

Local Control Accountability Plan and Annual Update (LCAP) Template

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

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

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

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

LEA Name	Contact Name and Title	Email and Phone
Bullis Charter School	Cynthia Bricton Principal	cbricton@bullischarterschool.com 650-947-4100

2017-20 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

BCS has a diverse student population with over 27 languages spoken, including English, Farsi, Vietnamese, Hindi, Korean, Japanese, Spanish, German, Mandarin, Cantonese, Arabic, Portuguese, French, Hebrew, Hungarian, Russian, Thai, Urdu, Polish, Gujarati, Rumanian, Taiwanese, Bengali, Telugu, Tamil, Kannada, and Persian.

Currently, we are serving 912 students in grades K--8. Student demographics are as follows: Asian 47.3%, White 25.8%, Two or more Races 18.5%, Hispanic 4.2%, African American 1.1%, Filipino 1%, and Pacific Islander .3%. For student sub-groups we have 10.1% English Learners, 7.8% Students with Disabilities, and 1% Socioeconomically Disadvantaged. All BCS students are expected to master or surpass rigorous, explicit Content and Performance Standards and our staff has been trained to effectively assess each student's academic and social-emotional needs in order to provide programs enabling every child to maximize his/her individual abilities.

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

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

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

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

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

Bullis Charter School offers a collaborative, experiential learning environment that emphasizes individual student growth. As a model of innovation, Bullis Charter School inspires children, faculty and staff to reach beyond themselves to achieve full potential. Using a global perspective to teach about the interconnectedness of communities and their environments, the BCS program nurtures mutual respect, civic responsibility, and a lifelong love of learning.

LCAP Highlights

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

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

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

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

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

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

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

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

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

Goal 1: Every student will achieve academic success.

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

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

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

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

Review of Performance

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

Greatest Progress

In Mathematics, students performed at the highest level of performance (Blue) on the California State Dashboard which was 113.7 points above the state average. For English Language Arts (ELA), students performed at the second highest level (Green) which was 105.8 points above standard. When the data is disaggregated by subgroup, Students with Disabilities and English Learners performed at the very high level (Blue) on the dashboard. English Learners performed 91.5 points above standard in ELA, and in Mathematics they scored 99.6 points above standard. Students with Disabilities scored 65.9 points above standard in ELA and 66.2 points above standard in Mathematics. In addition, we have no state indicators that are Yellow, Orange, or Red meaning all

students are classified in the High or Very High Status on the California State Dashboard (Please refer to CAASPP 2018 Test Results -English Language Arts and Mathematics-on page 14).

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

Greatest Needs

The California State Dashboard indicators for Bullis Charter School places us at the highest performance level for all categories and with all student sub-groups (Please refer to CAASPP 2018 Test Results -English Language Arts and Mathematics-on page 14). This verifies that our current research based interventions are effective and the fidelity of implementation has resulted in all English Learners and Students with Disabilities performing in the top performance levels. We will continue to invest in professional learning for our teachers that aligns with the academic and social development of our students. We will also continue to prioritize hiring highly qualified teachers for all students which includes teachers for our English Learners. In addition, we will continue to create Individual Learning Plans (ILPs) to focus on the students who do not meet standard in ELA and Mathematics.

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

Performance Gaps

All students and sub-groups are performing at the highest levels on the CAASPP in Mathematics and English Language Arts. This is indicated in green and blue on the Dashboard. At this time, we do not have any performance gaps between all students and any sub-groups. (Please refer to CAASPP 2018 Test Results -English Language Arts and Mathematics-on page 14).

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 supported 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.

Annual Update

LCAP Year Reviewed: **2018-19**

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

Goal 1

Every student will achieve academic success.

State and/or Local Priorities addressed by this goal:

- State Priorities:
- Priority 1: Basic (Conditions of Learning)
 - Priority 2: State Standards (Conditions of Learning)
 - Priority 3: Parental Involvement (Engagement)
 - Priority 5: Pupil Engagement (Engagement)
 - Priority 7: Course Access (Conditions of Learning)
 - Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected

Actual

Metric/Indicator

California State Dashboard

18-19

Maintain

Expected

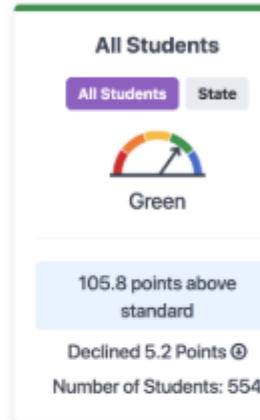
Baseline

All students groups meeting or exceeding standards as indicated on the California State Dashboard by the blue and green performance levels.

English Language Arts

All Students

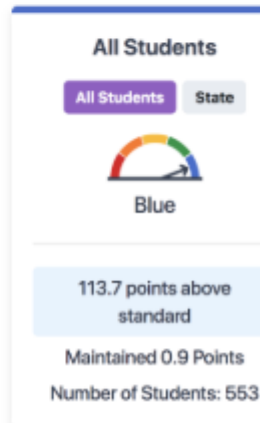
Explore how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.



Mathematics

All Students

Explore how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

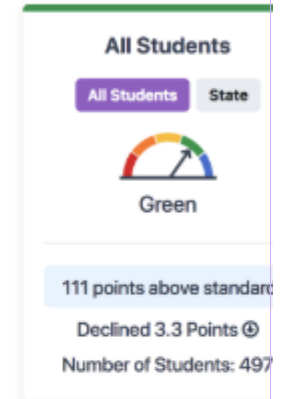


Actual

English Language Arts

All Students

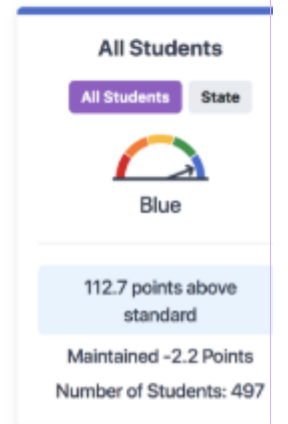
Explore how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.



