

Bullis Charter School Local Control and Accountability Plan

Introduction:

LEA: Bullis Charter School Contact : Jocelyn Lee, Principal, jlee@bullischarterschool.com, 650-250-6095 LCAP Year: 2014-2015

Board Approved: June 23, 2014

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.

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. 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 should comply with instructions and 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. 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:

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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 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:

Parent involvement: efforts to seek parent input in decision making, 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)

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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 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 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 engage parents, pupils, and the community and how this engagement contributed to development of the LCAP or annual update. Note that the LEA's goals related to the state priority of parental involvement are to be described separately in Section 2, and the related actions and expenditures are to be described in Section 3.

Guiding Questions:

- 1) How have parents, community members, pupils, local bargaining units, and other stakeholders (e.g., LEA personnel, county child welfare agencies, county office of education foster youth services programs, court-appointed special advocates, foster youth, foster parents, education rights holders and other foster youth stakeholders, English learner parents, 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?
- 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 representative parents of pupils identified in Education Code section 42238.01?
- 6) In the annual update, how has the involvement of these stakeholders supported improved outcomes for pupils related to the state priorities?

Bullis Charter School (BCS) is located in the town of Los Altos and serves over 600 students, Kindergarten through eighth grade, from within the community and surrounding neighborhoods in Silicon Valley.

Working together, the administration, faculty, staff, parents, and students strive for academic and personal excellence. All BCS teachers are certificated including specialists in P.E., art, music, environmental science, foreign language, drama, and technology. Credentialed associate teachers assist in every classroom. BCS students are expected to master or exceed grade-level content and performance standards. Trained in Schools Attuned, all teachers assess students' academic and socio-emotional needs in order to create Focused Learning Goals for every child. Teachers utilize best practices including differentiated instruction, project-based learning, Design Thinking, and a variety of assessments to engage students in their education and in programs that maximize their individual abilities. With the

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assistance of teachers and parents, students create Focused Learning Goals in six areas to ensure that every student's needs are being met. A longer school day provides for more instructional hours and additional time for integrating subjects such as drama, environmental science, and foreign language.

Through ongoing strategic planning, we evaluate our programs, partnerships, and community outreach efforts to ensure we continue to fulfill our school mission. BCS strives to develop students who are critical, creative, reflective thinkers; who feel personally empowered; and who act responsibly in all areas: personally, socially, and globally. Our goal is to provide an educational experience that will result in our students being life-long learners capable of making significant contributions as they emerge into the 21st century. BCS uses multiple measures to gauge its success. The school's API score is one such measure. And, in 2013, BCS's API score was 990. 2013 marked the tenth straight year the school was ranked among the highest performing elementary charter schools in the state of California.

Bullis Charter School offers a high-quality instructional program, provides venues of leadership, and creates an atmosphere of positive school spirit and pride.

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Involvement Process	Impact on LCAP
<p><u>Larger Bullis Parent Community:</u> Bullis uses various methods to engage stakeholders in developing school priorities.</p> <p>One practice is to meet with parents by grade level. During this 2013-2014 school year, administration and staff met with parents by grade level in a series of evening meetings between February 24th-March 4th. In this forum, parents were able to give direct feedback on school priorities and shape the development of school goals.</p> <p>Stakeholders are also annually invited to participate in the strategic planning process to determine the school's priorities for the coming year. Because the school uses email as its primary form of communication, for strategic planning, stakeholders are invited via an email from the superintendent. They are able to register to participate by clicking a link to our school website and completing a form.</p> <p>In February and March, the Principal and the Superintendent met individually with the families of fifty students new to Bullis to discuss the BCS mission and strategic plan. Families were able to give feedback and ask questions.</p> <p>This spring, parents and staff were invited to a two-evening session on April 30, 2014 at 7pm and May 1, 2014 at 7pm to provide input on the goals outlined in the LCAP. Thirty-five parents and 32 staff members participated in the planning sessions.</p> <p>In addition to meeting with stakeholders in person, Bullis also utilizes online surveys to elicit input that guides the formation of school priorities. This 2013-2014 school year, Bullis sought parent input and feedback through a series of surveys in which over 200 families participated.</p> <p><u>Sub-Groups' Participation:</u> Bullis is committed to engaging families whose students are identified as being part of designated sub-groups. Parent engagement is reflected in survey participation rates: 47% of families whose children have IEPs participated in</p>	<p>The BCS Strategic Planning process, which has been in place since the school's inception, was leveraged in the 2013-2014 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 and staff at Bullis.</p> <p>Bullis' stakeholders used survey data and the strategic planning process to collaboratively develop a set of beliefs and parameters that are the foundation of Bullis' LCAP. Bullis' beliefs are enumerated below.</p> <p>Beliefs: We believe that...</p> <ul style="list-style-type: none"> • Risk-taking promotes growth • Individuals of positive character are essential for a thriving community. • People and communities need to change, evolve, and grow in order to thrive. • Learning has no boundaries. • Each person has a unique capability, style, and desire for learning. • Family and community influences significantly shape human development. • The human spirit is nurtured by positive energy, happiness, and laughter. • A community is created, sustained, and evolves through the choices its participants make. • People challenge their personal and physical boundaries best in a supportive environment. • Freedom fosters innovation. • Ownership of decisions fosters commitment. • Equal opportunity is necessary for all members of the community to reach their full potential. <p>Parameters: Boundaries within which the organization and the entire school community: parents, students, and staff, will abide by to accomplish its mission,</p> <ul style="list-style-type: none"> • We will honor and respect balance between school, family, and personal time. • We will implement no new program, service or activity unless it is consistent with our strategic intent.

