Local Control Accountability Plan and Annual Update (LCAP) Template

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2017-20 Plan Summary

The Story

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

BCS has a diverse student population with over 25 languages spoken, including Farsi, Vietnamese, Hindi, Finnish, Korean, Japanese, Spanish, German, Mandarin, Greek, and Cantonese.

Currently we are serving 879 students in grades K-8. Student demographics are as follows: Asian 49%, White 26%, Two or more Races 19%, Hispanic 4%, and African American 1%. For student sub-groups we have 11% English Learners, 6.42% Special Education students, and .73% Free and Reduced students. All BCS students are expected to master or surpass rigorous, explicit Content and Performance Standards and our staff has been trained to assess effectively each student's academic and social emotional needs in order to provide programs enabling every child to maximize his/her individual abilities.

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

Bullis Charter School places equal importance on both the academic and social development of its students. Our rigorous, standards-based academic program includes components to reach all children regardless of skill level or learning style. All learners benefit from a highly individualized method of teaching that emphasizes frequent and varied means of assessment, flexible grouping, and a richly varied repertoire of best teaching practices. Associate teachers in every classroom, grade K-8, assist teachers with instructional groups, hands-on lessons, and projects. Special

programs and accommodations are available for students who require extra support, whether enrichment or remediation. The special education team (Director of Special Education, Resource Specialists, Speech and Language Pathologist, Occupational Therapist, and Psychologist) helps teachers implement Individualized Education Programs to ensure all students are progressing.

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

To serve the needs of the whole child, BCS also provides a rich offering of co-curricular programs and extended day extra-curricular activities. Students wishing to develop their leadership skills while contributing to the climate of the school have several opportunities. There are two Student Councils, which consists of a president, vice-president, secretary, and treasurer as well as two representatives from each grade level 3-5. This council plans and implements the school spirit days, school-wide "House" activities, community service programs, and the Student Store. The Tech crew supports our schools performing arts programs: plays, musicals, concerts, and dance performances. Other co-curricular programs are available to all students including classes in the following areas: Technology, Math & Science (Lego Robotics, Marble Runs and Mazes, Geocaching, Edible Engineering, etc.), Visual and Performing Arts (Origami, tap dance, band, Colorguard, chorus, etc.), and Global Citizenship (Spanish, Mandarin, World Cultures, Student Council, etc.). A variety of extended day classes offer still more opportunities: guitar, running club, strings, keyboarding, book club, homework assistance, and plays. Other major school events include an annual Gold Country field trip, Outdoor education camp. These diverse extracurricular opportunities offer students a chance to develop their interests and talents no matter what they may be.

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

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

LCAP Highlights

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

Bullis' stakeholders used survey data and the strategic planning process to collaboratively develop a set of Strategies which are the foundation of Bullis' LCAP; the Strategies are enumerated below.
STRATEGY I: We will build innovative education program and spaces that enrich the learning experience, inspire the individual student, and model what is possible in public education.

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

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

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

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

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

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

Goal 1: Every student will achieve academic success.

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

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

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

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

Review of Performance

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

Greatest Progress

In ELA and Math, we have no state indicators that are Yellow, Orange or Red meaning all students are classified in the Very High Status on the California State Dashboard (Tables 1-6). Highlights this year were a 2% increase for the percent of students scoring in the Exceeds category for 6th grade ELA and an incredible 7% increase for students scoring in the Exceeds category for 8th grade ELA on the CAASPP.

