**§ 15497.5. Local Control and Accountability Plan and Annual Update Template.**

**Introduction:**

**LEA: _Bullis Charter School Contact (Name, Title, Email, Phone Number):Jocelyn Lee, Principal, jlee@bullischarterschool.com, (650) 947-4100        LCAP Year:2015-2016**

## *Local Control and Accountability Plan and Annual Update Template*

*The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs each year.*

*For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.*

*For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) 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 provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.*

*Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable 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 Education Code.*

*The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.*

*For each section of the template, LEAs shall comply with instructions and should use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. However, the narrative response and goals and actions should demonstrate each guiding question was considered during the*

*development of the plan. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.*

## *State Priorities*

*The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.*

*A. Conditions of Learning:*

*Basic: degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)*

*Implementation of State Standards: implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners. (Priority 2)*

*Course access: pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)*

*Expelled pupils (for county offices of education only): coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)*

*Foster youth (for county offices of education only): coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)*

*B. Pupil Outcomes:*

*Pupil achievement: performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)*

*Other pupil outcomes: pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)*

*C. Engagement:*

*Parental involvement: efforts to seek parent input in decision making at the district and each schoolsite, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)*

*Pupil engagement: school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)*

*School climate: pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)*

**Section 1: Stakeholder Engagement**

*Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.*

**Instructions:** Describe the process used to consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA's goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

**Guiding Questions:**

1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code 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 Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?
6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 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?

| Involvement Process | Impact on LCAP |
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| **Larger Bullis Parent Community:**<br>Bullis uses various methods to engage stakeholders in developing school priorities.<br><br>Parents are annually invited to participate in the strategic planning process to determine the school's priorities for the coming year.  As a part of the strategic planning process in April 2015, action teams were formed and they are comprised wholly of parents and staff; these action teams work directly on the strategic objectives and goals outlined in the LCAP.<br><br>In April and May the Principal met individually with families new to Bullis to discuss the BCS mission and strategic plan.  Families were able to give feedback and ask questions.<br><br>In addition to meeting with stakeholders in person, Bullis also utilizes online surveys to solicit input that guides the formation of school priorities. This 2014-2015school year, Bullis sought parent input and feedback through a series of surveys in which over 200 families participated.<br><br>The LCAP was presented at a Bullis Booster Club (our organization of parents) Forum on April 22, 2015.  A Public Hearing was held on June 15, 2015 to share the LCAP with the community and to gather input.<br><br>**Sub-Group Participation:**<br>Bullis is committed to engaging families whose students are identified as being part of designated sub-groups. The LCAP was presented at two ELAC meetings (February 2, 2015 and June 1, 2015) for review by the parents of our English learners, and other interested parents.<br><br>**Staff Engagement**<br>Bullis staff members play an integral role in developing and executing school priorities. The staff is regularly engaged in shaping the school's operations and goals through monthly staff meetings and monthly team meetings in which decisions are made by consensus.<br><br>In the 2014-2015 school year, the staff was fully engaged in providing input and working collaboratively to design the school's program through participation in the strategic planning process.  As mentioned above, this spring, staff members participated strategic planning and provided input on the goals outlined in the LCAP. Staff members were invited to participate via an announcement at one of our staff meetings and through a message from the Principal in our weekly Monday Memo.  As a part of the strategic planning process in April 2015, action teams were formed and they are comprised | The BCS Strategic Planning process, which has been in place since the school's inception, was leveraged in the 2014-2015 school year to gain stakeholder input into school goals and operations and for the purpose of the LCAP requirements.  The content of the BCS LCAP reflects the collaboration between parents, staff, and students at Bullis.<br><br>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**.**<br><br>**STRATEGY I:** We will build innovative education program and spaces that enrich the learning experience, inspire the individual student, and model what is possible in public education.<br>**STRATEGY II:** We will define, measure, and promote student success consistent with the BCS mission.<br>**STRATEGY III:** We will foster a world-class staff of professionals that is supported, entrusted, and empowered to do amazing things in education.<br>**STRATEGY IV:** We will engage all families as essential partners to support the continued vitality of the BCS community, its students, staff, and programs.<br>**STRATEGY V:** We will identify and attract enduring, diverse funding sources to realize BCS's goals and aspirations.<br>**STRATEGY VI:** We will positively impact more students through the strategic sharing and replication of our innovative educational model. |

wholly of parents and staff; these action teams work directly on the strategic objectives and goals outlined in the LCAP.  Staff engagement and input is vital to the adoption of the annual school goals, which stem from the school's Strategic Planning Action Plans.

Student Engagement
Student feedback is solicited and used in the formation of school priorities and programs. This 2014-2015 school year, student input was gathered through focus groups, surveys after units of study, and the formal annual survey.

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| **Annual Update:**<br>The process for development of the 2015-2016 LCAP was similar to that of 2014-2015, but was enhanced by the Strategic Planning Process.  Strategic Planning was held over two full days, and from that work, new or revised Strategies were developed which form the basis of the BCS LCAP. | **Annual Update:**<br>Stakeholders input shaped the LCAP content because stakeholders created the Strategies in the Strategic Plan, which is the foundation of the LCAP. |

**Section 2: Goals, Actions, Expenditures, and Progress Indicators**

**Instructions:**

All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of education budget and multiyear budget projections. The Annual Update section of the template reviews progress made for each stated goal in the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

Charter schools may adjust the table below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33.

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, pupil 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 the goal.

Using the following instructions and guiding questions, complete a goal table (see below) for each of the LEA's goals. Duplicate and expand the fields as necessary.

**Goal:** Describe the goal:

> When completing the goal tables, include goals for all pupils and specific goals for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which schoolsites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or schoolsite.

**Related State and/or Local Priorities:** Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

**Identified Need:** Describe the need(s) identified by the LEA that this goal addresses, including a description of the supporting data used to identify the need(s).

**Schools:** Identify the schoolsites to which the goal applies. LEAs may indicate "all" for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5).

**Applicable Pupil Subgroups:** Identify the pupil subgroups as defined in Education Code section 52052 to which the goal applies, or indicate "all" for all pupils.

**Expected Annual Measurable Outcomes**: For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and at the schoolsite level.

> The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

**Actions/Services:** For each LCAP year, identify all annual actions to be performed and services provided to meet the described goal. Actions may describe a group of services that are implemented to achieve the identified goal.

**Scope of Service:** Describe the scope of each action/service by identifying the schoolsites covered. LEAs may indicate "all" for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and concentration funds are used to support the action/service, the LEA must identify if the scope of service is districtwide, schoolwide, countywide, or charterwide.

**Pupils to be served within identified scope of service**: For each action/service, identify the pupils to be served within the identified scope of service. If the action to be performed or the service to be provided is for all pupils, place a check mark next to "ALL."

> For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.