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Involvement Process	Impact on LCAP
<p>the series of surveys; and 43% of families whose children are English Learners also participated in the series of surveys.</p> <p><u>Staff Engagement</u> 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 twice monthly staff meetings and twice monthly team meetings in which decisions are made by consensus.</p> <p>In the 2013-2014 school year, the staff was intimately engaged in providing input and working collaboratively to design the school's program which, for the first time, was to be delivered across two sites. Every staff member participated in this process.</p> <p>In addition, staff is annually invited to participate in the strategic planning process. As mentioned above, this spring, staff members participated in a two-evening strategic planning sessions to provide 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 Superintendent in our weekly Monday Memo. Thirty-two staff members attended.</p> <p>Staff recommendations are solicited annually for the development of the annual staff development plan – 10 days in August when the entire staff participates in training and planning. Staff input is also vital to the adoption of the annual school goals, which stem from the school's Strategic Planning Action Plans.</p> <p><u>Student Engagement</u> Student feedback is solicited and used in the formation of school priorities and programs. This 2013-2014 school year, student input was gathered through a variety of methods: surveys after units of study, identification of the school's role in supporting students' Focused Learning Goals, formal annual surveys, and the Superintendent's visits to classrooms to gather feedback and suggestions directly from students.</p> <p>The LCAP was available for the public to review at the June 9, 2014 Board meeting. The agenda indicating that the LCAP would be reviewed was posted</p>	<ul style="list-style-type: none"> • We will not expand our programs or services without consideration of our organizational readiness. • All parents, students, and staff will exemplify the six character pillars. • We will not teach to the test.

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Involvement Process	Impact on LCAP
<p>72 hours in advance, on Friday, June 6, 2014. Input was solicited at that open Board Meeting and Principal Jocelyn Lee answered questions from the Board and the public.</p> <p>A second public review of the LCAP was held at the June 23, 2014 Board meeting prior to formal adoption of the LCAP by the BCS Board of Directors.</p>	

Section 2: Goals and Progress Indicators

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, for each state priority and any local priorities and require the annual update to include a review of progress towards the goals and describe any changes to the goals.

Instructions: Describe annual goals and expected and actual progress toward meeting goals. This section must include specifics projected for the applicable term of the LCAP, and in each annual update year, a review of progress made in the past fiscal year based on an identified metric. Charter schools may adjust the chart 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. The metrics may be quantitative or qualitative, although LEAs must, at minimum, use the specific metrics that statute explicitly references as required elements for measuring progress within a particular state priority area. Goals must address each of the state priorities and any additional local priorities; however, one goal may address multiple priorities. The LEA may identify which school sites 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 school site. The goals must reflect outcomes for all pupils and include specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. 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, school site-level advisory groups (e.g., school site 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.

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 “Engagement” (e.g., pupil and parent)?

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- 4) What are the LEA's goal(s) to address 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 subgroups as defined in Education Code sections 42238.01 and 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific predicted outcomes/metrics/noticeable changes 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 and/or to review progress toward goals in the annual update?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) In the annual update, what changes/progress have been realized and how do these compare to changes/progress predicted? What modifications are being made to the LCAP as a result of this comparison?