All Students Student Group Report

Bullis Charter - Santa Clara County

Enrollment: 825　　**Socioeconomically Disadvantaged:** 0.8%　　**English Learners:** 10.9%　　**Foster Youth:** 0%　　**Dashboard Release:** Fall 2017

Grade Span: K-8　　**Charter School:** Yes

This report shows the performance levels for All Students on all state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Student Performance	Status	Change
Chronic Absenteeism 🗗	N/A	N/A	N/A
Suspension Rate (K-12)	🔵	Very Low 0%	Maintained 0%
English Language Arts (3-8)	🟢	Very High 111 points above level 3	Declined -3.3 points
Mathematics (3-8)	🔵	Very High 112.7 points above level 3	Maintained -2.2 points

Performance Levels:

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

(Table 1)

Asian Student Group Report

Bullis Charter - Santa Clara County

Enrollment: 825　　**Socioeconomically Disadvantaged:** 0.8%　　**English Learners:** 10.9%　　**Foster Youth:** 0%　　**Dashboard R...** Fall 2017

Grade Span: K-8　　**Charter School:** Yes

This report shows the performance levels for Asian on all state indicators. It also shows how the current year (status) compares to prior years (change... Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined indicators for more...

State Indicators	All Student Performance	Status
Chronic Absenteeism 🗗	N/A	N/A
Suspension Rate (K-12)	🔵	Very Low 0%
English Language Arts (3-8)	🔵	Very High 121.1 points above level 3
Mathematics (3-8)	🔵	Very High 131.7 points above level 3

Performance Levels:

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

(Table 2)

White Student Group Report

Bullis Charter - Santa Clara County

Enrollment: 825   **Socioeconomically Disadvantaged:** 0.8%   **English Learners:** 10.9%   **Foster Youth:** 0%   **Dashboard F**
Fall 2017

Grade Span: K-8   **Charter School:** Yes

This report shows the performance levels for White on all state indicators. It also shows how the current year (status) compares to prior years (chan
indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined indicato
information.

State Indicators	All Student Performance	Status
Chronic Absenteeism ↗	N/A	N/A
Suspension Rate (K-12)	🔵	Very Low 0%
English Language Arts (3-8)	🔵	Very High 106 points above level 3
Mathematics (3-8)	🟢	Very High 93.6 points above level 3

Performance Levels:

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

(Table 3)

Two or More Races Student Group Report

Bullis Charter - Santa Clara County

Enrollment: 825   **Socioeconomically Disadvantaged:** 0.8%   **English Learners:** 10.9%   **Foster Youth:** 0%   **Dashboard R**
Fall 2017

Grade Span: K-8   **Charter School:** Yes

This report shows the performance levels for Two or More Races on all state indicators. It also shows how the current year (status) compares to prior
state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined indi
information.

State Indicators	All Student Performance	Status	
Chronic Absenteeism ↗	N/A	N/A	
Suspension Rate (K-12)	🔵	Very Low 0%	
English Language Arts (3-8)	🔵	Very High 114 points above level 3	
Mathematics (3-8)	🔵	Very High 118.2 points above level 3	

Performance Levels:

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

(Table 4)

English Learners Student Group Report

Bullis Charter - Santa Clara County

Enrollment: 825   **Socioeconomically Disadvantaged:** 0.8%   **English Learners:** 10.9%   **Foster Youth:** 0%   **Dashboard Re**
Fall 2017

Grade Span: K-8   **Charter School:** Yes

This report shows the performance levels for English Learners on all state indicators. It also shows how the current year (status) compares to prior yea
state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined indic
information.

State Indicators	All Student Performance	Status
Chronic Absenteeism ⤤	N/A	N/A
Suspension Rate (K-12)	✳	Very Low 0%
English Learner Progress (1-12)	✳	Very High 94.8%
English Language Arts (3-8)	✴	Very High 80.3 points above level 3
Mathematics (3-8)	✳	Very High 102.1 points above level 3

Performance Levels:

🔴 Red (Lowest Performance)   🟠 Orange   🟡 Yellow   🟢 Green   ✳ Blue (Highest Performance)