**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 Education Code sections 52061, 52067, and 47606.5.

**Guiding Questions:**

1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement" (e.g., parent involvement, pupil engagement, and school climate)?
4) What are the LEA's goal(s) to address any locally-identified priorities?
5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite 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 Education Code sections 42238.01 and subgroups as defined in 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 schoolsites?
10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, 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?

| GOAL 1: | Every student will achieve academic success. | Related State and/or Local Priorities: |
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**Related State and/or Local Priorities:**

Priority Area 1: Student Access to standards aligned instructional materials
Priority Area 2: Implementation of CCSS
Priority Area 3: Parent Engagement
Priority Area 4: Student Achievement
Priority Area 5: Student Engagement

Local: Specify _____

| Identified Need: | Every student will achieve academic success. |
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| Goal Applies to: | Schools: Bullis Charter School |
| | Applicable Pupil Subgroups: All |

**LCAP Year 1:** 2015-2016

| Expected Annual Measurable Outcomes: | • Students who are not meeting Math and ELA CCSS mid-year benchmarks will be provided academic intervention and will show growth.<br>• Every student will attend school and the percentage of students with five or more unexcused absences will be reduced.<br>• Students with disabilities will be provided supports that will allow them to have success rates in meeting CCSS in Math and ELA that are comparable to their peers.<br>• English Learners will increase their English language skills.<br>• Students classified as RFEP will have success rates in meeting CCSS in Math and ELA that are comparable to their fully English proficient peers. |
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| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
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| 1. Hire Highly Qualified Teachers to meet the needs of all students.<br>2. Ensure every student has the necessary materials to be successful.<br>3. Purchase additional materials to support with coherent CCSS implementation in Math and Reading.<br>4. Continue to provide professional development for CCSS implementation specifically in Math, Collaboration, and Depth of Knowledge.<br>5. Continue to participate in Silicon Valley Math Initiative - teachers will attend leadership and | Schoolwide | _X_ALL<br>--------------------------------------------------------------------<br>• Low Income pupils<br>• English Learners<br>• Reclassified Fluent English Proficient<br>• Foster Youth | $2,837,347 (LCFF Base) Teachers Salaries<br><br>$151,929 (LCFF Base) Textbooks, Books, and Instructional Supplies<br><br>$15,000 (LCFF |

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| coaching institutes.<br>6. Teachers will develop and implement action plans after mid-year assessments are administered to support students not meeting local benchmarks indicating CCSS performance.<br>7. Teachers will use CAASPP data to set goals for individual students and for their whole classes, and develop plans that outline how they will meet these goals in 2015-2016 school year.<br>8. Teachers will identify students who are not meeting Math and ELA Common Core Standards and will provide differentiated instruction for them. | | | Base)<br>Professional Development |
| 1. Teachers will be trained in attendance expectations, guidelines for student attendance, and in how to reach out to families of students with unexcused absences.<br>2. Families will be educated on attendance expectations, the different types of absences, and the cost of absences to both student learning and to the school.<br>3. Students with unexcused absences will receive letters home via the School Attendance Review Board process. | Schoolwide | __X_ALL<br><br>• Low Income pupils<br>• English Learners<br>• Reclassified fluent English proficient<br>• Foster Youth | none |
| 1. Hire Highly Qualified Special Education staff to meet the needs of all students.<br>2. Ensure students with disabilities have access to high quality academic support materials.<br>3. Classroom teachers will collaborate with special education staff.<br>4. Special Education Case Managers will meet with each special education student's general education teacher at least two times per trimester.<br>5. Classroom teachers will attend professional development to increase their knowledge of how to support students with disabilities. | Schoolwide | __ALL<br><br>• Students with Disabilities | $1,925 (LCFF Base)<br>Professional Development |
| 1. Hire Highly Qualified Teachers to meet the needs of EL students. | Schoolwide | __ALL<br>------------------------------------------------------------------------------- | $5,000 (LCFF Supplemental) |

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| 2. Ensure every EL student has access to high quality materials to support their language acquisition.<br>3. Teachers will continue be trained to understand and implement the new ELD standards while differentiating instruction to ensure EL students are academically successful with CCSS.<br>4. Teachers will continue to be trained in strategies to best support EL students in classified and integrated ELD instructional time.<br>5. Examine the ELD materials available and consider piloting.<br>6. Train Associate Teachers in specialized methods to ensure EL students meet Math and ELA CCSS. | | • English Learners | Professional Development<br><br>$25,000 (LCFF Supplemental) .25 fte EL Coordinator<br><br>$20,000 (LCFF Supplemental) .3 fte Associate Teacher to focus on EL students<br><br>$21,000 (LCFF Supplemental) Materials & Supplies |
| 1. Hire Highly Qualified Teachers to meet the needs of RFEP students.<br>2. Train Associate Teachers in specialized methods to ensure RFEP students meet Math and ELA CCSS.<br>3. Using mid-year assessment data, teachers will identify RFEP students who are not meeting Math and ELA Common Core Standards and will provide differentiated instruction for them. | Schoolwide | __ALL<br>---------------------------------------------------------------------------------------<br>• Reclassified Fluent English Proficient | |

## LCAP Year 2: 2016-2017

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| Expected Annual Measurable Outcomes: | • Students who are not meeting Math and ELA CCSS mid-year benchmarks will be provided academic intervention and will show growth.<br>• Every student will attend school and the percentage of students with five or more unexcused absences will be reduced.<br>• Students with disabilities will be provided supports that will allow them to have success rates in meeting CCSS in Math and ELA that are comparable to their peers.<br>• English Learners will increase their English language skills.<br>• Students classified as RFEP will have success rates in meeting CCSS in Math and ELA that are comparable to their fully English proficient peers. |

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---|---|---|---|
| 1. Hire Highly Qualified Teachers to meet the needs of all students.<br>2. Ensure every student has the necessary materials to be successful.<br>3. Purchase additional materials to support with coherent CCSS implementation in Math and Reading.<br>4. Continue to provide professional development for CCSS implementation specifically in Math, Collaboration, and Depth of Knowledge.<br>5. Continue to participate in Silicon Valley Math Initiative - teachers will attend leadership and coaching institutes.<br>6. Teachers will develop and implement action plans after mid-year assessments are administered to support students who are not meeting the local benchmarks that indicate CCSS performance.<br>7. Teachers will use CAASPP data to set goals for individual students and for their whole classes, and develop plans that outline how they will meet these goals in 2016-2017 school year.<br>8. Teachers will identify students who are not meeting Math and ELA Common Core Standards and will provide small group instruction for them. | Schoolwide | _X_ALL<br>-------------------------------------------------------------------------------<br><br>• Low Income pupils<br>• English Learners<br>• Reclassified fluent English proficient<br>• Foster Youth | $2,914,093 (LCFF Base) Teachers Salaries<br><br>$153,691 (LCFF Base) Textbooks, Books, and Instructional Supplies<br><br>$16,000 (LCFF Base) Professional Development |
| 1. Teachers will be trained in attendance expectations, guidelines for student attendance, and to reach out to families of students with unexcused absences.<br>2. Families will be educated on attendance expectations, the different types of absences, and the cost to the student's learning and to the school of absences.<br>3. Students with unexcused absences will receive letters home via the School Attendance Review Board process. | Schoolwide | __X_ALL<br>-------------------------------------------------------------------------------<br><br>• Low Income pupils<br>• English Learners<br>• Reclassified Fluent English Proficient<br>• Foster Youth | none |