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

As a Transitional Kindergarten through 8th grade school, we do not administer the California High School Exit Exam (CAHSEE), Early Assessment Program exam or Advance Placement (AP) exams, offer A-G coursework or Career Technical Education (CTE) Pathways as defined by the state of California, or receive a California Department of Education (CDE) calculation for graduation rate, dropout rate, and Academic Performance Index (API). Therefore, these metrics will not be used in our plan. However, all of our actions are directed toward our students successfully matriculating to high school prepared to pass the CAHSEE and EAP, take A-G, AP, and CTE courses, and graduate high school.

Special Education Program description for County Special Education Programs

Bullis Charter School is designated a public school of the Santa Clara County Office of Education for the purposes of special education services and funding. The County Special Education professional team includes teachers, itinerant specialists, paraeducators, psychologists, nurses, support staff and administrators. Each member of the team plays an important role in delivering quality instruction to students. The professional team helps to meet the special education needs of students from birth to age 22. Each year, identified students in the special education program benefit from the intensive instructional programs and services provided at a variety of sites. Infants and toddlers receive early intervention services. Parents are provided information and resources to support their child's needs.

The SCCOE Special Education Program operates classes on public school campuses to serve students with special needs. Professional teams align special education goals with Common Core State Standards and Preschool Learning Foundations. Students receive instruction in the core curriculum and participate in state testing programs. Special Education County programs include:

Deaf/Hard of Hearing: Total communication approach that allows for all forms of communication in an instructional program.

Orthopedic Impairments: Instructional programs with instructors specializing in assistive technology, integration strategies to enhance the instructional program.

Autism Spectrum Disorders: Classroom programs are based on structured teaching with use of visual schedules, work systems and partner assisted visually aided systems of communication.

Emotional Disturbance: Students receive individual and group mental health services as well as academic instruction.

Severe Medical Needs and Cognitive delays: Instruction in modified curriculum based on Common Core, independent living skills and inclusion.

Early Start Program: Provides support and resources to family members and care givers to enhance children's learning and development.

Itinerant Services: Specialists provide services to district and county students in the following areas; Deaf and hard of hearing, Visual impairment, Orientation and mobility, Adapted Physical Education, Orthopedic impairments, Assistive Technology and home teaching.

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WorkAbility Program: Serves students ages 16-22 years of age providing vocational training, transition planning and self advocacy.

Inclusion Collaborative: This collaborative group leads the effort to provide every Santa Clara County child with a quality learning environment. Its focus is the successful inclusion of children with special needs in child care, preschool programs and the community through education, advocacy and awareness. They provide training, inclusion kits and resources county wide.

In addition, the County Office of Education is the Local Education Agency (LEA) for special education students residing in Licensed Children's Institutions (LCIs) who attend non-public schools. The Special Education Program also provides services to special education students attending institutional schools, community schools, pediatric skilled nursing facilities and County Board-sponsored charter schools.

Parents are involved in the education of their student through Individualized Educational Program (IEP) or Individual Family Service Plan (IFSP) process. As an IEP or IFSP team member parents/guardians participate in forming annual academic, communication, behavioral, developmental and social goals for the student. Parents receive quarterly communications regarding the student's goal progress. Individual Transition Plans (ITPs) are written with graduating students and their families to facilitate appropriate adult life post-school options.

Programs are funded by a disability block formula charged to districts referring students. Supplemental funding is received from Title I, II and III for additional materials such as technology, English learner supplemental curriculum and other program needs. Funding is also received for Medi-Cal eligible services and through WorkAbility and Early Learning grants.

Programs are reviewed annually for compliance with all state and federal requirements. Special Education accountability data is compiled and reported in the School Accountability Report Card, (SARC), LEA Plan, Title III EL Plan and the LCAP. Data is also posted on the California Department of Education website.

Bullis Charter School contracts with the Santa Clara County Office of Education for its Special Education Services. BCS serves students in grades k-8 and thus does not have a need for a WorkAbility program.