Mathematics

All Students

Explore how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.



Expected

Metric/Indicator

SARC Report

18-19

Maintain

Baseline

100% of our teachers are highly qualified

Teacher Credentials

Teachers	School		District
	2015-16	2016-17	2017-18
With Full Credential	39	45	63
Without Full Credential	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0

Actual

Teacher Credentials

Teachers	School	School	School	District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	45	63	66	
Without Full Credential				
Teachers Teaching Outside Subject Area of Competence (with full credential)				

Metric/Indicator

SARC Report

18-19

Maintain

Baseline

0% of EL Teachers are Misassigned

Expected

Teacher Misassignments and Vacant Teacher Positions			
Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Actual

Teacher Misassignments and Vacant Teacher Positions			
Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0		0

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1. Hire Highly Qualified Teachers to meet the needs of all students.	1. Completed by August 15, 2018.	1000 and 3000 Supplemental \$120,897	1000 and 3000 Supplemental \$128,590
2. Purchase additional materials to support with coherent CCSS implementation in Math and Reading.	2. Completed by August, 2018.	4000 Supplemental \$35,000	4000 Supplemental \$35,000
3. Ensure every EL student has access to high quality materials to support their language acquisition.	3. Inventory of materials by teachers prior to the first day of school.		
4. Ensure every Special Education student has access to high quality materials to support their learning needs.	4. Inventory of materials by teachers prior to the first day of school.		
	5. Assessment matrices were created in August for data driven instruction and planning for the year.		

5. Teachers will use CAASPP data to set goals for individual students and for their whole classes, and develop plans that outline how they will meet these goals in 2018-2019 school year.

6. Teachers will develop and implement action plans after mid-year assessments are administered to support and monitor students who are not meeting the local benchmarks that indicate CCSS performance.

7. Classroom teachers will collaborate with special education staff.

8. Classroom teachers will attend professional development to increase their knowledge of how to support EL and students with disabilities.

9. Continue to provide professional development for CCSS implementation specifically in Math, Collaboration, and Depth of Knowledge.

10. Continue to train Associate Teachers in specialized methods to ensure EL students meet Math and ELA CCSS.

11. Train Associate Teachers to focus on EL students and provide small group instruction.

12. Continue to participate in Silicon Valley Math Initiative -

6. Individual Learning Plans were created for students below grade level after mid-year benchmarks were given.

7. Classroom teachers collaborated with the special education staff via email, video conferencing, and during our daily scheduled after school collaboration block.

8. Staff attended training in August, January, February, and March on best practices for EL and SWD students.

9. Staff attended trainings in a February, March, and April on CCSS, collaboration, and DOK.

10. Associate Teachers attended training in November, December, January, and March on instructional strategies that meet the needs of EL students in Math and ELA.

11. The small group instruction training was held in February, 2019.

12. One teacher participated in the summer professional development and six participated in the monthly Silicon Valley Mathematics Initiative cohort. One teacher participated in the Coaching Institute.

13. All staff attended professional development in August.

teachers will attend leadership and coaching institutes.

13. All teachers attend ten days of pre-school year professional development.

14. Continue to employ an EL Coordinator to monitor EL students.

15. Multitiered Systems of Supports Training.

16. All students write "Focused Learning Goals" for their areas of growth.

17. Building Background Knowledge of current Computer Science Standards

- CS Integration
- Career Technical Education (CTE)
- 4C's – Critical Thinking and Problem Solving, Collaboration, Communication, and Creativity and Innovation
- Support and promote "Hour of Code"
- Host a Professional Learning for K-5 Computational Thinking

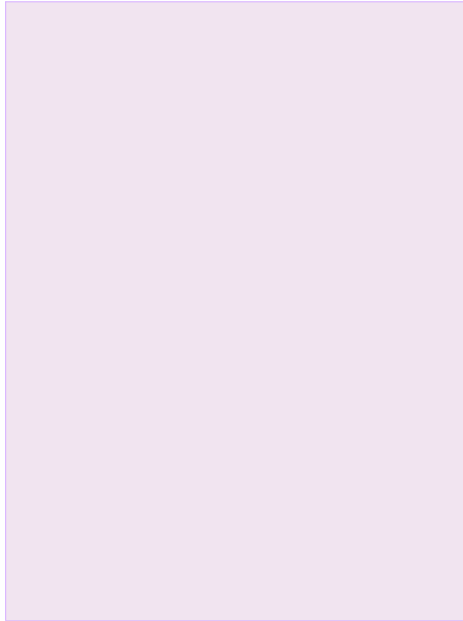
14. EL Coordinator has continued to be employed.

15. Teachers participated in Multitiered Systems of Support Training in August and January.

16. Assessment matrices were used once again this year for students' parents and teachers to collaboratively write Focused Learning Goals.

17. Teachers participated in training on the current Computer Science Standards. This will be carried over into the next school year.

- Plan for District-wide CS Advisory/Thought Leadership
- Share Drafts of CA K12 CS Standards
- Family Engagements (i.e. Family Code/Maker Nights)
- Nominate 10-15 K-5 Teachers for 2018-19 Year-long Computational Thinking Certificate PL program