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| 1. Hire Highly Qualified Special Education staff to meet the needs of all students.<br>2. Ensure students with disabilities have access to high quality academic support materials.<br>3. Classroom teachers will collaborate with special education staff.<br>4. Special Education Case Managers will meet with each special education student's general education teacher at least three times per trimester.<br>5. Classroom teachers will attend professional development to increase their knowledge of how to support students with disabilities. | Schoolwide | __ALL<br>--------------------------------------------------------------------------------------<br>    • Students with disabilities | $1,433 (LCFF Base) Professional Development |
| 1. Hire Highly Qualified Teachers to meet the needs of EL students.<br>2. Ensure every EL student has access to high quality materials to support their language acquisition.<br>3. Teachers will continue be trained to understand and implement the new ELD standards and strategies while differentiating instruction to ensure EL students are academically successful with CCSS.<br>4. Pilot new ELD instructional materials if decided by curriculum and EL team.<br>5. Continue to train Associate Teachers in specialized methods to ensure EL students meet Math and ELA CCSS.<br>6. Continue to employ and EL Coordinator to monitor EL students<br>7. Hire an Associate Teacher to focus on EL students and provide small group instruction. | Schoolwide | __ALL<br>--------------------------------------------------------------------------------------<br>    • English Learners | $5,000 (LCFF Supplemental) Professional Development<br><br>$25,000 (LCFF Supplemental) .25 fte EL Coordinator<br><br>$20,000 (LCFF Supplemental) .3 fte Associate Teacher to focus on EL students<br><br>$27,000 (LCFF Supplemental) Materials & Supplies |
| 1. Hire Highly Qualified Teachers to meet the needs of RFEP students.<br>2. Continue to train Associate Teachers in specialized methods to ensure RFEP students meet Math and ELA CCSS.<br>3. Teachers will identify RFEP students who are not meeting Math and ELA Common Core | Schoolwide | __ALL<br>--------------------------------------------------------------------------------------<br>    • Reclassified fluent English proficient | |

| Standards and will provide small group instruction for them. | | | |
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| **LCAP Year 3**: 2017-2018 | | | |
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| Expected Annual Measurable Outcomes: | <ul><li>Students who are not meeting Math and ELA CCSS mid-year benchmarks will be provided academic intervention and will show growth.</li><li>Every student will attend school and the percentage of students with five or more unexcused absences will be reduced.</li><li>Students with disabilities will be provided supports that will allow them to have success rates in meeting CCSS in Math and ELA that are comparable to their peers.</li><li>English Learners will increase their English language skills.</li><li>Students classified as RFEP will have success rates in meeting CCSS in Math and ELA that are comparable to their fully English proficient peers.</li></ul> | | |
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| **Actions/Services** | Scope of Service | **Pupils to be served within identified scope of service** | Budgeted Expenditures |
|---|---|---|---|
| 1. Hire Highly Qualified Teachers to meet the needs of all students.<br>2. Ensure every student has the necessary materials to be successful.<br>3. Purchase additional materials to support with coherent CCSS implementation in Math and Reading.<br>4. Continue to provide professional development for CCSS implementation specifically in Math, Collaboration, and Depth of Knowledge.<br>5. Continue to participate in Silicon Valley Math Initiative - teachers will attend leadership and coaching institutes.<br>6. Teachers will develop and implement action plans after mid-year assessments are administered to support students who are not meeting the local benchmarks that indicate CCSS performance.<br>7. Teachers will use CAASPP data to set goals for individual students and for their whole classes, and develop plans that outline how they will meet these goals in 2017-2018 school year.<br>8. Teachers will identify students who are not meeting Math and ELA Common Core | Schoolwide | _X_ ALL<br>----------------------------------------------------------------------------------<br><ul><li>Low Income pupils</li><li>English Learners</li><li>Reclassified fluent English proficient</li><li>Foster Youth</li><li>Students with disabilities</li></ul> | $3,074,369 (LCFF Base) Teachers Salaries<br><br>$178,479 (LCFF Base) Textbooks, Books, and Instructional Supplies<br><br>$17,000 (LCFF Base) Professional Development |

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| Standards and will provide specialized, one-on-one instruction to be delivered by a credential Associate Teacher. | | | |
| 1. Teachers will be trained in attendance expectations, guidelines for student attendance, and to reach out to families of students with unexcused absences.<br>2. Families will be educated on attendance expectations, the different types of absences, and the cost to the student's learning and to the school of absences.<br>3. Students with unexcused absences will receive letters home via the School Attendance Review Board process. | Schoolwide | \_X\_ALL<br>-----------------------------------------------------------------------------<br>• Low Income pupils<br>• English Learners<br>• Reclassified fluent English proficient<br>• Foster Youth<br>• Students with disabilities | none |
| 1. Hire Highly Qualified Special Education staff to meet the needs of all students.<br>2. Ensure students with disabilities have access to high quality academic support materials.<br>3. Classroom teachers will collaborate with special education staff.<br>4. Special Education Case Managers will meet with each special education student's general education teacher at least four times per trimester.<br>5. Classroom teachers will attend professional development to increase their knowledge of how to support students with disabilities. | Schoolwide | \_\_ALL<br>-----------------------------------------------------------------------------<br>• Students with disabilities | $956 (LCFF Base) Professional Development |
| 1. Hire Highly Qualified Teachers to meet the needs of EL students.<br>2. Ensure every EL student has access to high quality materials to support their language acquisition.<br>3. Teachers will continue be trained to understand and implement the new ELD standards and strategies while differentiating instruction to ensure EL students are academically successful with CCSS. | Schoolwide | \_\_ALL<br>-----------------------------------------------------------------------------<br>• English Learners | $5,000 (LCFF Supplemental) Professional Development<br><br>$5,000 (LCFF Supplemental)<br><br>$25,000 (LCFF Supplemental) .25 fte EL |

| | | | |
|---|---|---|---|
| 4. Pilot new ELD instructional materials if decided by curriculum and EL team.<br>5. Continue to train Associate Teachers in specialized methods to ensure EL students meet Math and ELA CCSS. | | | Coordinator<br><br>$20,000 (LCFF Supplemental) .3 fte Associate Teacher to focus on EL students<br><br>$36,000(LCFF Supplemental) Materials & Supplies |
| 1. Hire Highly Qualified Teachers to meet the needs of RFEP students.<br>2. Continue to train Associate Teachers in specialized methods to ensure RFEP students meet Math and ELA CCSS.<br>3. Teachers will identify RFEP students who are not meeting Math and ELA Common Core Standards and will provide specialized, one-on-one instruction to be delivered by a credential Associate Teacher. | Schoolwide | __ALL<br>----------------------------------------------------------------------------------<br>    •   Reclassified fluent English proficient | |

| GOAL 2: | Every student will continue to discover and pursue individual talents and interests. | Related State and/or Local Priorities:<br><br>Priority Area 4: Student Achievement<br>Priority Area 7: Course Access<br><br>Local: Specify _____ |
|---|---|---|

| Identified Need: | In order to best educate our students, we must focus on the whole child. |
|---|---|

| Goal Applies to: | Schools: | Bullis Charter School |
|---|---|---|
| | Applicable Pupil Subgroups: | All |