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Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, <u>all priorities in statute must be included and identified</u> ; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroup(s) (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p><u>Need:</u> Students need to be present at school to be engaged in their learning.</p> <p><u>Metric:</u> Outreach to families regarding student attendance.</p>	<p><u>Goal#1:</u> Every student will be actively responsible for his or her learning and individual goals by attending school every day.</p>	All	All		School staff will make contact via phone with the family of every student with more than 4 unexcused absences.	School staff will make contact via phone with the family of every student with more than 3 unexcused absences.	School staff will make contact via phone with the family of every student with more than 2 unexcused absences.	Priority Area 5: Student Engagement

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<p>Need: Every student needs to master Math and ELA Common Core Standards.</p> <p>Metric: Statewide Assessments and Report Cards.</p>	<p>Goal#2: Every student will achieve academic success.</p>	<p>All</p>	<p>All</p>		<p>Teachers will identify students who are not meeting Math and ELA Common Core Standards and will provide differentiated instruction for them.</p>	<p>Teachers will identify students who are not meeting Math and ELA Common Core Standards and will provide small group instruction for them.</p>	<p>Teachers will identify 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.</p>	<p>Priority Area 4: Student Achievement Priority Area 2: Implementation of CCSS Priority Area 1: Student Access to standards aligned instructional materials</p>
<p>Need: In order to best educate our students, we must focus on the whole child.</p> <p>Metric: Number of students who earn at least a 4 out of 5 on their personal Focus Learning Goal</p>	<p>Goal#3: Every student will continue to discover and pursue individual talents and interests.</p>	<p>All</p>	<p>All</p>		<p>25% of students will earn at least a 4 on a 5 point rubric in achieving their personal Focus Learning Goal.</p>	<p>30% of students will earn at least a 4 on a 5 point rubric in achieving their personal Focus Learning Goal.</p>	<p>35% of students will earn at least a 4 on a 5 point rubric in achieving their personal Focus Learning Goal.</p>	<p>Priority Area 4: Student Achievement Priority Area 7: Course Access</p>
<p>Need: Students must have a safe learning environment.</p> <p>Metric: No Bully Program Implementation</p>	<p>Goal#4: All students will model the six character pillars and Bullis will implement the No Bully program.</p>	<p>All</p>	<p>All</p>		<p>BCS staff will complete phase one of program implementation.</p>	<p>BCS staff will complete phase two of program implementation.</p>	<p>BCS staff will complete phase three of program implementation.</p>	<p>Priority Area 6: School Climate</p>

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<p>Need: Students must be equipped to be successful in the 21st century global economy.</p> <p>Metric: FabLab and MakerSpace survey results.</p>	<p>Goal#5: All students will become self-confident contributors to the global society and demonstrate understanding of the interconnectedness of people and their environment.</p>	<p>All</p>	<p>All</p>		<p>60% of students in grades 1-8 will report via survey that their experience in the FabLab or Maker Space rated a 4 or higher on a 5 point scale.</p>	<p>70% of students in grades 1-8 will report via survey that their experience in the FabLab or Maker Space rated a 4 or higher on a 5 point scale.</p>	<p>80% of students in grades 1-8 will report via survey that their experience in the FabLab or Maker Space rated a 4 or higher on a 5 point scale.</p>	<p>Priority Area 4: Student Achievement Priority Area 8: Other Student Outcomes Priority Area 7: Course Access</p>
<p>Need: Students with IEPs will have full access to the core curriculum, including Math and ELA Common Core Standards.</p> <p>Metric: Report Cards and notes from general education/special education teachers' meetings.</p>	<p>Goal#6: Students with disabilities will fully participate in the educational program.</p>	<p>Students with Disabilities</p>	<p>All</p>		<p>Special Education Case Managers will meet with each special education student's general education teacher at least two times per trimester.</p>	<p>Special Education Case Managers will meet with each special education student's general education teacher at least three times per trimester.</p>	<p>Special Education Case Managers will meet with each special education student's general education teacher at least four times per trimester.</p>	<p>Priority Area 4: Student Achievement Priority Area 7: Course Access</p>

