a month, to ensure alignment across learning in all grade levels and classrooms. This results in a collaborative environment, with the ability to share best practice and learn from colleagues in the profession, focusing on student outcomes and results.

In the classroom, Bullis Charter School focuses on individualizing instruction to meet the needs of all students, regardless of skill level or learning style. All learners benefit from a highly individualized approach, focusing on frequent assessment and small group practice/instruction. Many of our classrooms have associate teachers who 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, Board Certified Behavior Analyst, and Psychologist) help teachers implement Individualized Education Programs to ensure all students are growing and achieving.

To truly meet the needs and interests of the whole child, BCS provides comprehensive access to co-curricular programs and extended day extra-curricular activities for all students, free of charge. This includes opportunities for students to gain a new skill and/or develop leadership skills. A student council allows for students in multiple grade levels to be represented and have voice in school spirit days and school climate/activities. Other co-curriculars vary depending on student interest and staff experience. These may include such things as Coding, Lego Robotics, Geocatching, Origami, Chorus, Mandarin, Digital Photography, etc. A variety of after-school classes offer still more opportunities: guitar, running club, strings, keyboarding, book club, homework assistance, and plays. These co-curricular and extra-curricular activities change and adapt each year, as new interests are discovered by both students and teachers.

Additionally, a focus on character development at BCS alongside academics aims to incorporate a valued-based education to all students in combination with the academic curriculum within each classroom. Particularly, BCS seeks to instill a sense of citizenship in its students by creating opportunities to learn about and give back to the local and global community. Underlying BCS's atmosphere of academic and social development is our school's commitment to student safety and inclusivity. Trained student conflict managers enable students to contribute to the 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.

Overall, Bullis Charter School delivers a high-quality instructional program, focuses on opportunities for individualized student growth and learning, and creates a community of positivity and joy. BCS works diligently to provide an educational experience for our students that results in their ability to be life-long learners, focused on making contributions to the betterment of our community and our society. As our mission states, 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.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.
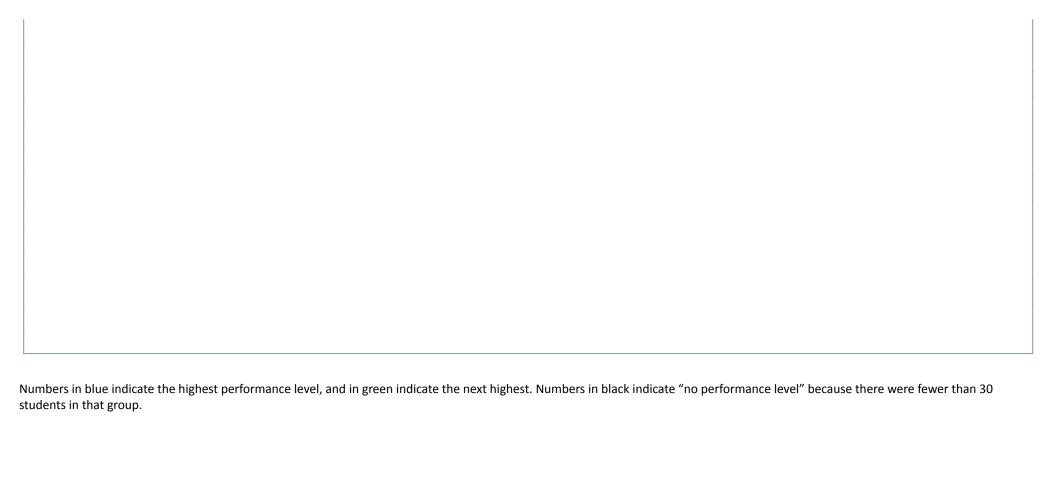
While there has not been a California dashboard for the 2019-2020 school year, we are able to look at the previous years of data, as well as local data, to assess student success and progress at BCS.

In all measurable performance areas, students were in the top two highest levels of performance (green and blue) on the California State dashboard, with no red, orange, or yellow data points. BCS students overall have been 100+ points above standard in both Math and English Language Arts for the 2017, 2018, and 2019 school year data points. When we disaggregate the data by subgroup, our English Learners also perform in the green and blue over the previous three years, with an average of 83 points above standard in ELA and 97 points above standard in Math. The same is true of our students with disabilities, with an average of 56 points in ELA and 57 points in Math above standard. Information can be seen in the table below.