(Table 5)
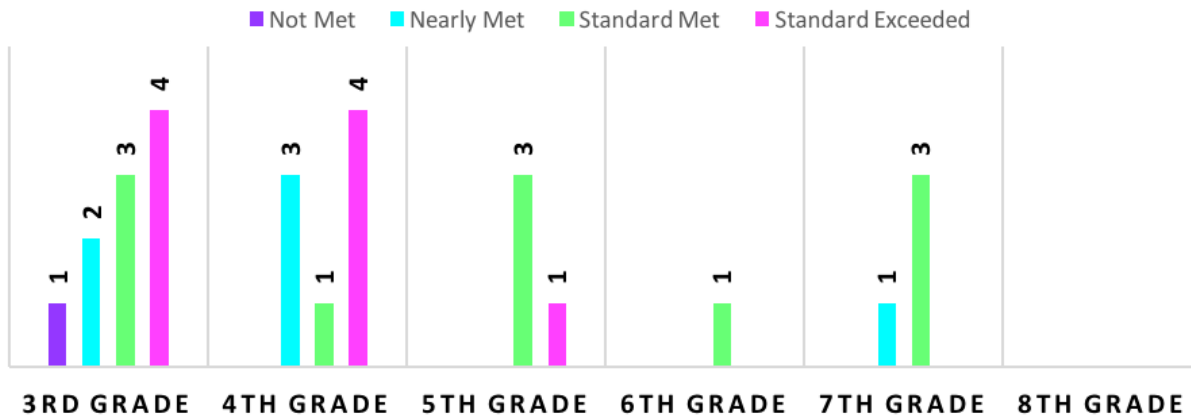

State Indicators

English Learner Progress Indicator (Grades K-12)

2015	2016	2017
0%	94.4%	94.8%

The percent of English Learners who made progress towards English proficiency.

(Table 6 EL Progress)

2017 SBAC ELA NUMBER OF STUDENTS BY ACHIEVEMENT LEVEL

■ Not Met   ■ Nearly Met   ■ Standard Met   ■ Standard Exceeded

	3RD GRADE	4TH GRADE	5TH GRADE	6TH GRADE	7TH GRADE	8TH GRADE
Not Met	1					
Nearly Met	2	3			1	
Standard Met	3	1	3	1	3	
Standard Exceeded	4	4	1			

(Table 7) ELA # of EL students

2017 SBAC MATH NUMBER OF STUDENTS BY ACHIEVEMENT LEVEL

■ Not Met   ■ Nearly Met   ■ Standard Met   ■ Standard Exceeded

	3RD GRADE	4TH GRADE	5TH GRADE	6TH GRADE	7TH GRADE	8TH GRADE
Not Met					1	
Nearly Met	1	1	1			
Standard Met	4	2			2	
Standard Exceeded	5	5	3	1	1	
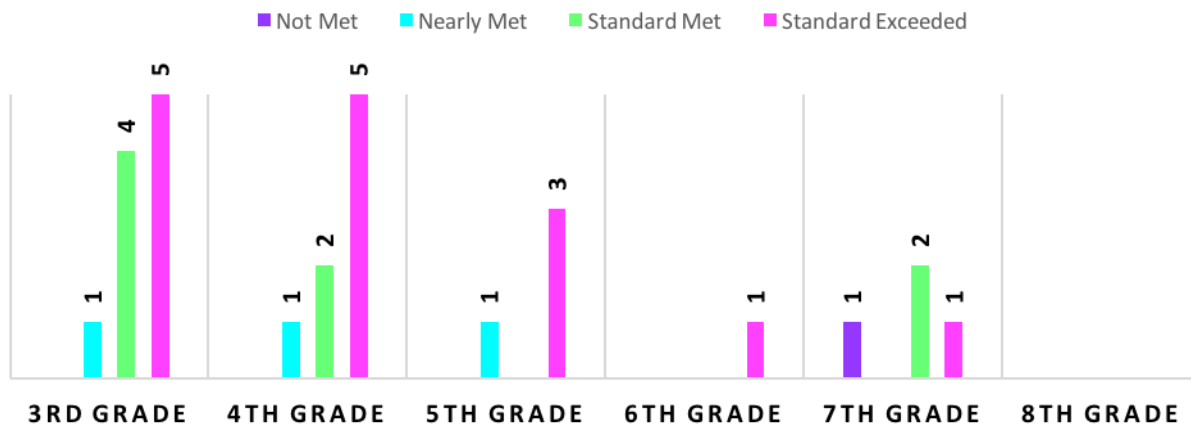
(Table 8) Math # of EL students