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<p>Need: Family involvement in school.</p> <p>Metric: Logs of phone calls</p>	<p>Goal #7: Families will be engaged in school activities.</p>	<p>All</p>	<p>All</p>		<p>20% of families will receive personal invitations inviting them to at least one school event.</p>	<p>30% of families will receive personal invitations inviting them to at least one school event.</p>	<p>40% of families will receive personal invitations inviting them to at least one school event.</p>	<p>Priority Area 3: Parent Involvement</p>
<p>Need: Students classified as EL will improve in English language skills.</p> <p>Metric: Students' CELDT Scores.</p>	<p>Goal #8: 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).</p>	<p>EL Students</p>	<p>All</p>		<p>All EL students will increase one level on CELDT annually.</p>	<p>All EL students will increase one level on CELDT annually.</p>	<p>All EL students will increase one level on CELDT annually.</p>	<p>Priority Area 4: Student Achievement Priority Area 2: Implementation of CCSS Priority Area 1: Student Access to standards aligned instructional materials.</p>
<p>Need: Students classified as RFEP will have success in meeting Math and ELA Common Core Standards</p> <p>Metric: Report Cards Statewide Assessments</p>	<p>Goal #9: Students designated as RFEP will have success rates in meeting Common Core Standards in math and ELA that are comparable to their fully English proficient peers.</p>				<p>Teachers will identify RFEP students who are not meeting Math and ELA Common Core Standards and will provide differentiated instruction for them.</p>	<p>Teachers will identify RFEP students who are not meeting Math and ELA Common Core Standards and will provide small group instruction for them.</p>	<p>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.</p>	<p>Priority Area 4: Student Achievement Priority Area 2: Implementation of CCSS Priority Area 1: Student Access to standards-aligned instructional materials.</p>

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Section 3: Actions, Services, and Expenditures

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 the LCAP to include a description of the specific actions an LEA will take to meet the goals identified. Additionally Education Code section 52604 requires a listing and description of the expenditures required to implement the specific actions.

Instructions: Identify annual actions to be performed to meet the goals described in Section 2, and describe expenditures to implement each action, and where these expenditures can be found in the LEA's budget. Actions may describe a group of services that are implemented to achieve identified goals. The actions and expenditures must reflect details within a goal for the specific subgroups identified in Education Code section 52052, including pupils with disabilities, and for specific school sites as applicable. In describing the actions and expenditures that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01, the LEA must identify whether supplemental and concentration funds are used in a districtwide, schoolwide, countywide, or charterwide manner. In the annual update, the LEA must describe any changes to actions as a result of a review of progress. The LEA must reference all fund sources used to support actions and services. 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 actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code 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?
 - 2) How do these actions/services link to identified goals and performance indicators?
 - 3) 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?
 - 4) In the annual update, how have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
 - 5) In the annual update, 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?
 - 6) In the annual update, how have the actions/services addressed the identified needs and goals of specific school sites and did the provision of those actions/services result in the desired outcomes?
 - 7) In the annual update, what changes in actions, services, and expenditures have been made as a result of reviewing past progress and/or changes to goals?
- A. What annual actions, and the LEA may include any services that support these actions, are to be performed to meet the goals described in Section 2 for ALL pupils and the goals specifically for subgroups of pupils identified in Education Code section 52052 but not listed in Table 3B below (e.g., Ethnic subgroups and pupils with disabilities)? List and describe expenditures for each fiscal year implementing these actions, including where these expenditures can be found in the LEA's budget.

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Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Goal#1: Every student will be actively responsible for his or her learning and individual goals by attending school every day.	Priority Area 5: Student Engagement Priority Area 3: Parent Engagement	Teachers will be trained in attendance expectations and guidelines for student attendance. 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. School staff will be trained to perform outreach to families whose students have unexcused absences.	School-wide		\$1,500 (LCFF Base) Professional Development \$4,000 (LCFF base) .1 FTE classified staff	\$1,500 (LCFF Base) Professional Development \$8,000 (LCFF base) .2 FTE classified staff	\$1,500 (LCFF Base) Professional Development \$10,000 (LCFF base) .25 FTE classified staff
Goal#2: Every student will achieve academic success.	Priority Area 4: Student Achievement Priority Area 2: Implementation of CCSS Priority Area 1: Student Access to standards aligned instructional materials	Provide professional development for teachers regarding the math and ELA Common Core Standards. Purchase Common Core aligned curriculum and materials. Teachers will participate in the Silicon Valley Math Initiative.	School-wide		\$40,000 (One-time CCSS) CCSS aligned materials. \$13,400 (One-time CCSS) Professional development \$50,000 (One-time CCSS) \$3,000 (LCFF Base) SVMI Membership Costs	\$3,000 (LCFF Base) CCSS aligned materials. \$3,000 (LCFF Base) Professional development \$3,000 (LCFF Base) SVMI Membership Costs	\$5,000 (LCFF Base) CCSS aligned materials. Provide \$5,000 (LCFF Base) Professional development \$3,000 (LCFF Base) SVMI Membership Costs
Goal#3: Every student will continue to discover and pursue individual talents and	Priority Area 4: Student Achievement Priority Area 7:	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,	School-wide		\$450,000 (LCFF Base) Certificated VAPA	\$450,000 (LCFF Base) Certificated VAPA	\$450,000 (LCFF Base) Certificated VAPA Specialists