When the pandemic began in March 2020, BCS was able to transition to remote instruction in just one day. This quick pivot allowed us to continue to ensure we were meeting the needs of all students, even in a remote environment. Once schools were able to begin to slowly open in the fall, BCS worked quickly to bring back students in grades K-8, focusing on our youngest learners (K-3) and our special populations. K-3 students who chose to return were in school five days a week, and students in 4-8 who chose to return ran on a hybrid model. Regardless if students were remote or in-person, BCS ensured that all students received access to all classes and curriculum, including specials and co-curriculars.

Academic Performance - CA Dashboard (points above standard)	2019	2018	2017
All BCS students, ELA	100	105.8	111
All BCS students, Math	109.9	113.7	112.7
English Learners, ELA	77.9	91.5	80.3
English Learners, Math	88.8	99.6	102.1

Students with disabilities, ELA	40.4	65.9	60
Students with disabilities, Math	46.6	66.2	59.3
African American, ELA	NA -9 students	NA-10 students	NA-9 students
African American, Math	NA -9 students	NA-10 students	NA-9 students
Asian, ELA	107.1	114.3	121.1
Asian, Math	128.6	130.9	131.7
Hispanic, ELA	86.1	70.4	76.7
Hispanic, Math	89.9	57.5	74.3
White, ELA	88.1	98.5	106
White, Math	82	95.1	93.6
Two or more races, ELA	107	110.8	114
Two or more races, Math	112.9	118.8	118.2
SED, ELA	76.6	NA-7 students	NA-5 students
SED, Math	73.1	NA-7 students	NA-5 students

Numbers in blue indicate the highest performance level, and in green indicate the next highest. Numbers in black indicate "no performance level" because there were fewer than 30 students in that group.

Reflections: Identified Need

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

In reviewing the California State Dashboard indicators, BCS is at the highest performance level in all categories and with all student sub-groups that have enough students to provide verifiable data, as shown above. That being said, we recognize that there are still always opportunities for us to push our student outcomes and ensure we're providing the most individualized instruction for all student learners. We will continue to support teachers in strategies and curricula to meet the needs of our English Learners and will ensure that we are providing opportunities for our staff to work collaboratively with our Special Education team, to ensure we're meeting the needs of all students consistently and as rigorously as possible. This includes providing targeted professional learning for our teachers, to ensure they have the most up to date training and techniques to support students in and outside the classroom.

Recognizing that we're coming out of a year when some students have not physically been at school but instead have been learning remotely, we anticipate utilizing formative assessments early on to help determine students that may need additional support in the form of small group or other individualized supports. Any students

that do not meet standard in ELA or Math on the SBAC will receive an Individualized Learning Plan, detailing additional strategies and interventions. Utilizing NWEA data from the 2020-21 school year, we have begun a pilot program of summer supports, including access to online platforms (Lexia and ST Math) to allow students to continue to develop and practice skills over the summer.

LCAP Highlights

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

As we craft the LCAP for 21-24, we recognize we are in a changing environment, where there are adjustments to how we approach instruction for students and ensure that all students have access to the resources and tools they need to be successful. We have focused on student outcomes, specifically thinking through the training of our teachers and instructional leaders to develop skill sets in the classroom to account for differentiated learning and support of all students. Additionally, we know that the socio-emotional needs of students coming back from the past year will be critically important to address and support, both in and outside the classroom. A large part of this is building community within classroom spaces and also building community within our school families, through school traditions, resources, and learning opportunities.

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Stakeholder Engagement

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

We have had multiple opportunities this year to capture feedback from a variety of stakeholders, both to ensure we had the most appropriate learning model moving into the school year, but also to ensure we had opportunities for feedback and adjustments to our educational program moving forward. In preparation for this school year in particular, we provided both task forces for families to take part in, as well as town halls were families were able to ask question and provide input on decision regarding the school year amidst a pandemic.