Teacher Credentials

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

(Table 9 Highly Qualified)

Teacher Misassignments and Vacant Teacher Positions

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

(Table 10 EL Teacher Misassignments)

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

Greatest Needs

All students and sub-groups are performing at the green and blue levels which are classified as Very High status as reported on the California School Dashboard in Mathematics and English Language Arts (Tables 1-5). The percent of English Learners who made progress towards English Proficiency increased from 94.4 to 94.8 (Table 6). At this time, we do not have any performance gaps with our sub-groups. We will be focusing on the individual students depicted in Tables 7 and 8 for the 2018-19 school year. They will be carefully placed with experienced teachers and an Individual Learning Plan will be written for the four students in ELA and the four students in Math who did not meet the standard.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these performance gaps?

Performance Gaps

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

Increased or Improved services

We have no performance gaps.

Budget Summary

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures For LCAP Year	$ 12,679,542
Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year	$ 155,897

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

1000 Certificated Salaries - $7,236,501
2000 Classified Salaries - $645,484
3000 Employee Benefits - $2,302,611
4000 Books and Supplies - $535,291
5000 Services and Other Operating Expenditures - $1,913,310
6000 Capital Outlay and Depreciation - $46,345

DESCRIPTION	AMOUNT
Total Projected LCFF Revenues for LCAP Year	$ 6,987,889

Annual Update

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

Goal 1

Every student will achieve success.

State and/or Local Priorities addressed by this goal:

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

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

Annual Measureable Outcomes

Expected	Actual
All students and sub-groups will be at the Very High Status Level as indicated on the California State Dashboard by the blue and green performance levels.	This measurable outcome was met. *(Table1)*
100% of our teachers will be highly qualified	This measurable outcome was met. *(Table9)*
0% of EL Teachers are Misassigned	This measurable outcome was met. *(Table10)*

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1. Hire Highly Qualified Teachers to meet the needs of all students. 2. Purchase additional materials to support with coherent CCSS implementation in Math and Reading. 3. Ensure every EL student has access to high quality materials to support their language acquisition. 4. Ensure every Special Education student has access to high quality materials to support their learning needs. 5. Teachers will use CAASPP data to set goals for individual students and for their whole classes, and develop plans that outline how they will meet these goals in 2017-2018 school year. 6. Teachers will develop and implement action plans after mid-year assessments are administered to support and monitor students who are not meeting the local benchmarks that indicate CCSS performance. 7. Classroom teachers will collaborate with special education staff. 8. Classroom teachers will attend professional development to increase their knowledge of how to support EL and students with disabilities. 9. Continue to provide professional development for CCSS implementation specifically in Math, Collaboration, and Depth of Knowledge.	1. Completed by August 1, 2017. 2. Completed by August- October, 2017 3. Inventory of materials by teachers prior to the first day of school. 4. Inventory of materials by teachers prior to the first day of school. 5. Assessment matrices are created every year in August for data driven instruction. 6. Individual Learning Plans are created for students below grade level after mid-year benchmarks are given. 7. Classroom teachers collaborate by email, video conferencing, and during our daily scheduled after school collaboration block. 8. Staff attended training in August, January, and March on best practices for EL and SWD students. 9. Staff attended training in August, January, and March on CCSS, collaboration, and DOK. 10. Associate Teachers attended training in August, January, and March on instructional strategies that meet the needs of EL students in Math and ELA.	$5,732,584 $15,000 None None None None None 8-10. For August training please see #13 9.Curriculum Mapping and Assessment Alignment.	$5,732,584 $2,639 Learning A-Z $7,500 No Red Ink $2,400 Listenwise *Supplemental* 9. $47,000 *Supplemental*