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<p>Goal#3: Every student will continue to discover and pursue individual talents and interests.</p>	<p>Priority Area 4: Student Achievement Priority Area 7: Course Access</p>	<p>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.</p>	<p>School-wide</p>		<p>\$450,000 (LCFF Base) Certificated VAPA Specialists \$5,000 (LCFF Base) Materials & Supplies</p>	<p>\$450,000 (LCFF Base) Certificated VAPA Specialists \$10,000 (LCFF Base) Materials & Supplies</p>	<p>\$450,000 (LCFF Base) Certificated VAPA Specialists \$15,000 (LCFF Base) Materials & Supplies</p>
<p>Goal#4: All students will model the six character pillars and Bullis will implement the No Bully program.</p>	<p>Priority Area 6: School Climate</p>	<p>New staff will be trained to interrupt destructive student behaviors, students will be educated to utilize the methods for reporting suspected bullying.</p> <p>Teacher "Solution Coaches" will be trained to facilitate conflict resolution.</p> <p>Staff will develop practices for communicating with parents about the program.</p>	<p>School-wide</p>		<p>\$1,000 (LCFF Base) Professional Development \$2,500 (LCFF Base) No Bully Program Cost</p>	<p>\$2,000 (LCFF Base) Professional Development \$2,500 (LCFF Base) No Bully Program Cost</p>	<p>\$3,000 (LCFF Base) Professional Development \$2,500 (LCFF Base) No Bully Program Cost</p>
<p>Goal#5: All students will become self-confident contributors to the global society and demonstrate understanding of the interconnectedness of people and their environment.</p>	<p>Priority Area 4: Student Achievement Priority Area 8: Other Student Outcomes</p>	<p>Students in grades 1-3 will participate in project-based learning that incorporates the Maker Space.</p> <p>Classroom teachers in grades 1-3 will collaborate with the engineering teacher responsible for the Maker Space in order to create seamlessly integrated project base learning units.</p> <p>Students in grades 4-8 will participate in project-based learning that incorporates the Fab Lab.</p> <p>Classroom teachers in grades 4-8 will collaborate with the engineering teacher</p>	<p>School-wide</p>		<p>\$120,000 (LCFF Base) Certificated Specialists \$2,500 (LCFF Base) Professional Development \$5,000 (LCFF Base) Materials & Supplies</p>	<p>\$120,000 (LCFF Base) Certificated Specialists \$4,000 (LCFF Base) Professional Development \$10,000 (LCFF Base) Materials & Supplies</p>	<p>\$120,000 (LCFF Base) Certificated Specialists \$6,000 (LCFF Base) Professional Development \$15,000 (LCFF Base) Materials & Supplies</p>

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Goal#6: Students with disabilities will fully participate in the educational program.	Priority Area 4: Student Achievement Priority Area 7: Course Access	Classroom teachers will collaborate with special education staff. Classroom teachers will attend professional development to increase their knowledge of how to support students with disabilities.	School-wide		\$1,000 (LCFF Base) Release/Collaboration time \$1,000 (LCFF Base) Professional Development	\$2,000 (LCFF Base) Release/Collaboration time \$2,500 (LCFF Base) Professional Development	\$3,000 (LCFF Base) Release/Collaboration time \$4,000 (LCFF Base) Professional Development
Goal #7: Families will be engaged in school activities.	Priority Area 3: Parent Involvement	School staff and volunteers will make personal invitations inviting families to Bullis events and programs, and to seek parent input in decision-making.	School-wide		\$4,000 (LCFF base) .1 FTE classified staff	\$8,000 (LCFF base) .2 FTE classified staff	\$10,000 (LCFF base) .25 FTE classified staff

- B. Identify additional annual actions, and the LEA may include any services that support these actions, above what is provided for all pupils that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01 and pupils redesignated as fluent English proficient. The identified actions must include, but are not limited to, those actions that are to be performed to meet the targeted goals described in Section 2 for low-income pupils, English learners, foster youth and/or pupils redesignated as fluent English proficient (e.g., not listed in Table 3A above). List and describe expenditures for each fiscal year implementing these actions, including where those expenditures can be found in the LEA's budget.