### LCAP Year 1: 2015-2016

| Expected Annual Measurable Outcomes: | • Every grade K-8 student will continue to set a personal Focus Learning Goal and 75% of students will earn at least a 4 on a 5 point rubric in achieving their personal Focus Learning Goal. |
|---|---|

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---|---|---|---|
| 1. Teachers will design at least two Co-curricular classes per academic year based on their own passions and state standards to offer to students in order to support students' discovery of individual talents and interests.<br>2. Teachers will design at least one Extra-curricular offering per academic year based on their own passions to offer to students in order to support students' discovery of individual talents and interests.<br>3. Teachers will support students in developing and monitoring personal Focus Learning Goals. | Schoolwide | _X_ALL<br>-------------------------------------------------------------------------------------<br>• Low Income pupils<br>• English Learners<br>• Reclassified fluent English proficient<br>• Foster Youth<br>• Students with disabilities | none |

### LCAP Year 2: 2016-2017

| Expected Annual Measurable Outcomes: | • Every grade K-8 student will continue to set a personal Focus Learning Goal and 78% of students will earn at least a 4 on a 5 point rubric in achieving their personal Focus Learning Goal. |
|---|---|

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---|---|---|---|
| 1. Teachers will design at least two Co-curricular classes per academic year based on their own passions and state standards to offer to students in order to support students' discovery of individual talents and interests. | Schoolwide | _X_ALL<br>-------------------------------------------------------------------------------------<br>• Low Income pupils<br>• English Learners<br>• Reclassified fluent English proficient | none |

| | | |
|---|---|---|
| 2. Teachers will design at least one Extra-curricular offering per academic year based on their own passions to offer to students in order to support students' discovery of individual talents and interests.<br>3. Teachers will support students in developing and monitoring personal Focus Learning Goals. | | • Foster Youth<br>• Students with disabilities |

**LCAP Year 3**: 2017-2018

| Expected Annual Measurable Outcomes: | • Every grade K-8 student will continue to set a personal Focus Learning Goal and 81% of students will earn at least a 4 on a 5 point rubric in achieving their personal Focus Learning Goal. |
|---|---|

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---|---|---|---|
| 1. Teachers will design at least two Co-curricular classes per academic year based on their own passions and state standards to offer to students to support students' discovery of individual talents and interests.<br>2. Teachers will design at least one Extra-curricular offering per academic year based on their own passions to offer to students to support students' discovery of individual talents and interests.<br>3. Teachers will support students in developing and monitoring personal Focus Learning Goals. | Schoolwide | _X_ALL<br>-----------------------------------------------------------------------------------<br>• Low Income pupils<br>• English Learners<br>• Reclassified fluent English proficient<br>• Foster Youth<br>• Students with disabilities | |

| GOAL 3: | Implementation of the No Bully program will continue. | Related State and/or Local Priorities: |
|---|---|---|
| | | Priority Area 6: School Climate |
| | | Local: Specify _____ |

| Identified Need: | All students must have a safe learning environment. |
|---|---|

| Goal Applies to: | Schools: | Bullis Charter School |
|---|---|---|
| | Applicable Pupil Subgroups: | All |

**LCAP Year 1:** 2015-2016

| Expected Annual Measurable Outcomes: | • A system to evaluate the effectiveness of the No Bully Program will be created with a focus on ongoing program improvement. |
|---|---|

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | |
|---|---|---|---|
| 1. Implement Phase 2 of the No Bully program:<br> • Implement measures to determine the success of program<br>2. Continue to train new volunteers, new staff, and new students about the program and how to utilize methods for reporting suspected bullying. | Schoolwide | _X_ALL<br>----------------------------------------------------------------------------------<br> • Low Income pupils<br> • English Learners<br> • Reclassified fluent English proficient<br> • Foster Youth<br> • Students with disabilities | |

**LCAP Year 2:** 2016-2017

| Expected Annual Measurable Outcomes: | • The system created to evaluate the effectiveness of the No Bully Program is utilized to collect data about the program. |
|---|---|

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---|---|---|---|
| 1. Implement phase 3 of the program:<br> • Evaluate and engage in ongoing improvement<br>2. Continue to train new volunteers, new staff, and new students about the program and how to utilize methods for reporting suspected bullying. | Schoolwide | _X_ALL<br>----------------------------------------------------------------------------------<br> • Low Income pupils<br> • English Learners<br> • Reclassified fluent English proficient<br> • Foster Youth<br> • Students with disabilities | |

**LCAP Year 3:** 2017-2018

| Expected Annual Measurable | • The data collected to evaluate the effectiveness of the No Bully Program will reflect positive outcomes. |
|---|---|

| Outcomes: | | | |
|---|---|---|---|

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---|---|---|---|
| 1. Continual improvement and maintenance of the No Bully program.<br>2. Continue to train new volunteers, new staff, and new students about the program and how to utilize methods for reporting suspected bullying. | Schoolwide | _X_ALL<br><br>-----------------------------------------------------------------------------------<br>• Low Income pupils<br>• English Learners<br>• Reclassified fluent English proficient<br>• Foster Youth<br>• Students with disabilities | |

| GOAL 4: | **All students will become self-confident contributors to the global society and demonstrate understanding of the interconnectedness of people and their environment.** | **Related State and/or Local Priorities:**<br><br>Priority Area 4: Student Achievement<br>Priority Area 7: Course Access<br>Priority Area 8: Other Student Outcomes<br><br>Local: Specify _____ |
|---|---|---|

| Identified Need: | Students must be equipped to be successful in the 21$^{st}$ century global economy. |
|---|---|

| Goal Applies to: | Schools: Bullis Charter School |
|---|---|
| | Applicable Pupil Subgroups: All |

| **LCAP Year 1: 2015-2016** |
|---|

| Expected Annual Measurable Outcomes: | • All students in grades 1-8 will continue to be provided Project Based Learning and STEAM learning opportunities in the FabLab or MakerSpace and 72% of students in grades 1-8 will report that their experience in the FabLab or MakerSpace was positive. |
|---|---|