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
10. Continue to train Associate Teachers in specialized methods to ensure EL students meet Math and ELA CCSS. 11. Train Associate Teachers to focus on EL students and provide small group instruction. 12. Continue to participate in Silicon Valley Math Initiative - teachers will attend leadership and coaching institutes. 13. All teachers attend ten days of pre-school year professional development 14. Continue to employ an EL Coordinator to monitor EL students. 15. All students write "Focused Learning Goals" for their areas of growth.	11. The small group instruction training was in August 2017. 12. Four teachers participated in the summer sessions and an additional four teachers participated in the monthly Silicon Valley Math Initiative cohort. 13. All staff attended Staff Development July 31- August 11, 2017. 14. Completed by July 1, 2017 15. Assessment matrices are used every year for students' parents and teachers to collaboratively write Focused Learning Goals.	11. None 12. $5200 13. $152,000 14. $15,954 15. None	 12. $5200 13. $170,136 ($58,564 *supplemental*) 14. $15,954 *Supplemental*

Analysis

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

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

The implementation of the actions and services span the entire school year so trainings are embedded and revisited to maintain our focus on instructional practices that impact our learners.

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

The overall effectiveness of the actions and services is very effective as indicated by the performance levels on the California State Dashboard indicator for Bullis Charter School. All students and each subgroup are classified in the Very High Status

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Our estimated Supplemental Grant Funds budget was $120,000 on the 2016-17 LCAP. Our Estimated Actual Expenditures was 120,000.

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

No changes were made.

Goal 2

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

State Priorities:

Priority 4: Pupil Achievement (Pupil Outcomes)

Priority 7: Course Access (Conditions of Learning)

Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Annual Measureable Outcomes

Expected	Actual
Every student (K-8) will set a personal Focus Learning Goal and the percentage of students who earn at least a 4 on a 5-point rubric in achieving their personal Focus Learning Goal will be maintained from the previous year.	Unable to capture this data at this time of year

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1. Teachers will design at least two Co-curricular classes per academic year based on their own passions and state standards to offer to students in order to support students' discovery of individual talents and interests. 2. Teachers will design at least one Extra-curricular offering per academic year based on their own passions to offer to students in order to support students' discovery of individual talents and interests. 3. Teachers will support students in developing and monitoring personal Focus Learning Goals.	1. 100% of the teachers designed two Co-curricular classes aligned to state standards with the intent of students' discovery of individual talents and interests. 2. 100% of the teachers designed at least one Extra-curricular offering based on their own passions to offer to students in order to support students' discovery of individual talents and interests. 3. 100% of teachers supported students in developing and monitoring personal Focus Learning Goals.	None	None

Analysis

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

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

- Students enroll in two Co-curricular classes each semester. Examples of classes are offered in the following areas: **Technology, Math & Science** (Lego Robotics, Marble Runs and Mazes, Geocaching, Edible Engineering, etc.), **Visual and Performing Arts** (Origami, tap dance, band, Colorguard, chorus, etc.), and **Global Citizenship** (Spanish, Mandarin, World Cultures, Student Council, etc.).

- A variety of extended day extra-curricular classes offer still more opportunities: guitar, running club, strings, keyboarding, book club, homework assistance, and plays.

- Focused Learning Goals are the primary tool between the teacher, parent(s), and students used to document the progress toward meeting each student's full potential, the plan for reaching it, and the progress towards it.

Focused Learning Goals are based on:

- o beginning of the year assessment data and surveys of students and parents
- o observations of student
- o previous year's scores
- o collaboration during October conferences
- o developmentally appropriate

Focused Learning Goals are:
- ○ reviewed regularly by the students and teacher(s)
- ○ progress is communicated via FreshGrade
- ○ optional March FLG parent/teacher conferences to address concerns
- ○ can be updated or changed collaboratively during the year as necessary
- ○ formally evaluated at end of every year
- ○ assessed based on student outcomes
- ○ every goal is graded against the FLG Rubric (score: 1-5)
- ○ all goals with a score of 3 or lower will be revisited the next school year

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

2017-18 Annual Survey from Students

QUESTION

> I have many opportunities to discover and pursue my talents and interests.