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP Year Year 1: 204-2015	Year 2: 2015-2016	Year 3: 2016-2017
N/A		For low income pupils					
Goal #8: English Learners will increase their English language skills and meet 2012	Priority Area 4: Student Achievement Priority Area 2:	For English learners: Teachers will be trained to understand and implement the new ELD standards while differentiating instruction to ensure EL students are	<i>EL Students</i>		\$5,000 (LCFF Supplemental) Professional Development	\$5,000 (LCFF Supplemental) Professional Development	\$5,000 (LCFF Supplemental) Professional Development

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<p>ELD Standards (in Year 2 and 3, students will meet new ELD Standards to be adopted in the summer of 2014).</p>	<p>Implementation of CCSS Priority Area 1: Student Access to standards aligned instructional materials</p>	<p>academically successful with CCSS. Teachers will continue to be trained in strategies to best support EL students.</p>			<p>\$5,000 (LCFF Supplemental) .25 fte EL Coordinator and Teacher \$7,000 (LCFF Supplemental) Materials & Supplies</p>	<p>\$7,000 (LCFF Supplemental) .25 fte EL Coordinator and Teacher \$12,000 (LCFF Supplemental) Materials & Supplies \$7,500 (LCFF Supplemental) .25 fte Associate Teacher with a focus on EL students</p>	<p>Development \$7,000 (LCFF Supplemental) .25 fte EL Coordinator and Teacher \$14,000 (LCFF Supplemental) Materials & Supplies 15,000 (LCFF Supplemental) .5 fte Associate Teacher with a focus on EL students \$33,000</p>
<p>Goal #9: Students designated as RFEP will have success rates in meeting Common Core Standards in math and ELA that are comparable to their fully English proficient peers.</p>	<p>Priority Area 4: Student Achievement Priority Area 2: Implementation of CCSS Priority Area 1: Student Access to standards aligned instructional materials</p>	<p>For RFEP Students: Provide professional development for teachers regarding the math and ELA Common Core Standards. Purchase Common Core aligned curriculum and materials. Train Associate Teachers in specialized methods to ensure RFEP students meet Math and ELA Common Core Standards.</p>	<p>RFEP Students</p>		<p>\$3,000 (LCFF Supplemental) CCSS aligned materials. \$6,000 (LCFF Supplemental) Professional development</p>	<p>\$5,000 (LCFF Supplemental) CCSS aligned materials. \$7,000 (LCFF Supplemental) Professional development</p>	<p>\$10,000 (LCFF Base and LCFF Supplemental) CCSS aligned materials. \$8,000 (LCFF Supplemental) Professional development</p>
<p>N/A</p>		<p>For foster youth</p>					

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- C. Describe the LEA's increase in 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 school site 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 priority areas. (See 5 CCR 15496(b) for guidance.)

Bullis Charter School will receive \$27,275 in Supplemental Local Control Funding Formula Funds beginning in 2014/15. These funds are calculated based on the number of English learners. These funds will be expended to attain our goals as described in Section 3, Part B. It is our belief that the most effective way to provide opportunities to these pupils is through these initiatives 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 may meet the needs of EL students, and a school site EL Coordinator and teacher to monitor and support students. Bullis also offers services and programs that are aligned with LCAP goals that serve all students such as Focus Learning Goals, counseling, small group instruction, and eventually 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 the targeted subgroup.

Our percentage of unduplicated pupils is 7.34%. We have chosen to provide services to these pupils through both a focused spending and a schoolwide spending plan that we believe is 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 a blended and inclusive learning environment for all of its students."

- D. 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). 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). 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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In 2014/15 Bullis Charter School calculates its minimum proportionality percentage will be .62%. 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 Section 3, Part B we believe sufficient services will be provided to meet or exceed the mandated minimum percentage.

The accumulation of School goals for 2014/15 enables us to meet or exceed our minimum proportionality percentage of .62%. Bullis Charter School has planned spending of \$27,275 on increased or improved services for English learners.

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