As we've begun to plan for coming out of the pandemic, it's been important to ensure we have input from stakeholders on how we can best move forward. In the Spring, families had the opportunity to join focus group sessions (all online) aligned around key areas we knew we would need to consider as we planned moving ahead. These included academic excellence, safety, social emotional supports, and remote learning lessons. Additionally, we provided parents with a survey in which they could both provide feedback and share interest in joining future planning groups moving forward.

This spring, we also worked through our strategic planning process, which invited parents, community members and staff members in order to dive deep into vision and strategies for the school to focus on in the next 3-5 years. Our staff also took surveys at two points throughout the year and met one-on-one with principals multiple times throughout the year, with the end of year meeting providing a space to offer feedback and thoughts about moving ahead. Staff will have the opportunity to participate in planning groups throughout the summer as well.

Finally, our ELAC committee met multiple times this year, reviewed historic LCAP goals, and made recommendations for future actions.

A summary of the feedback provided by specific stakeholder groups.

Much stakeholder input was focused around continuing to ensure we are assessing student needs (both academically and socio-emotionally) and providing targeted student support as a result. This may look like small group instruction, individualized student support, additional online platform practice, peer collaboration opportunities, etc.

Stakeholders – both parents and teaching staff – identified the need to make sure we are continuing to utilize skill sets learned in this pandemic year (especially in regards to technology) to continue to develop student autonomy and individualize instruction.

Finally, stakeholders recognized the importance of some subgroups – particularly Special Education and English Learners -needing additional supports outside of normal classroom instruction and noted providing teachers with continual professional learning and collaboration opportunities as a way for best practices and progress to be shared.

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

All goals are aligned to concepts and ideas that came out of the surveys and sessions with stakeholders. Many of the actions were developed from trends in recommendations from stakeholders via surveys or other forms of input.

Goals and Actions

Goal

Goal #1	**All students will achieve growth and academic success**
[Goal #1]	With this broad/maintained goal, Bullis Charter School aims to continue to build upon the historic academic success of our students while ensuring we are identifying any additional supports and/or needs that students may have coming out of the past year of remote learning.

An explanation of why the LEA has developed this goal.

We are proud of the legacy of academic excellence we have established as a school and yet recognize there is always a need to continue to ensure we are providing the most rigorous, aligned, personalized instruction possible for all students, regardless of experience or prior performance. After a year in which students had access to different methods of instruction (remote, hybrid, in-person), ensuring we are focused on individual student growth and performance will be critical moving forward. This is a shared priority not only for our teachers but also for our parents, especially our parents of Special Education and EL students.

This goal is in alignment with the following priorities:

I Basic Conditions of Learning; 2 State Standards; 4 Pupil Achievement; 7 Course Access; 8 Other Student Outcomes

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
# of core teachers that are appropriately credentialed and not misassigned	Currently, 100% of teachers meet this metric				100% of core teachers are appropriately credentialed and not misassigned
BCS's overall average of Math and ELA performance on the California dashboard	No data from 19-20 or 20-21 school year (at this time) Data from 18-19 shows all green and blue for applicable data (noted above)				BCS's maintains an overall average of Math and ELA performance above standard on the California dashboard (green and blue)
Review of teachers' long term plans and implementation	While long-term plans exist for each teacher, no roll-up of plan review and approval exists				100% of teacher long-term plans reflect CCSS and are reviewed on a yearly basis

# of TK-5 students that have access to co-curriculars (standards-based) and # of 6-8 students that have access to intersession (standards-based)	With the exception of 20-21, all students have had access to co-curriculars and intersession.				100% of TK-5 students have access to co-curriculars (standards-based) and all 6-8 students have access intersession (standards-based)

Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	Credentialed Teachers	Recruit, hire, and retain only appropriately credentialed teachers for core positions on a yearly basis	25,000	N
Action #2	Instructional Training	Instructional leaders are trained on observation best practices and observation cycles and revisiting norming opportunities on a yearly cadence.	10,000	N
Action #3	Instructional Observation	Instructional leaders observe implementation of standards-based instruction on a monthly cadence	175,500	N
Action #4	Long Term Plan Review	Instructional leaders review long term plans on a yearly cadence and provide feedback at predetermined intervals to teachers	N/A	N
Action #5	Grade Level Team Alignment	Grade level teams engage in the process of creating long term plans during professional development days before the start of the school year and during key intervals of the school year	16,000	N
Action #6	Data Review	Principals works with teachers to develop shared skills in reviewing and analyzing local assessment data, MAP data, and CAASPP data at predetermined intervals throughout the school year	N/A	N
Action #7	Subgroup Data Review	Principals work with key stakeholders to review and analyze subgroup data on a predetermined cadence, providing necessary coaching and support to teachers as a result.	N/A	N

Action #8	Course Offering Review	Review all student course offerings, course sign-ups, and scheduling on a yearly basis to ensure access and choice for students	N/A	N
Action #9	Focused Learning Goals	100% of students – in collaboration with families - create and monitor progress on their focused learning goals (in developmentally appropriate ways)	N/A	N
Action #10	Technology	Ensure all students have technology needs met and access to reliable internet and computer usage while at home	45,000	Y
Action #11	Associate Teachers	Continue to hire and train Associate Teachers to specialize in classroom supports for small groups of students	214,500	Y

Goals and Actions

Goal

Goal #2	**All teachers will engage in professional learning that increases their instructional knowledge and practice to serve all students**
Goal #2	With this broad goal, Bullis seeks to develop a professional learning community of teachers that models a love of learning for all students and that engages in collaboration with other educators – both in and outside of the school – to continually better their practice, pedagogy, and professional lens.

An explanation of why the LEA has developed this goal.

Though we have had targeted, aligned professional learning for teachers each and every year – both at the start of the school year and during monthly meetings throughout the year – we recognize that there is a need to reinvigorate our professional learning focus, especially after the learnings of the past year online. Additionally, with new teachers joining Bullis each year, we'd like to ensure there is an expected and aligned "teacher curriculum" to bring new teaching staff up to speed on Bullis expectations and learning, as well as to provide a space for all Bullis team members to dive into aligned training together. Finally, we would like to utilize this opportunity to dive deeply into assessment structures and outcomes to ensure alignment and rigor across and through all grade levels.

This goal is in alignment with the following priorities:

I Basic Conditions of Learning; 2 State Standards; 4 Pupil Achievement; 8 Other Student Outcomes

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
# of teachers who teach EL students are incorporating integrated and designed ELD into daily lesson planning	Currently, all teachers who teach EL students are incorporating integrated and designed ELD into lessons				100% of teachers who teach EL students are incorporating integrated and designed ELD into daily lesson planning
Teachers will increase the type and frequency of use for strategies that support students with disabilities	No data collected, though teachers do collaborate and meet with Special Education staff				100% of teachers can identify one new strategy they've implemented in their classroom to support students with disabilities and are able to provide the associated data
Principals complete observations of all teaching staff to review incorporation of professional learning strategies	Principals observe teachers but without a set number of expected observations				Principals will complete at least 3-4 observations each school year of all teaching staff to review integration of new strategies learned during professional learning
# of teachers who find professional learning topics applicable and important to their professional growth	No data currently collected				90% of teachers agree/strongly agree that professional learning opportunities at Bullis contribute to their professional growth

Actions

Action #	Title	Description	Total Funds	Contributing

Action #1	Professional Learning: ELD	Professional learning around integrated and designed ELD will be provided to teachers during in-service at the start of the school year and at key points throughout the school year	35,510	Y
Action #2	Professional Learning: Special Education	Professional learning around special education strategies and supports will be provided to teachers during in-service at the start of the school year and at key points throughout the school year	34,860	N
Action #3	Peer Collaboration	Teachers will engage in peer evaluation protocols and peer observations throughout the school year in order to continue to develop their practice inside the classroom	N/A	N
Action #4	Long-Term Plan and Assessments	Instructional leaders review long term plans on a yearly cadence and provide feedback at predetermined intervals to teachers, along with the review of formative and summative assessments. (multi-year action)	N/A	N
Action #5	Professional Learning Cadence	A professional learning menu of sessions will be codified for all new to Bullis staff	9,100	N
Action #6	Online Integration	Instructional leaders will conduct an assessment of all online platforms to determine long-term usage of effective software and programs	6,370	N

Goals and Actions

Goal

Goal #3	Bullis Charter School will create a school climate where all students on all campuses feel included, safe, and accepted for who they are.
Goal #3	With this goal, Bullis seeks to create a school environment that focuses on the whole child, as identified in our mission.