3.5
/5

QUESTION

> I have opportunities to lead or be a leader.

3.6
/5

2017-18 Annual Survey from Students- **Question- I feel BCS does a good job teaching me how to:**

QUESTION

> Take risks

3.6
/5

QUESTION

⌄ Try new things

3.8
/5

2017-18 Annual Survey from Parents

QUESTION

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

4.4
/5

0.0
from 2017

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There is no budget needed with Staff who are trainers.

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

No changes were made.

Goal 3

Implementation of the No Bully program will continue

State Priorities:

Priority 4: Pupil Achievement (Pupil Outcomes)

Priority 5: Pupil Engagement (Engagement)

Priority 6: School Climate (Engagement)

Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Annual Measureable Outcomes

Expected	Actual
Four Solution Teams held	Three Solution Teams held and two cases resolved without the solution team.

Actions / Services

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

Action 1

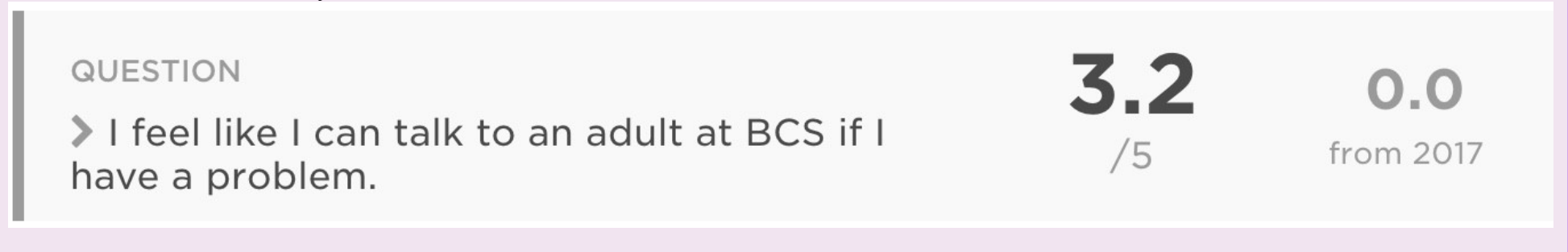| Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to train new volunteers, new staff, and all students about bullying ant the methods for reporting suspected bullying.	Two student assemblies were held and one staff training.	None	[None

Analysis

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

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

At the beginning of the year there are two No Bully trainings held with students and one with staff. There is also an online reporting system that parents and students may use to report bullying.

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

2017-18 Annual Student Survey

QUESTION

> I feel like I can talk to an adult at BCS if I have a problem.

3.2 /5   0.0 from 2017

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No Budget

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

No changes were made.

Goal 4

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

State and/or Local Priorities addressed by this goal:

State Priorities:

Priority 4: Pupil Achievement (Pupil Outcomes)

Priority 5: Pupil Engagement (Engagement)

Priority 7: Course Access (Conditions of Learning)

Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Annual Measureable Outcomes

Expected	Actual
One PBL unit per grade level K-5 will be revised in collaboration with the Makerspace teacher.	6 PBL Units were revised.
One PBL/Intersession will be revised per grade level in grades 6-8 in collaboration with the FabLab teacher.	3 PBL Units were revised.