Analysis

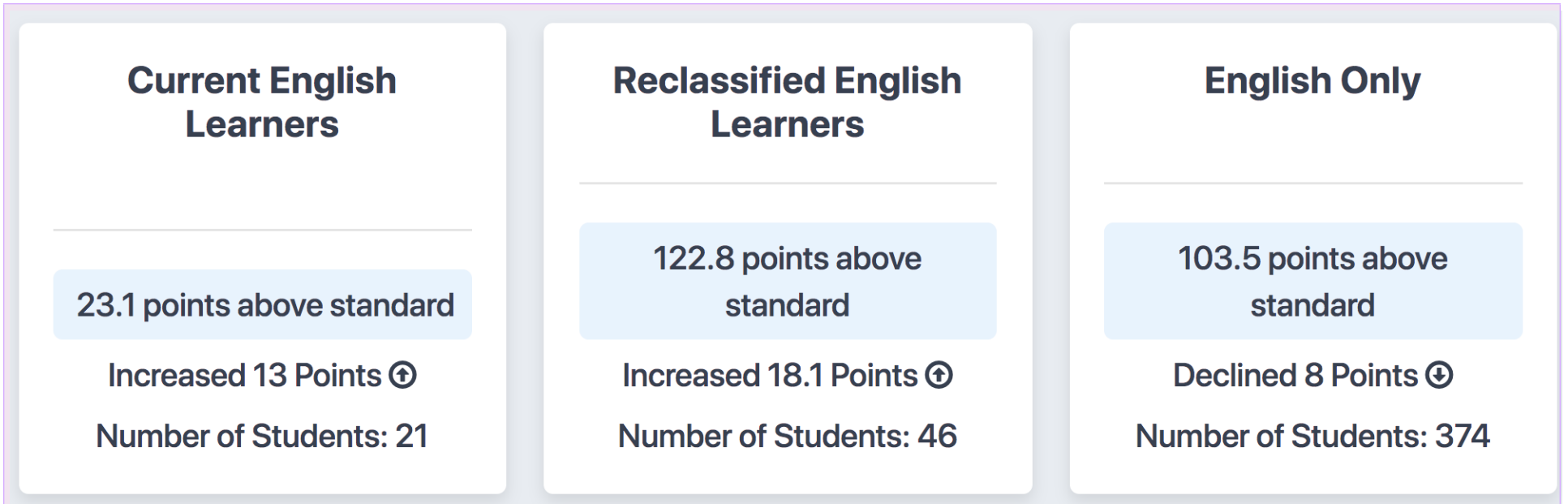
Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

The overall implementation was done with 100% fidelity and seventeen of the seventeen actions and services were met.

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

Top performance levels on the CAASPP test for Bullis Charter School students indicates that the focus on teacher professional development, collaboration, data analysis, and integrated supports for English learners and Students with Disabilities have proven successful. (Please refer to CAASPP 2018 Test Results -English Language Arts and Mathematics-on page 14). Additionally, the California Dashboard results for 2017-18 EL subgroup in English Language Arts is below.



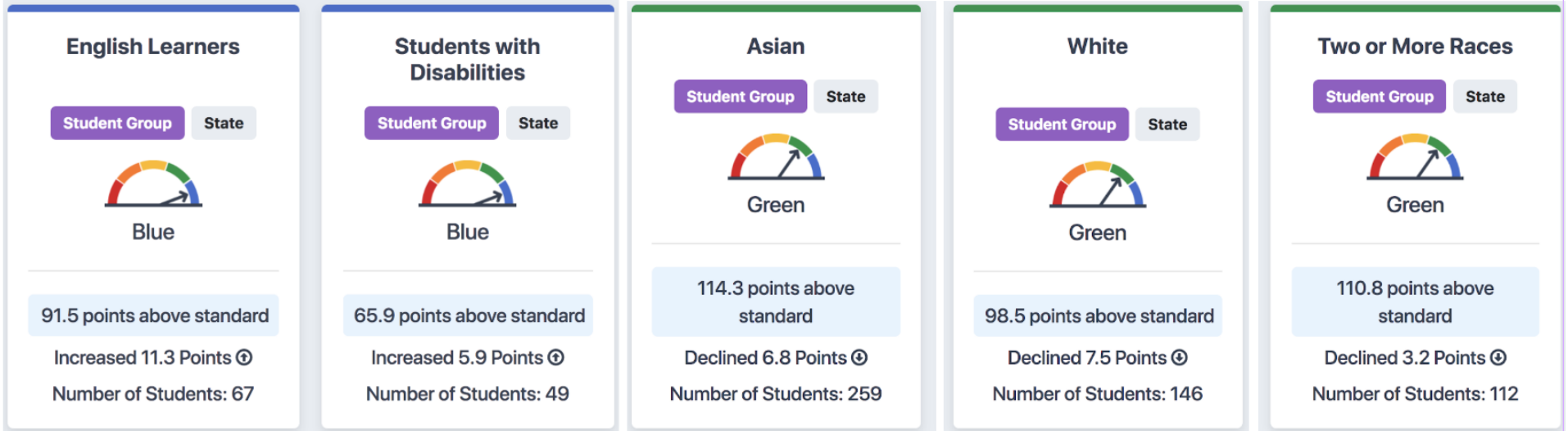
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

BCS spent an additional \$8,590 for supplemental materials from our General Fund. We expended all of the LCFF funds.

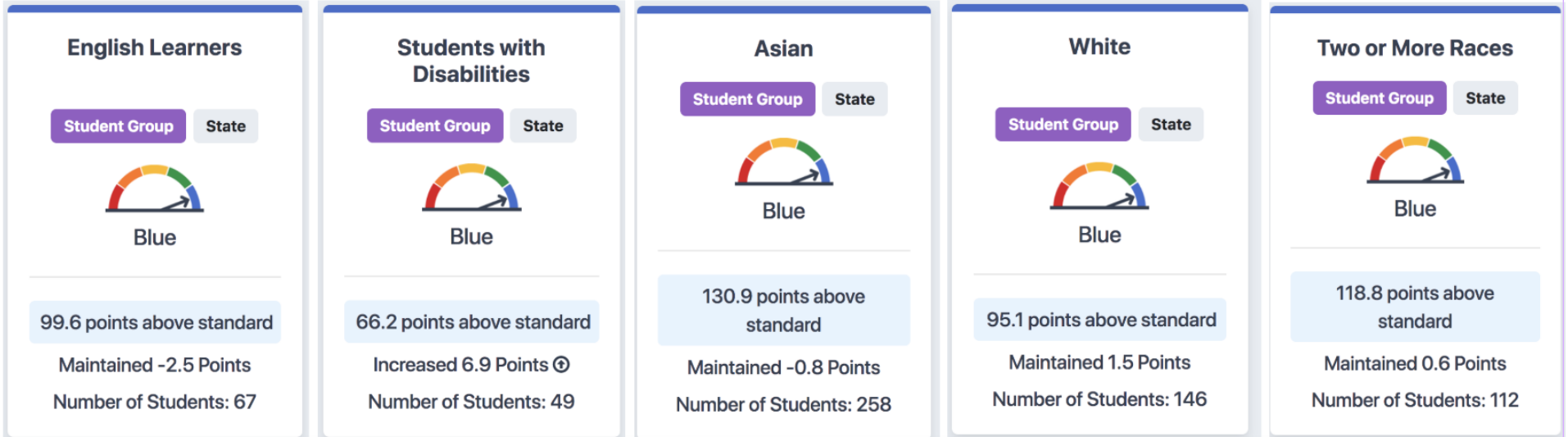
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Our data, both current and historical, shows that what we are doing is effective across all subgroups, therefore there will be no changes made to this goal at this time. The results from the California School's Dashboard for English Language Arts and Mathematics are below.