| **Actions/Services** | **Scope of Service** | **Pupils to be served within identified scope of service** | **Budgeted Expenditures** |
|---|---|---|---|
| 1. Classroom teachers in grades 1-5 will collaborate with the engineering teacher responsible for the MakerSpace in order to create seamlessly integrated project base learning units.<br>2. Classroom teachers in grades 6-8 will collaborate with engineering teachers responsible for the FabLab in order to create seamlessly integrated project based learning units. | Schoolwide | _X_ALL<br>------------------------------------------------------------------------------------<br>• Low Income pupils<br>• English Learners<br>• Reclassified fluent English proficient<br>• Foster Youth<br>• Students with disabilities | |

| **LCAP Year 2: 2016-2017** |
|---|

| Expected Annual Measurable Outcomes: | • All students in grades 1-8 will continue to be provided Project Based Learning and STEAM learning opportunities in the FabLab or MakerSpace and 75% of students in grades 1-8 will report that their experience in the FabLab or MakerSpace was positive. |
|---|---|

| **Actions/Services** | **Scope of Service** | **Pupils to be served within identified scope of service** | **Budgeted Expenditures** |
|---|---|---|---|

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---|---|---|---|
| 1. Classroom teachers in grades 1-5 will collaborate with the engineering teacher responsible for the MakerSpace in order to create seamlessly integrated project base learning units.<br>2. Classroom teachers in grades 6-8 will collaborate with engineering teachers responsible for the FabLab in order to create seamlessly integrated project based learning units. | Schoolwide | _X_ALL<br>-------------------------------------------------------------------------------<br> • Low Income pupils<br> • English Learners<br> • Reclassified fluent English proficient<br> • Foster Youth<br> • Students with disabilities | |

| **LCAP Year 3**: 2017-2018 | | | |
|---|---|---|---|
| Expected Annual Measurable Outcomes: | • All students in grades 1-8 will continue to be provided Project Based Learning and STEAM learning opportunities in the FabLab or MakerSpace and 78% of students in grades 1-8 will report that their experience in the FabLab or MakerSpace was positive. | | |

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---|---|---|---|
| 1. Classroom teachers in grades 1-5 will collaborate with the engineering teacher responsible for the MakerSpace in order to create seamlessly integrated project base learning units.<br>2. Classroom teachers in grades 6-8 will collaborate with engineering teachers responsible for the FabLab in order to create seamlessly integrated project based learning units. | Schoolwide | _X_ALL<br>-------------------------------------------------------------------------------<br> • Low Income pupils<br> • English Learners<br> • Reclassified fluent English proficient<br> • Foster Youth<br> • Students with disabilities | |

| GOAL 5: | We will engage all families as essential partners to support the continued vitality of the BCS community, its students, staff, and programs. | Related State and/or Local Priorities:<br>Priority Area 3: Parent Involvement<br><br>Local: Specify _____ |
|---|---|---|

| Identified Need: | Family engagement in school is critical to student success. | |
|---|---|---|
| Goal Applies to: | Schools: | Bullis Charter School |
| | Applicable Pupil Subgroups: | All |

**LCAP Year 1: 2015-2016**

| Expected Annual Measurable Outcomes: | • A system will be developed for tracking parent volunteerism. |
|---|---|

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---|---|---|---|
| 1. Collect data on how many parents volunteer and on the total volunteer hours.<br>2. Administer a survey to gather data about parent volunteerism at BCS. | Schoolwide | _X_ALL<br>-------------------------------------------------------------------------------<br>• Low Income pupils<br>• English Learners<br>• Reclassified fluent English proficient<br>• Foster Youth<br>• Students with disabilities | |

**LCAP Year 2: 2016-2017**

| Expected Annual Measurable Outcomes: | • Data gathered from the system created to track parent volunteerism will be analyzed to create targets for increased volunteerism. |
|---|---|

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---|---|---|---|
| 1. Analyze data on parent volunteerism in the classroom, on the school campus, and in Bullis-related groups, such as the Bullis Boosters Club, The Foundation, The Board of Directors, the Finance Committee, etc. | Schoolwide | _X_ALL<br><br>-------------------------------------------------------------------------------<br>• Low Income pupils<br>• English Learners<br>• Reclassified fluent English proficient<br>• Foster Youth<br>• Students with disabilities | |

| LCAP Year 3: 2017-2018 | | | | |
|---|---|---|---|---|
| Expected Annual Measurable Outcomes: | • Targets will be set based on the results of LCAP Year 2. | | | |
| **Actions/Services** | **Scope of Service** | **Pupils to be served within identified scope of service** | | **Budgeted Expenditures** |
| 1. To be determined upon analysis of gathered data. | Schoolwide | _X_ALL<br>----------------------------------------------------------------------------------<br>    • Low Income pupils<br>    • English Learners<br>    • Reclassified Fluent English Proficient<br>    • Foster Youth<br>    • Students with disabilities | | |

# Annual Update

**Annual Update Instructions:** For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific actions. Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.

**Guiding Questions:**

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 Education Code 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 schoolsites 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?

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

| Original **GOAL 1** from prior year LCAP: | **Every student will be actively responsible for his or her learning and individual goals by attending school every day.** | **Related State and/or Local Priorities:** Priority Area 5: Student Engagement Priority Area 3: Parent Engagement |
|---|---|---|

| Goal Applies to: | Schools: | Bullis Charter School | | |
|---|---|---|---|---|
| | Applicable Pupil Subgroups: | All | | |
| Expected Annual Measurable Outcomes: | School staff will make contact via phone with the family of every student with more than 4 unexcused absences. | | Actual Annual Measurable Outcomes: | School staff analyzed data regarding unexcused absences in order to determine a plan of action for implementation for the 2015-2016 academic year. |

**LCAP Year**: 2014-2015

| Planned Actions/Services | | Budgeted Expenditures | Actual Actions/Services | Estimated Actual Annual Expenditures |
|---|---|---|---|---|
| **Service:** 1. Teachers will be trained in attendance expectations and guidelines for student attendance. 2. Families will be educated on attendance expectations, the different types of absences, and the cost to the student's learning and to the school of absences. 3. School staff will be trained to perform outreach to families whose students have unexcused absences. | | $1,500 (LCFF Base) Professional Development $4,000 (LCFF base) .1 FTE classified staff | 1. Teachers were trained in attendance expectations and guidelines for student attendance. 2. Families were educated on attendance expectations, the different types of absences, and the cost to the student's learning and to the school of absences. | none |
| Scope of service: | Schoolwide | | Scope of service: Schoolwide | |
| _X_ALL | | | _X_ALL | |
| • Low Income pupils • English Learners • Reclassified fluent English proficient • Foster Youth | | | • Low Income pupils • English Learners • Reclassified fluent English proficient • Foster Youth | |

| What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals? | • An analysis of attendance data revealed that only 6% of the student population has 5 or more unexcused absences. For the 2015-2016 LCAP we plan to revise our strategy so that it is a more targeted approach. |
|---|---|

| Original **GOAL 2** from prior year LCAP: | **Every student will achieve academic success.** | **Related State and/or Local Priorities:** <br> State Priority Area 4: Student Achievement <br> State Priority Area 2: Implementation of CCSS <br> State Priority Area 1: Student Access to standards aligned instructional materials |
|---|---|---|

| Goal Applies to: | Schools: | Bullis Charter School |
|---|---|---|
| | Applicable Pupil Subgroups: | All |

| Expected Annual Measurable Outcomes: | Teachers will identify students who are not meeting Math and ELA CCSS and will provide differentiated instruction for them. | Actual Annual Measurable Outcomes: | Teachers identified students not meeting Math and ELA CCSS and provided differentiated instruction for them in an effort to close the gaps for these students. |
|---|---|---|---|