An explanation of why the LEA has developed this goal.

We recognize that in order for students to be able to take risks in their learning and push their potential, they must feel safe and supported in their school environment. Our campus character pillars are an important place where this work begins, but we recognize that there are opportunities interwoven both within and outside of the classroom where creating a safe and inclusive environment for all students will allow us to live up to our mission of supporting the whole student. This becomes

especially important as students return to school after some being involved in only distance learning for the 20-21 school year. Reintegration and connection to the Bullis community is an important priority.

This focuses on the following priorities: 5 Pupil Engagement; 6 School Climate

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
# of students who feel part of the BCS community	Previous survey questions captured components of this question but we will reset with a baseline for the 21-22 school year				100% of all BCS students feel a sense of community at the school
# of students who feel respected by peers and teachers	Previous survey questions captured components of this question but we will reset with a baseline for the 21-22 school year				100% of all BCS students feel respected by peers and teachers
Student Attendance Rate	97.3% before the 20-21 school year				Maintain an average of 97% ADA

Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	School Counselor	Hire an additional part-time counselor to support with school programming and individual/class student needs	$50,000	N
Action #2	No Bully Program	Continue the implementation of the No Bully Program, including training of Solution Teams	$11,100	N
Action #3	Restorative and Supportive Practices	Implement and codify restorative and supportive practices in all classrooms and determine professional learning opportunities to teach and revisit these practices with new and returning teachers	16,500	N

Action #4	MS Advisory	Analyze and review the current content and structure of MS advisory; develop observation cycles and teacher training opportunities	N/A	N
Action #5	Second Step	Review the Second Step implementation log for all elementary school teachers and provide appropriate training and collaboration opportunities as necessary	10,000	N
Action #6	Teacher Training	Provide teacher training around inclusive learning environments and supporting students to develop a sense of belonging	30,000	N

Goals and Actions

Goal

Goal #4	**We will engage all parents in joyful, active partnership to support their children and the BCS mission.**
Goal #4	With this goal, Bullis seeks to provide a space for parents to become partners in the education journey of their students, including providing opportunities for collaboration and learning alongside and with community members.

An explanation of why the LEA has developed this goal.

A key part of the BCS culture has been parent involvement and participation in the greater school community. After a year of being remote, we recognize the importance of ensuring we are connecting our families back into our mission and our school and using this opportunity to evaluate new opportunities and ways in which we can connect with our families and community.

This focuses on the following priorities: 3 Parental Involvement

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of parents who feel as though they are connected to the BCS community	Previous survey questions captured components of this question but we will				100% of parents who feel as though they are connected to the BCS community

	reset with a baseline for the 21-22 school year				

Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	Community Traditions	In collaboration with our parent organization, staff will review, revisit, and reinstate community traditions for the BCS community	N/A	N
Action #2	Parent Workshops	Parent workshops will be provided to the greater BCS community at key intervals over the course of the year, both from internal and external stakeholders. Workshop content will be developed in collaboration with staff and with parent input	$20,000	N
Action #3	Communication Tools	We will conduct an internal review and analysis of communication tools (including website, weekly newsletters, teacher newsletters) to ensure we are providing the best possible access to all families	$35,000	N

Goal Analysis [LCAP Year]

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

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

[Respond here]

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

[Respond here]

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

[Respond here]

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

[Respond here]

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

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
2%	143,000

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

Required Descriptions

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

Coming out of the pandemic, it is apparent that we need to ensure we are fully assessing needs of all students throughout the course of the year in order to provide appropriate, personalized instruction for all.