CAASPP 2018 Test Results - English Language Arts



CAASPP 2018 Test Results - Mathematics



Annual Update

LCAP Year Reviewed: **2018-19**

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

Goal 2

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

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected

Actual

Metric/Indicator

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.

100% of BCS students K-8 set Focused Learning Goals this year.

Actions / Services

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

Action 1

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

1.Elementary teachers will design at least two Co-curricular classes per academic year based on their

1. 99% of the teachers designed two Co-curricular classes aligned to state standards with the intent of

Not Applicable Not Applicable

own passions and state standards to offer to students in order to support students' discovery of individual talents and interests.

2. Elementary teachers will design at least one Extra-curricular offering per academic year based on their own passions to offer to students in order to support students' discovery of individual talents and interests.

3. Teachers will support students in developing and monitoring personal Focus Learning Goals.

students' discovery of individual talents and interests.

2. 99% of the K-5 teachers designed at least one Extra-curricular offering based on their own passions to offer to students in order to support students' discovery of individual talents and interests.

3. 100% of teachers supported students in developing and monitoring personal Focus Learning Goals.

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

Students enroll in two co-curricular classes each semester which are offered in the following areas: Technology, Math & Science (Lego Robotics, Marble Runs and Mazes, Geocaching, Edible Engineering, etc.); Visual and Performing Arts (Origami, tap dance, band, Color Guard, chorus, etc.) and Global Citizenship (Spanish, Mandarin, World Cultures, Student Council, etc.). In addition, a variety of extended day extra-curricular classes offer still more opportunities: guitar, running club, strings, keyboarding, book club, homework assistance, and plays. Focused Learning Goals are the primary tool for teachers, parents, and students to communicate and document progress made toward meeting each students' full potential, the plan for reaching it, and the progress toward it. Focused Learning Goals (FLGs) are based on: beginning of the year assessment data and surveys of students and parents, observations of students, previous year's scores, and collaboration during October conferences. Focused Learning goals are developmentally appropriate and are reviewed regularly by the student and teacher(s). Progress is communicated via FreshGrade,

which is a technology tool used across grades K-8. In March, optional FLG conferences are held to address any concerns parents and/or teachers may have. FLG's are formally evaluated at the end of every year against the FLG 5 point rubric, and all goals with a score of 3 or lower will be revisited the next school year.

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

We met this goal with 100% fidelity. Co-curriculars, Extra-Curriculars, and Focused Learning Goals all contribute to BCS's mission of supporting the whole child through both their passion and academic goals. Clear articulation to all stakeholder groups led to successful implementation of the actions and services this year.

2018-19 Annual Survey from Students

Q.4: I have many opportunities to discover and pursue my talents and interests.

Mean: **3.8** /5

Q.5: I have opportunities to lead or be a leader.

Mean: **3.9** /5

I feel BCS does a good job teaching me how to:

Q.11: Take risks

Mean: **3.9** /5

Q.12: Try new things

Mean: **4.1** /5

Q.2: My Focused Learning Goals (FLGs) are right for me.

Mean: **3.9** /5

2018-19 Annual Survey from Parents

Q.7: I feel that Bullis Charter School provides unique educational opportunities for my student(s).

Mean: **4.5** /5

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There was no LCFF money budgeted for this goal.

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

There will be no changes made to this goal.

Annual Update

LCAP Year Reviewed: **2018-19**

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

Goal 3

Continued implementation of the No Bully Program

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected

Actual

Metric/Indicator

Number of Solution Teams held

Baseline

Four Solution Teams held

Four solution teams were held this year.

Actions / Services

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

Action 1

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

1. Continue to train new volunteers, new staff, and new students about the program and how to utilize methods for reporting suspected bullying.

1. Staff was trained on the No Bully program during the August professional development days.
2. New students were introduced to the No Bully program during the

Not Applicable Not Applicable

2. Introduction (for new students) about the No Bully program.

3. Solution coaches visit individual classes

4. Have one K--2 and 3--5 mini-assemblies to go over the No Bully information multiple times a year.

assemblies in September and classroom visits in January.

3. Solution coaches visited all classrooms as a follow-up to the No Bully assembly that was held in September so that new students could better understand the program.

4. Solution coaches visited all classrooms as a follow up in January to refresh students on the No Bully Program.

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

Professional development in the summer as well as follow-ups with teachers, student, and parents throughout the year allowed the program to grow. The actions and services included professional development for teachers, information at assemblies, and classroom follow up with the No Bully program leads and administrators.

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

The overall implementation of the No Bully program was successful this year. The results of the 2018-19 Annual Survey from students is indicative of this. Please see the results from one of the survey questions below.

2018-19 Annual Survey from Students

Q.1: I feel like I can talk to an adult at BCS if I have a problem.

Mean: **3.5** /5

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were no LCFF funds used for this goal.

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

There will be no changes made to this goal.

Annual Update

LCAP Year Reviewed: **2018-19**

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

Goal 4

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

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected

Metric/Indicator

One PBL unit per grade level K-5 will be revised in collaboration with the Makerspace teacher.