**LCAP Year**: 2014-2015

| Planned Actions/Services | | Actual Actions/Services | |
|---|---|---|---|
| | Budgeted Expenditures | | Estimated Actual Annual Expenditures |
| **Service:** <br> 1. Provide professional development for teachers regarding the math and ELA CCSS. <br> 2. Purchase CCSS aligned curriculum and materials. <br> 3. Teachers will participate in the Silicon Valley Math Initiative. | $40,000 (One-time CCSS) CCSS aligned materials. <br> $13,400 (One-time CCSS) Professional development <br> $50,000 (One-time CCSS) <br> $3,000 (LCFF Base) SVMI Membership Costs | 1. Provided professional development for teachers in CCSS Math and ELA including Writing, Reading, Mathematical Practices, DOK, Problem Solving, PBL. PLCs focusing on CCSS implementation were established and completed. <br> 2. Purchased Everyday Math for K-2 and Step-Up to Writing 3-8 CCSS edition. <br> 3. Teachers participated in SVMI through lesson study (Fall & Spring) and through school-wide MAC/MARS assessments. <br> 4. Teachers identified students who were not meeting benchmark in February of 2015 and created action plans for supporting these students in meeting benchmark by the end of the academic year. | $40,000 (LCFF Base) CCSS aligned materials. <br> $13,400 (LCFF Base) Professional development <br> $3,000 (LCFF Base) SVMI Membership Costs |

| Scope of service: | Schoolwide | | Scope of service: | Schoolwide | |
|---|---|---|---|---|---|
| _X_ALL | | | _X_ALL | | |
| • Low Income pupils<br>• English Learners<br>• Reclassified fluent English proficient<br>• Foster Youth | | | • Low Income pupils<br>• English Learners<br>• Reclassified fluent English proficient<br>• Foster Youth | | |

| What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals? | • Purchase additional materials to support with coherent CCSS implementation in Math and Reading.<br>• Continue to provide professional development for CCSS implementation specifically in Math, Collaboration, and Depth of Knowledge.<br>• Continue to participate in Silicon Valley Math Initiative - teachers will attend leadership and coaching institutes in 2015-2016 school year.<br>• Teachers will develop and implement action plans after mid-year assessments that outline how they will support students who are not meeting local benchmarks.<br>• Teachers will use CASSPP data to set goals for CCSS for individual students and whole class, developing plans outlining how they will meet these goals in the 2015-2016 academic year. |
|---|---|

| Original **GOAL 3** from prior year LCAP: | **Every student will continue to discover and pursue individual talents and interests.** | **Related State and/or Local Priorities:** |
|---|---|---|
| | | Priority Area 4: Student Achievement<br>Priority Area 7: Course Access |

| Goal Applies to: | Schools: | Bullis Charter School |
|---|---|---|
| | Applicable Pupil Subgroups: | All |

| Expected Annual Measurable Outcomes: | 25% of students will earn at least a 4 on a 5 point rubric in achieving their personal Focus Learning Goal. | Actual Annual Measurable Outcomes: | 72% of students earned at least a 4 on a 5 point rubric in achieving their personal Focus Learning Goal. |
|---|---|---|---|

**LCAP Year**: 2014-2015

| Planned Actions/Services | | Actual Actions/Services | |
|---|---|---|---|
| | Budgeted Expenditures | | Estimated Actual Annual Expenditures |

| | | | | |
|---|---|---|---|---|
| 1. During the school day, before school and after school opportunities for students in VAPA will be enhanced. VAPA Offerings for students will include, plays, musicals, strings, band, choral, steel drums, and art. | | $450,000 (LCFF Base) Certificated VAPA Specialists $5,000 (LCFF Base) Materials & Supplies | 1. VAPA offerings were increased during the 2014-2015 academic year, including a middle school musical. | $450,000 (LCFF Base) Certificated VAPA Specialists $5,000 (LCFF Base) Materials & Supplies |
| Scope of service: | Schoolwide | | Scope of service: | Schoolwide | |
| _X_ALL | | | _X_ALL | | |
| • Low Income pupils<br>• English Learners<br>• Reclassified fluent English proficient<br>• Foster Youth | | | • Low Income pupils<br>• English Learners<br>• Reclassified fluent English proficient<br>• Foster Youth | |

| What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals? | • Continue goal as planned |
|---|---|

| Original **GOAL 4** from prior year LCAP: | **All students will model the six character pillars and Bullis will implement the No Bully program.** | **Related State and/or Local Priorities:** Priority Area 6: School Climate |
|---|---|---|

| Goal Applies to: | Schools: | Bullis Charter School | |
|---|---|---|---|
| | Applicable Pupil Subgroups: | All | |

| Expected Annual Measurable Outcomes: | BCS staff will complete phase one of program implementation. | Actual Annual Measurable Outcomes: | BCS staff completed phase one of program implementation and began full implementation of the program. |
|---|---|---|---|

**LCAP Year**: 2014-2015

| Planned Actions/Services | | Actual Actions/Services | |
|---|---|---|---|
| | Budgeted Expenditures | | Estimated Actual Annual Expenditures |

| Services: | | | | |
|---|---|---|---|---|
| **Services:**<br>1. New staff will be trained to interrupt destructive student behaviors and students will be educated to utilize the methods for reporting suspected bullying.<br>2. Teacher "Solution Coaches" will be trained to facilitate conflict resolution.<br>3. Staff will develop practices for communicating with parents about the program. | $1,000 (LCFF Base) Professional Development $2,500 (LCFF Base) No Bully Program Cost | 1. New staff was trained to interrupt destructive student behaviors and students were educated to utilize methods for reporting suspected bullying.<br>2. Staff has developed practices for communicating with parents about the program. | | $2,500 (LCFF Base) No Bully Program Cost |

| Scope of service: | Schoolwide | | Scope of service: | Schoolwide | |
|---|---|---|---|---|---|
| _X_ ALL | | | _X_ ALL | | |
| • Low Income pupils<br>• English Learners<br>• Reclassified fluent English proficient<br>• Foster Youth | | | • Low Income pupils<br>• English Learners<br>• Reclassified fluent English proficient<br>• Foster Youth | | |