Many of our actions connect to instructional training and support (including professional learning) for our teachers. In some situations, this learning is very targeted (e.g. integrated ELD) and addresses the needs of our English Learners directly. Overall, though, professional development for staff – with a focus on long-term planning, appropriate assessment, and individualized goals – will benefit all students, particularly students who may need more targeted support in the classroom. By identifying time in the school year for our teachers to collaborate with each other on long-term plans, assessments, and continually reviewing data, we anticipate being able to make adjustments to support the needs of students who may have additional barriers.

As we reintegrate students back into our school community after some students not being on site for over a year, we know that community building and programming will be critical to ensuring all students – including our foster, English Learners, and low-income students – feel safe and supported. Our review of advisory and Second Step curriculum should help address this, along with additional counseling support. Also, our focus on engaging families and parents in our community through school traditions, workshops, and reassessing our communication tools will allow us to ensure we are connecting authentically with all members of our community.

Finally, we have accounted for additional computers and hotspots for students to utilize at home moving forward, recognizing that access to technology is critically important for all families and will continue to be a large component of our learning environment moving forward. Access to technology will also allow for students who may need additional practice to utilize online resources outside of school hours.

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

School staff and trained professionals will provide targeted training on supporting our English learners and students who have additional needs during staff in-service at the start of the school year and at various intervals throughout the school year. This training – both with internal staff and with outside agencies and professionals – will provide our teachers sufficient time to learn new strategies to deepen their toolkit and to collaborate with colleagues on best practices.

We will continue to offer computers and hotspots to all low-income students and any other special population students who may need access to reliable technology outside of school.

We anticipate utilizing online platforms – per our online program/platform review – for more targeted instruction for small groups of students both during the school day and also as additional practice outside of school.

Finally, we recognize the importance of being able to work in small groups and one-on-one with students who may have additional needs. We are hiring to add to our associate teacher program to provide more support within all classrooms.

Instructions

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

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

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

Stakeholder Engagement

Purpose

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:
For county offices of education and school districts only, verify the LEA:

a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

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

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

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

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

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

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

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

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

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

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

- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

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

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

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

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

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

Percentage to Increase or Improve Services: Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

Unduplicated Percentage < 55%: For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40% or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

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

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

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

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

- Table 1: Actions

- Table 2: Total Expenditures

- Table 3: Contributing Expenditures

- Table 4: Annual Update Expenditures

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

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

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

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

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

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

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

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

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

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

  - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools". If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

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

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

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

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

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

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

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

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

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

Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 665,440	$ 50,000	$ -	$ -	715,440	$ 342,940	$ 142,000

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Credentialed Teachers	All	$ 25,000				$ 25,000
1	2	Instructional Training	All	$ 10,000	$ -	$ -		$ 10,000
1	3	Instructional Observation	All	$ 175,500				$ 175,500
1	4	Long Term Plan Review	All					$ -
1	5	Grade Level Team Alignment	All	$ 16,000				$ 16,000
1	6	Data Review	All					$ -
1	7	Subgroup Data Review	SubPops					$ -
1	8	Course Offering Review	All					$ -
1	9	Focused Learning Goals	All					$ -
1	10	Technology	All	$ 16,000	-	-	-	$ 16,000
1	11	Associate Teachers	SubPops	$ 214,500				$ 214,500
2	1	Professional Learning: ELD	EL Students	$ 35,510				$ 35,510
2	2	Professional Learning: Special Education	Special Education	$ 34,860				$ 34,860
2	3	Peer Collaboration	All					$ -
2	4	Long-Term Plans and Assessments	All					$ -
2	5	Professional Learning Cadence	All	$ 9,100				$ 9,100
2	6	Online Integration	All	$ 6,370				$ 6,370
3	1	School Counselor	All		$ 50,000			$ 50,000
3	2	No Bully Program	All	$ 11,100				$ 11,100
3	3	Restorative Justice	All	$ 16,500				$ 16,500
3	4	MS Advisory	All					$ -
3	5	Second Step	All	$ 10,000				$ 10,000
3	6	Teacher Training	All	$ 30,000				$ 30,000
4	1	Community Traditions	All					$ -
4	2	Parent Workshops	All	$ 20,000				$ 20,000
4	3	Communication Tools	All	$ 35,000				$ 35,000