18-19

Maintain

Baseline

6 PBL Units were revised.

Metric/Indicator

One PBL/Intersession unit will be revised per grade level in grades 6-8 in collaboration with the FabLab teacher.

18-19

Maintain

Baseline

3 PBL Units were revised.

Actual

One PBL unit per grade level K-5 was revised in collaboration with the Makerspace teacher.

One PBL/intersession unit will be revised per grade level in grades 6-8 in collaboration with the FabLab teacher.

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>1. Classroom teachers in grades K-8 will collaborate with the engineering teacher responsible for the Makerspace in order to create seamlessly integrated project based learning units.</p> <p>2. Classroom teachers in grades 6-8 will collaborate with the engineering teacher responsible for the Fablab in order to create seamlessly integrated project based learning units.</p>	<p>1. K-8 teachers have collaborated with with engineering teacher responsible for the Makerspace to create seamlessly integrated project based learning units.</p> <p>2. Classroom teachers in grades 6-8 collaborated with the engineering teacher responsible for the Fablab to create seamlessly integrated project based learning units.</p>	<p>Not Applicable Not Applicable</p>	

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

Ensuring all students engage in rich curriculum through a K-8 Project Based Learning led to all groups, including our English Learner and Students with Disabilities subgroups, performing at High and Very High levels in Math and ELA.

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

Collaboration of all staff with the Makerspace and Fablab teachers this year happened for 100% of the PBL units. This is evidenced by our academic achievement data.

2018-19 Annual Survey from Students

Q.15: MakerSpace

Mean: **4.1** /5

Q.17: STEAM (Science, Technology, Engineering, Arts & Math)

Mean: **4.2** /5

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were no LCFF funds used for this goal.

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

There will be no changes made to this goal this year. Our academic achievement data indicates our PBL model is working for all BCS students.

Annual Update

LCAP Year Reviewed: **2018-19**

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

Goal 5

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

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)

Local Priorities: STRATEGY IV: We will engage all families as essential partners to support the continued vitality of the BCS

Annual Measurable Outcomes

Expected

Actual

Metric/Indicator

Annual Parent Survey average of 4.0

18-19

Maintain

Baseline

Average 4.0

The average score from the Annual Parent Survey was 4.2 for levels of engagement between parents and school.

Actions / Services

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

Action 1

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

BBC Family Events & Opportunities to Volunteer-

- Bullis Booster Club,
- Foundation,

BCS volunteers contributed over 11,000 hours to the the following Family Events & classroom volunteer opportunities this year:

Not Applicable Not Applicable

- Hot Lunch,
- Auction,
- New family program,
- Classroom Volunteers,
- Plays, Library,
- Grade Level Play Dates,
- Grade Level Socials,
Parent Socials,
- Fall Family Dinner,
- Walkathon

Classroom Opportunities to Volunteer

- Write for Change
Breakfast
- Literature Circles
Reader's Workshop
Helper
- Library Organizer
- Muffins for Moms
(Kindergarten)
- Panelists for Eighth
Grade Culmination
Presentations
- 7th Grade Poetry Slam "A
Midsummer Night's
Dream" Intersession
- EDI Intersession
Presentations to Parents
and Community
Members

- Bullis Booster Club,
Foundation,
- Hot Lunch,
Auction,
- New family program,
Classroom Volunteers,
- Plays, Library,
Grade Level Play Dates,
Grade Level Socials,
Parent Socials,
- Fall Family Dinner,
Walkathon
- Write for Change
Breakfast
- Literature Circles
Reader's Workshop
Helper
- Library Organizer
- Muffins for Moms
(Kindergarten)
- Panelists for Eighth
Grade Culmination
Presentations
- 7th Grade Poetry Slam
"A Midsummer Night's
Dream" Intersession
- EDI Intersession
Presentations to Parents
and Community
Members

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

Parents and other stakeholders contributed 11,000 hours of volunteer hours as indicated by our Local Indicator Report.

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

Parents and other stakeholder groups play an integral role in BCS's mission and success. The on-going collaboration with the BBC and all parent groups has proven successful.

2018-19 Annual Survey from Parents

Q.3: As a parent, I feel welcome at Bullis Charter School.

Mean: **4.4** /5

Q.1: I am well-informed about what is going on at Bullis Charter School.

Mean: **4.4** /5

Q.4: I share responsibility for my student's achievement.

Mean: **4.5** /5

Q.1: Bullis Charter School offers me ways to be involved in my student's education.

Mean: **4.4** /5

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were no LCFF funds used this year.

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

There will be no changes made to this goal.

Stakeholder Engagement

LCAP Year: 2019-20

Involvement Process for LCAP and Annual Update

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

In order to seek input from parents and guardians in school and district decision making, BCS administered a survey through Panorama Education to parents in May, 2018. 479 K-8 parents completed the survey, In addition, BCS administered a Panorama Education survey to its K-8 students in March, 2018 in order to seek input to their academic and social emotional strengths and areas for improvement. In addition, all teachers provided input to the LCAP in April and May, 2019.

Impact on LCAP and Annual Update

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

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

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified Goal

Goal 1

Every student will achieve academic success.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 3: Parental Involvement (Engagement)
 Priority 5: Pupil Engagement (Engagement)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Identified Need:

Targeted focus on students below grade level on BOY benchmark who also had a Level 1 or 2 on the CAASPP the previous year in grades 4-8. For grades K-3 targeted focus on students who score below grade level on the previous year's EOY benchmark and Fall NWEA scores if students are new to Bullis.

With the 2018 Fall adoption of the new Computer Science Standards teachers will need Staff Development on developing an implementation plan to integrate the new standards in to the core curriculum and PBL units.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
California State Dashboard	All student groups meeting or exceeding as	This goal was met.	Maintain	Maintain

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	indicated on the California State Dashboard by the blue and green performance levels.			
SARC Report	100% of our teachers are highly qualified	This goal was met	Maintain	Maintain
SARC Report	0% of EL Teachers are Misassigned	This goal was met	Maintain	Maintain

Planned Actions / Services

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

Action 1

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Grade Spans: K-8

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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

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

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

specifically in Math, Collaboration, and Depth of Knowledge.