| What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals? | • Implement phase two of the No Bully Program.<br>• Continue to train new families, new staff, and new students on use of the program and on how to utilize methods for reporting suspected bullying. |
|---|---|

| Original<br>**GOAL 5**<br>from prior year<br>LCAP: | **All students will become self-confident contributors to the global society and demonstrate understanding of the interconnectedness of people and their environment.** | **Related State and/or Local Priorities:**<br>Priority Area 4: Student Achievement<br>Priority Area 8: Other Student Outcomes |
|---|---|---|

| Goal Applies to: | Schools: | Bullis Charter School |
|---|---|---|
| | Applicable Pupil Subgroups: | All |

| Expected Annual Measurable Outcomes: | 60% of students in grades 1-8 will report via survey that their experience in the FabLab or MakerSpace rated a 4 or higher on a 5 point scale. | Actual Annual Measurable Outcomes: | 69.5% of students in grades 1-8 reported via survey that their experience in the FabLab or MakerSpace rated a 4 or higher on a 5 point scale. |
|---|---|---|---|

**LCAP Year**: 2014-2015

| Planned Actions/Services | Actual Actions/Services |
|---|---|

| | Budgeted Expenditures | | Estimated Actual Annual Expenditures |
|---|---|---|---|
| 1. Students in grades 1-3 will participate in project-based learning that incorporates the MakerSpace. <br> 2. Classroom teachers in grades 1-3 will collaborate with the engineering teacher responsible for the MakerSpace in order to create seamlessly integrated project base learning units. <br> 3. Students in grades 4-8 will participate in project-based learning that incorporates the FabLab. <br> 4. Classroom teachers in grades 4-8 will collaborate with the engineering teacher responsible for the FabLab in order to create seamlessly integrated project base learning units. | $120,000 (LCFF Base) Certificated Specialists $2,500 (LCFF Base) Professional Development $5,000 (LCFF Base) Materials & Supplies | 1. Students in grades 1-5 participated in project-based learning that incorporated the MakerSpace. <br> 2. Classroom teachers in grades 1-5 collaborated with the engineering teacher responsible for the MakerSpace in order to create seamlessly integrated project base learning units. <br> 3. Students in grades 5-8 participated in project-based learning that incorporated the FabLab. <br> 4. Classroom teachers in grades 5-8 collaborated with the engineering teacher responsible for the FabLab in order to create seamlessly integrated project base learning units. | $120,000 (LCFF Base) Certificated Specialists $2,500 (LCFF Base) Professional Development $5,000 (LCFF Base) Materials & Supplies |

| Scope of service: | Schoolwide | | Scope of service: | Schoolwide | |
|---|---|---|---|---|---|
| _X_ ALL | | | _X_ ALL | | |
| • Low Income pupils <br> • English Learners <br> • Reclassified fluent English proficient <br> • Foster Youth | | | • Low Income pupils <br> • English Learners <br> • Reclassified fluent English proficient <br> • Foster Youth | | |

| What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals? | • Continue goal as planned |
|---|---|

| Original <br> **GOAL 6** <br> from prior year LCAP: | **Students with disabilities will fully participate in the educational program.** | **Related State and/or Local Priorities:** <br> Priority Area 4: Student Achievement <br> Priority Area 7: Course Access |
|---|---|---|

| Goal Applies to: | Schools: | Bullis Charter School |
|---|---|---|
| | Applicable Pupil Subgroups: | Students with Disabilities |

| Expected Annual Measurable Outcomes: | 1. Special Education Case Managers will meet with each special education student's general education teacher at least two times per trimester. | Actual Annual Measurable Outcomes: | 1. Special Education Case Managers met with each special education student's general education teacher twice each trimester. |
|---|---|---|---|

**LCAP Year**: 2014-2015

| Planned Actions/Services | | Actual Actions/Services | |
|---|---|---|---|
| | Budgeted Expenditures | | Estimated Actual Annual Expenditures |
| 1. Classroom teachers will collaborate with special education staff.<br>2. Classroom teachers will attend professional development to increase their knowledge of how to support students with disabilities. | $1,000 (LCFF Base) Release/Collaboration time<br>$1,000 (LCFF Base) Professional Development | 1. Classroom teachers collaborated with special education staff.<br>2. The resource teacher provided professional development for Specialists regarding meeting the needs of students with disabilities. | none |
| Scope of service: | Schoolwide | Scope of service: | Schoolwide |
| • Students with disabilities | | • Students with disabilities | |

| What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals? | • We will prioritize more comprehensive professional development for staff on meeting the needs of students with disabilities. |
|---|---|

| Original **GOAL 7** from prior year LCAP: | **Families will be engaged in school activities.** | **Related State and/or Local Priorities:**<br>Priority Area 3: Parent Involvement |
|---|---|---|
| Goal Applies to: | Schools: Bullis Charter School | |
| | Applicable Pupil Subgroups: All | |

| Expected Annual Measurable Outcomes: | 1. 20% of families will receive personal invitations inviting them to at least one school event. | Actual Annual Measurable Outcomes: | • Families received invitations to school events in several ways. |
|---|---|---|---|

**LCAP Year**: 2014-2015

| Planned Actions/Services | | | Actual Actions/Services | | |
|---|---|---|---|---|---|
| | | Budgeted Expenditures | | | Estimated Actual Annual Expenditures |
| 1. School staff and volunteers will make personal invitations inviting families to Bullis events and programs, and to seek parent input in decision-making. | | $4,000 (LCFF base) .1 FTE classified staff | 1. School staff and volunteers invited families to Bullis events and programs in multiple ways, including in newsletters, via email and phone calls. | | none |
| Scope of service: | Schoolwide | | Scope of service: | Schoolwide | |
| _X_ALL | | | _X_ALL | | |
| • Low Income pupils<br>• English Learners<br>• Reclassified fluent English proficient<br>• Foster Youth | | | • Low Income pupils<br>• English Learners<br>• Reclassified fluent English proficient<br>• Foster Youth | | |
| What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals? | • Because we have significant parent attendance at school activities, the goal for next year should be revised to target volunteerism. | | | | |

| Original **GOAL 8** from prior year LCAP: | **English Learners will increase their English language skills and meet 2012 ELD Standards (in Year 2 and 3, students will meet new ELD Standards to be adopted summer of 2014).** | **Related State and/or Local Priorities:**<br>Priority Area 4: Student Achievement<br>Priority Area 2: Implementation of CCSS<br>Priority Area 1: Student Access to standards aligned instructional materials |
|---|---|---|

| Goal Applies to: | Schools: | Bullis Charter School |
|---|---|---|
| | Applicable Pupil Subgroups: | English Learners |

| Expected Annual Measurable Outcomes: | All EL students will increase one level on the CELDT annually. | Actual Annual Measurable Outcomes: | 95% of EL students increased at least one level on the CELDT in at least one sub-category. |
|---|---|---|---|