10. Continue to train Associate Teachers in specialized methods to ensure EL students meet Math and ELA CCSS.

11. Train Associate Teachers to focus on EL students and provide small group instruction.

12. Continue to participate in Silicon Valley Math Initiative - teachers will attend leadership and coaching institutes.

13. All teachers attend ten days of pre-school year professional development

14. Continue to employ an EL Coordinator to monitor EL students.

15. All students write “Focused Learning Goals” for their areas of growth.

specifically in Math, Collaboration, and Depth of Knowledge.

10. Continue to train Associate Teachers in specialized methods to ensure EL students meet Math and ELA CCSS.

11. Train Associate Teachers to focus on EL students and provide small group instruction.

12. Continue to participate in Silicon Valley Math Initiative - teachers will attend leadership and coaching institutes.

13. All teachers attend ten days of pre-school year professional development

14. Continue to employ an EL Coordinator to monitor EL students.

15. Multitiered Systems of Supports Training.

16. All students write “Focused Learning Goals” for their areas of growth.

17. Building Background Knowledge of current Computer Science Standards

- CS Integration
- Career Technical Education (CTE)
- 4C’s – Critical Thinking and Problem Solving, Collaboration,

specifically in Math, Collaboration, and Depth of Knowledge.

10. Continue to train Associate Teachers in specialized methods to ensure EL students meet Math and ELA CCSS.

11. Train Associate Teachers to focus on EL students and provide small group instruction.

12. Continue to participate in Silicon Valley Math Initiative - teachers will attend leadership and coaching institutes.

13. All teachers attend ten days of pre-school year professional development.

14. Continue to employ an EL Coordinator to monitor EL students.

15. Multitiered Systems of Supports Training.

16. All students will create “Focused Learning Goals” for their areas of growth.

17. Building Teacher Capacity through Collaboration in Common (CiC and Computational Thinking Certificate)

- Curriculum 21 – What to keep? What to change? What to create?
- Introduction to Mapping to the Core

Communication, and Creativity and Innovation

- Support and promote “Hour of Code”
- Host a Professional Learning for K-5 Computational Thinking
- Plan for District-wide CS Advisory/Thought Leadership
- Share Drafts of CA K12 CS Standards
- Family Engagements (i.e. Family Code/Maker Nights)
- Nominate 10-15 K-5 Teachers for 2018-19 Year-long Computational Thinking Certificate PL program

- Making Sense of the CA CS Standards
- Developing Quality Units
- Developing Unit Maps: Stepping Through the Process
- Develop an Implementation Plan
- Teachers and administrators collaborate together on making a commitment to upgrade an integrated use of 21st century learning tools into the ongoing curriculum.
- Develop Leadership Professional Learning with LCAP and CA Dashboard through Computer Science

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$32,000	\$120,897	\$128,590
Source	Supplemental	Supplemental	Supplemental
Budget Reference	5000	1000 and 3000	1000 and 3000
Amount	\$58,564	\$35,000	\$35,000
Source	Supplemental	Supplemental	LCFF
Budget Reference	1000 and 3000	4000	4000

Amount	\$15,954		
Source	Supplemental		
Budget Reference	4000		

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 2

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

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Identified Need:

Alignment with our Strategic Plan

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
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.				

Planned Actions / Services

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

Action 1

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Grade Spans: K-8

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

2017-18 Actions/Services

1. Elementary teachers will design at least two Co-curricular classes per academic year based on their own passions and state standards to offer to students in order to support students' discovery of individual talents and interests.

2. Elementary teachers will design at least one Extra-curricular offering per academic year based on their own passions to offer to students in order to support students'

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

2018-19 Actions/Services

1. Elementary teachers will design at least two Co-curricular classes per academic year based on their own passions and state standards to offer to students in order to support students' discovery of individual talents and interests.

2. Elementary teachers will design at least one Extra-curricular offering per academic year based on their own passions to offer to students in order to support students'

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2019-20 Actions/Services

1. Elementary teachers will design at least two Co-curricular classes per academic year based on their own passions and state standards to offer to students in order to support students' discovery of individual talents and interests.

2. Elementary teachers will design at least one Extra-curricular offering per academic year based on their own passions to offer to students in order to support students'

discovery of individual talents and interests.

3. Teachers will support students in developing and monitoring personal Focus Learning Goals.

discovery of individual talents and interests.

3. Teachers will support students in developing and monitoring personal Focus Learning Goals.

discovery of individual talents and interests.

3. Teachers will support students in developing and monitoring personal Focus Learning Goals.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Source	Not Applicable	Not Applicable	Not Applicable
Budget Reference	Not Applicable	Not Applicable	Not Applicable

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified Goal

Goal 3

Continued implementation of the No Bully Program

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 6: School Climate (Engagement)

Local Priorities:

Identified Need:

Alignment with our Strategic Plan.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Number of Solution Teams held	Four Solution Teams held	Three Solution Teams held and two cases resolved without the solution team.		

Planned Actions / Services

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

Action 1

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All

Specific Grade Spans: K-8

OR

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

Students to be Served:
 (Select from English Learners, Foster Youth, and/or Low Income)
 [Add Students to be Served selection here]

Scope of Services:
 (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))
 [Add Scope of Services selection here]

Location(s):
 (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
 [Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18
 Unchanged Action

Select from New, Modified, or Unchanged for 2018-19
 Modified Action

Select from New, Modified, or Unchanged for 2019-20
 Modified Action

2017-18 Actions/Services

Continue to train new volunteers, new staff, and new students about the program and how to utilize methods for reporting suspected bullying

2018-19 Actions/Services

1. Continue to train new volunteers, new staff, and new students about the program and how to utilize methods for reporting suspected bullying.
2. Introduction (for new students) about the No Bully program.
3. Solution coaches visit individual classes.
4. Have one K--2 and 3--5 mini-assemblies to go over the No Bully information multiple times a year.