**LCAP Year**: 2014-2015

| Planned Actions/Services | | Actual Actions/Services | |
|---|---|---|---|
| | Budgeted Expenditures | | Estimated Actual Annual Expenditures |
| 1. Teachers will be trained to understand and implement the new ELD standards while differentiating instruction to ensure EL students are academically successful with CCSS.<br>2. Teachers will continue to be trained in strategies to best support EL students. | $5,000 (LCFF Supplemental) Professional Development<br>$15,000 (LCFF Supplemental) .25 fte EL Coordinator and Teacher<br>$7,000 (LCFF Supplemental) Materials & Supplies | 1. Teachers were trained on 2/2/15 to understand and implement the new ELD standards while differentiating instruction to ensure EL students are academically successful. Continue to train teachers in ELD standards and integrated and ELD strategies in 2015-2016.<br>2. EL program director and CELDT coordinator attended three-day ELD standards training at SCCOE Spring 2015. | $5,000 (LCFF Supplemental) Professional Development<br>$15,000 (LCFF Supplemental) .25 fte EL Coordinator and Teacher<br>$7,000 (LCFF Supplemental) Materials & Supplies |
| **Scope of service:** Schoolwide | | **Scope of service:** Schoolwide | |
| • English Learners | | • English Learners | |

| What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals? | • Continue to train teachers in ELD standards and and ELD strategies in 2015-2016.<br>• Provide targeted instruction for EL students who need extra support. |
|---|---|

| Original **GOAL 9** from prior year LCAP: | **Students classified as RFEP will have success rates in meeting CCSS in math and ELA that are comparable to their fully English proficient peers**. | **Related State and/or Local Priorities:**<br>Priority Area 4: Student Achievement<br>Priority Area 2: Implementation of CCSS<br>Priority Area 1: Student Access to standards aligned instructional materials |
|---|---|---|

| Goal Applies to: | Schools: | Bullis Charter School |
|---|---|---|
| | Applicable Pupil Subgroups: | Students classified as RFEP |

| Expected Annual Measurable Outcomes: | Teachers will identify RFEP students who are not meeting Math and ELA CCSS and will provide differentiated instruction for them. | Actual Annual Measurable Outcomes: | Report cards, action plans, and local assessment data shows that RFEP students are performing comparably to their fully English proficient peers. 2% of total action plans created for students not meeting benchmarks were for RFEP students indicating that RFEP students are performing like their peers. |
|---|---|---|---|

**LCAP Year**: 2014-2015

| Planned Actions/Services | | Actual Actions/Services | |
|---|---|---|---|
| | Budgeted Expenditures | | Estimated Actual Annual Expenditures |
| 1. Provide professional development for teachers regarding the math and ELA CCSS.<br>2. Purchase CCSS aligned curriculum and materials.<br>3. Train Associate Teachers in specialized methods to ensure RFEP students meet Math and ELA CCSS. | $3,000 (LCFF Supplemental) CCSS aligned materials.<br>$6,000 (LCFF Supplemental) Professional development | 1. Teachers received ongoing professional development regarding CCSS implementation, instructional strategies, and resources.<br>2. Purchased Everyday Math for K-2 and Step-Up to Writing 3-8th Grade CCSS edition.<br>3. Associate Teachers were trained in Read Naturally to support students struggling in reading fluency. ATs implemented this for students identified on local assessment as below benchmark for fluency. | $3,000 (LCFF Supplemental) CCSS aligned materials.<br>$6,000 (LCFF Supplemental) Professional development |
| Scope of service: | Schoolwide | Scope of service: | Schoolwide |
| • Reclassified fluent English proficient | | • Reclassified fluent English proficient | |

| What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals? | • Continue goal as planned |
|---|---|

**Section 3: Use of Supplemental and Concentration Grant funds and Proportionality**

A. In the box below, 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 pupils as determined pursuant to 5 CCR 15496(a)(5).

Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496.

For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a schoolsite in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

| Total amount of Supplemental and Concentration grant funds | $71, 776 |
|---|---|

Bullis Charter School will receive $71,776 in Supplemental Local Control Funding Formula Funds in 2015/16. These funds are calculated based on the number of English learners. These funds will be expended to attain Goal 1 for English Learners. It is our belief that the most effective way to provide opportunities to these pupils is through the initiatives outlined below coupled with a schoolwide approach.

Bullis Charter School will offer a variety of programs and supports specifically for English Learners. These include: ELD instruction, professional development for homeroom teachers so that they can better meet the needs of EL students, a school site EL Coordinator to monitor and support students, and an Associate Teacher specially trained to meet the needs of EL students in small group instruction. Bullis also offers services and programs that are aligned with LCAP goals that serve all students such as Focus Learning Goals, counseling, differentiation, and one Associate Teacher for every three homeroom teachers in order to provide additional support for students who have a need. Schoolwide implementation of these practices will not only have an impact on the learning environment and the climate of the school as a whole, but will also have a disproportionately positive impact on English Learners.

Our percentage of unduplicated pupils is 8.84%. We have chosen to provide services to these pupils through both focused spending and schoolwide spending plans that we believe are the most effective use of funds. Bullis Charter School will offer focused support to English Learners, but also recognizes that while these funds are generated in order to serve the focus students, some services may, should the need arise, be utilized for students outside the focus subgroups. By providing the services identified without limitations, Bullis will serve all students, especially focus students. The full list of expenditures is aligned with the goals of the Bullis Local Control and Accountability Plan and addresses the needs of Bullis' English Learners. Bullis is committed to an inclusive learning environment for all of its students

B.  In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

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| 1.39 | % |

Bullis Charter School calculates its minimum proportionality percentage for the 2015-2016 will be 1.39%.  This percentage is the benchmark with which we will measure our plan to increase or improve services to unduplicated pupils as compared to services provided to all pupils.  Through the goals set forth in Goal 1 we believe sufficient services will be provided to meet or exceed the mandated minimum percentage.

The school goals for 2015-2016 enable us to meet or exceed our minimum proportionality percentage of 1.39%.  Bullis Charter School has planned spending of $71,776 on increased or improved services for English learners.

English Learners will receive services in their homeroom classrooms from teachers trained to provide appropriate instruction.  As a result of the increase in funding, our teachers will receive professional development to meet the needs of EL students in their homeroom classrooms. Specialized small group instruction will be offered, and students will also receive more individualized support from an EL Coordinator.  Students will also benefit from a specialized Associate Teacher whose focus will be on EL students.

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NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.

# LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

For the purposes of completing the LCAP in reference to the state priorities under Education Code sections 52060 and 52066, the following shall apply:

(a) "Chronic absenteeism rate" shall be calculated as follows:

    (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.

    (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).

(b) "Middle School dropout rate" shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.

(c) "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).

(d) "High school graduation rate" shall be calculated as follows:

    (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] 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).

(e) "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).

(f) "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).

8-22-14 [California Department of Education]