2019-20 Actions/Services

1. Continue to train new volunteers, new staff, and new students about the program and how to utilize methods for reporting suspected bullying.
2. Introduction (for new students) about the No Bully program.
3. Solution coaches visit individual classes.
4. Have K--2 and 3--5 mini-assemblies to go over the No Bully information multiple times a year.
5. Expand and articulate Second Step Curriculum, social emotional learning (SEL) K-8 in order to increase growth mindset, emotion management, and social connectedness.

6. Continue to integrate Mindfulness into the school culture.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Source	Not Applicable	Not Applicable	Not Applicable
Budget Reference	Not Applicable	Not Applicable	Not Applicable

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 4

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

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Identified Need:

Alignment with our Strategic Plan.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
One PBL unit per grade level K-5 will be revised in collaboration with the Makerspace teacher.	6 PBL Units were revised.	Maintain	Maintain	Maintain
One PBL/Intersession will be revised per grade level in grades 6-8 in collaboration with the FabLab teacher.	3 PBL Units were revised.	Maintain	Maintain	Maintain

Planned Actions / Services

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

Action 1

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Grade Spans: K-8

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

2017-18 Actions/Services

1. Classroom teachers in grades K-8 will collaborate with the engineering teacher responsible for the Makerspace in order to create seamlessly integrated project based learning units.
2. Classroom teachers in grades 6-8 will collaborate with the engineering teacher responsible for the Fablab in order to create seamlessly integrated project based learning units.

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

2018-19 Actions/Services

1. Classroom teachers in grades K-8 will collaborate with the engineering teacher responsible for the Makerspace in order to create seamlessly integrated project based learning units.
2. Classroom teachers in grades 6-8 will collaborate with the engineering teacher responsible for the Fablab in order to create seamlessly integrated project based learning units.

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2019-20 Actions/Services

1. Classroom teachers in grades K-8 will collaborate with the engineering teacher responsible for the Makerspace in order to create seamlessly integrated project based learning units that include the Computer Science standards.
2. Classroom teachers in grades 6-8 will collaborate with the engineering teacher responsible for the Fablab in order to create seamlessly integrated project based learning units.

based learning units that include the Computer Science standards.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Source	Not Applicable	Not Applicable	Not Applicable
Budget Reference	Not Applicable	Not Applicable	Not Applicable

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 5

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

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)

Local Priorities: STRATEGY IV: We will engage all families as essential partners to support the continued vitality of the BCS

Identified Need:

Alignment with our Strategic Plan.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Annual Parent Survey	Average 4.0	Average 4.2	Maintain	Maintain

Planned Actions / Services

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

Action 1

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Grade Spans: K-8

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

BBC Family Events & Opportunities to Volunteer-

- Bullis Booster Club
- Foundation
- Hot Lunch
- Auction
- New family program
- Classroom Volunteers
- Plays, Library
- Grade Level Play Dates
- Grade Level Socials, Parent Socials
- Fall Family Dinner
- Walkathon

2018-19 Actions/Services

BBC Family Events & Opportunities to Volunteer-

- Bullis Booster Club
- Foundation
- Hot Lunch
- Auction
- New family program
- Classroom Volunteers
- Plays, Library
- Grade Level Play Dates
- Grade Level Socials, Parent Socials
- Fall Family Dinner
- Walkathon

Classroom Opportunities to Volunteer

- Write for Change Breakfast
- Literature Circles Reader's Workshop Helper
- Library Organizer
- Muffins for Moms (Kindergarten)
- Panelists for Eighth Grade Culmination Presentations

2019-20 Actions/Services

Increase the number of volunteers and the number of volunteer hours from 11,000 for the following Family Events & classroom Opportunities:

- Bullis Booster Club
- Foundation
- Hot Lunch
- Auction
- New family program
- Classroom Volunteers
- Plays
- Library
- Grade Level Play Dates
- Grade Level Socials, Parent Socials
- Fall Family Dinner
- Walkathon
- Drama
- Field trip chaperones
- Makerfair
- Write for Change Breakfast
- Literature Circles Reader's Workshop Helper
- Math Centers



- 7th Grade Poetry Slam “A Midsummer Night’s Dream” Intersession
- EDI Intersession Presentations to Parents and Community Members

- PBL Culmination Presentations
- Library Organizer
- Muffins for Moms (Kindergarten)
- Panelists for Eighth Grade Culmination Presentations
- 7th Grade Poetry Slam “A Midsummer Night’s Dream” Intersession
- EDI Intersession Presentations to Parents and Community Members

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Source	Not Applicable	Not Applicable	Not Applicable
Budget Reference	Not Applicable	Not Applicable	Not Applicable

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds

\$128,590

Percentage to Increase or Improve Services

1.82%

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

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

Goal 1 Actions 1-17: \$128,590- Professional Development Stipend 1000 and 3000.

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds

\$155,897

Percentage to Increase or Improve Services

2.23%

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

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

\$120,887- Professional Development Stipend 1000 and 3000 Budget Reference \$35,000 – Books and Supplies- 4000 Budget Reference

LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds

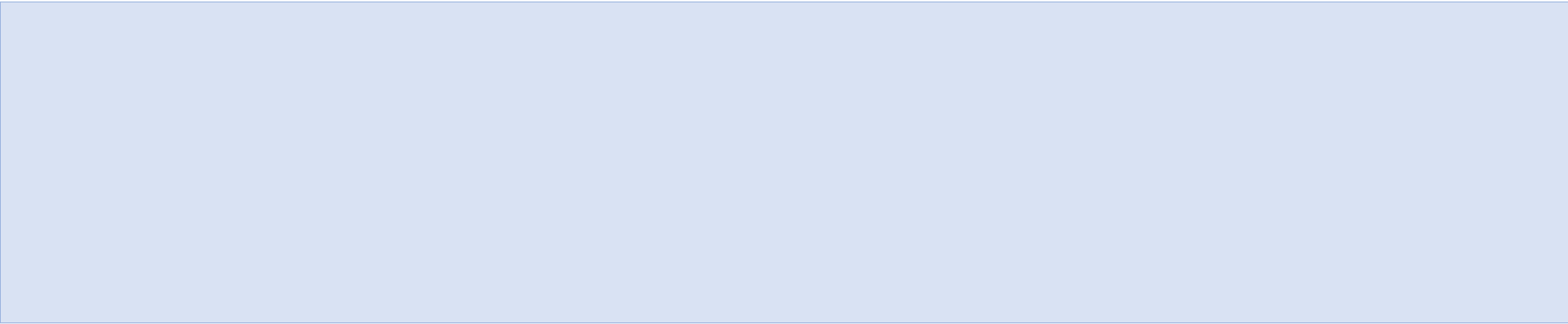
Percentage to Increase or Improve Services

\$

%

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

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



Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

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 Education Code (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.

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

[Demonstration of Increased or Improved Services for Unduplicated Students](#)

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the California School Dashboard data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to California School Dashboard means the California School Dashboard adopted by the State Board of Education under EC Section 52064.5.

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 supported 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.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the actual actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

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

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the California School Dashboard, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. EC identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. EC requires

charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, EC Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, enter the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the “Goal #” box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities

List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#))

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the California School Dashboard, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the [LCAP Template Appendix, sections \(a\) through \(d\)](#).

Planned Actions/Services

For each action/service, the LEA must complete either the section “For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement” or the section “For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement.” The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The “Students to be Served” box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is entered, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must identify "All Schools". If the services are 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.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering "Specific Schools" and identifying the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA's overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify the scope of service by indicating "LEA-wide", "Schoolwide", or "Limited to Unduplicated Student Group(s)". The LEA must identify one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter "LEA-wide."
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter "schoolwide".
- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", enter "Limited to Unduplicated Student Group(s)".

For charter schools and single-school school districts, "LEA-wide" and "Schoolwide" may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use "LEA-wide" to refer to all schools under the charter and use "Schoolwide" to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use "LEA-wide" or "Schoolwide" provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are 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.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the “Action #” box for ease of reference.

New/Modified/Unchanged:

- Enter “New Action” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Enter “Modified Action” if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Enter “Unchanged Action” if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
 - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter “Unchanged Action” and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school’s budget that is submitted to the school’s authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the “Goals, Actions, and Services” section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA’s budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by EC sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the "Demonstration of Increased or Improved Services for Unduplicated Students" table and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to California Code of Regulations, Title 5 (5 CCR) Section 15496(a)(5).

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).

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 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. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.
- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the services 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.

For school districts only, identify in the description those services 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 services 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 services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

State Priorities

Priority 1: Basic Services addresses the degree to which:

- A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

- A. The implementation of state board adopted academic content and performance standards for all students, which are:
 - a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
 - b. Mathematics – CCSS for Mathematics
 - c. English Language Development (ELD)
 - d. Career Technical Education
 - e. Health Education Content Standards
 - f. History-Social Science
 - g. Model School Library Standards
 - h. Physical Education Model Content Standards
 - i. Next Generation Science Standards
 - j. Visual and Performing Arts
 - k. World Language; and
- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

- A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

- A. Statewide assessments;
- B. The Academic Performance Index;
- C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
- E. The English learner reclassification rate;
- F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

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

- A. School attendance rates;
- B. Chronic absenteeism rates;
- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:

- A. Pupil suspension rates;
- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:

- A. S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

- (a) “Chronic absenteeism rate” shall be calculated as follows:
 - (1) The number of K-8 students who were absent 10 percent or more of the school days excluding students who were:
 - (A) enrolled less than 31 days
 - (B) enrolled at least 31 days but did not attend at least one day
 - (C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:
 - (i) are enrolled in a Non-Public School
 - (ii) receive instruction through a home or hospital instructional setting
 - (iii) are attending a community college full-time.
 - (2) The number of students who meet the enrollment requirements.
 - (3) Divide (1) by (2).
- (b) “High school dropout rate” shall be calculated as follows:
 - (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
 - (2) The total number of cohort members.
 - (3) Divide (1) by (2).
- (c) “High school graduation rate” shall be calculated as follows:
 - (1) For a 4-Year Cohort Graduation Rate:
 - (A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.
 - (B) The total number of students in the cohort.
 - (C) Divide (1) by (2).
 - (2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:
 - (A) The number of students who either graduated as grade 11 students or who earned any of the following:
 - (i) a regular high school diploma
 - (ii) a High School Equivalency Certificate
 - (iii) an adult education diploma
 - (iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.
 - (B) The number of students in the DASS graduation cohort.
 - (C) Divide (1) by (2).
- (d) “Suspension rate” shall be calculated as follows:
 - (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
 - (3) Divide (1) by (2).
- (e) “Expulsion rate” shall be calculated as follows:
 - (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to EC Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?

- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

Prepared by the California Department of Education, January 2019

LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	155,897.00	163,590.00	106,518.00	155,897.00	163,590.00	426,005.00
LCFF	0.00	0.00	0.00	0.00	35,000.00	35,000.00
Supplemental	155,897.00	163,590.00	106,518.00	155,897.00	128,590.00	391,005.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type						
Object Type	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	155,897.00	163,590.00	106,518.00	155,897.00	163,590.00	426,005.00
	155,897.00	163,590.00	106,518.00	155,897.00	163,590.00	426,005.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	155,897.00	163,590.00	106,518.00	155,897.00	163,590.00	426,005.00
	LCFF	0.00	0.00	0.00	0.00	35,000.00	35,000.00
	Supplemental	155,897.00	163,590.00	106,518.00	155,897.00	128,590.00	391,005.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal

Goal	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Goal 1	155,897.00	163,590.00	106,518.00	155,897.00	163,590.00	426,005.00

* Totals based on expenditure amounts in goal and annual update sections.