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.
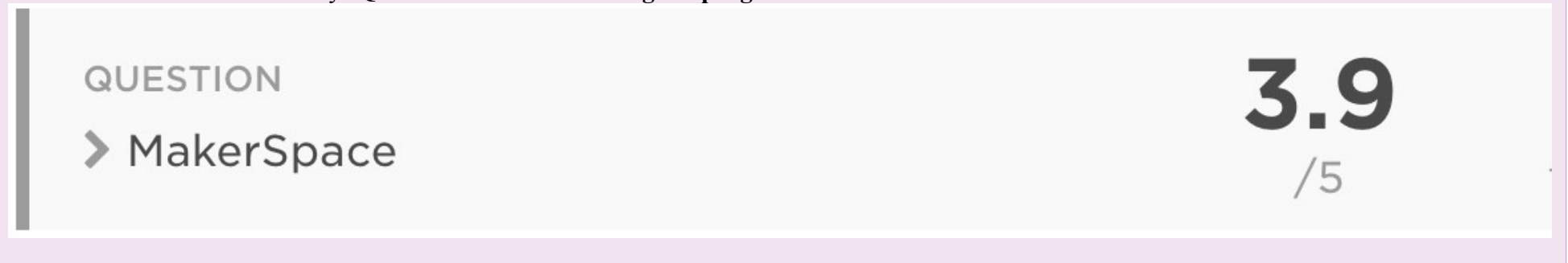
Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1. Classroom teachers in grades K-8 will collaborate with the engineering teacher responsible for the MakerSpace in order to create seamlessly integrated project based learning units. 2. Classroom teachers in grades 6-8 will collaborate with the engineering teacher responsible for the FabLab in order to create seamlessly integrated project based learning units.	Collaboration and revisions did take place across all grade levels.	None	None

Analysis

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

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

2017-18 Annual Student Survey- **Question- I think this is a good program:**

QUESTION

> MakerSpace

3.9
/5

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

Revisions on PBL units began in August and were completed before 2017-18 implementation.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No budget.

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

No changes were made.

Goal 5

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

State Priorities:

Priority 3: Parental Involvement (Engagement)Priority 6: School Climate

Local Priorities:

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

Annual Measureable Outcomes

Expected	Actual
Annual Parent Survey average of 4.0	Average score was 4.275

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
BBC Family Events & Opportunities to Volunteer- Bullis Booster Club Foundation Hot Lunch Auction New family program Classroom Volunteers Plays Library Grade Level Play Dates Grade Level Socials Parent Socials Fall Family Dinner Walkathon	**BBC Family Events & Opportunities to Volunteer-** Bullis Booster Club Foundation Hot Lunch Auction New family program Classroom Volunteers Plays, Library Grade Level Play Dates Grade Level Socials Parent Socials Fall Family Dinner Walkathon	None	None

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

Analysis

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

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

The Bullis Booster Club is dedicated to providing BCS students, staff, and families with a variety of school and community events to unify the BCS school community. Meetings are held monthly to collaborate for events throughout the year and to meet the needs of the school community.

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

2017-18 Annual Parent Survey

QUESTION

> As a parent, I feel welcome at Bullis Charter School.

4.2 /5

0.0 from 2017

QUESTION

> I am well-informed about what is going on at Bullis Charter School.

4.2 /5

0.0 from 2017

QUESTION

> I share responsibility for my student's achievement.

4.4
/5

▲ **0.1**
from 2017

QUESTION

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

4.3
/5

0.0
from 2017

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

A budget is not needed to create volunteer opportunities.

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

No changes were made.

Stakeholder Engagement

LCAP Year: **2018-19**

Involvement Process for LCAP and Annual Update

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

We engaged the parent community on March 19 at an ELAC meeting with 4 parents in attendance, and April 2 at a BBC meeting with 10 parents in attendance and again on May 7 with 12 parents in attendance. The LCAP draft was also presented at the BCS Board meeting on May 7 for public input. The staff was asked for their input on February 28, March 21, May 23 and 24.

Impact on LCAP and Annual Update

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

After input from all groups we added Multitiered Systems of Supports Training, Computer Science Standards with action steps for training and curriculum mapping, and revisions for action steps on Goal 3.

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Modified Goal

Goal 1

We will engage all families

State and/or Local Priorities addressed by this goal:

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

Identified Need:

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

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

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
California State Dashboard	All students meeting or exceeding as indicated on the California State Dashboard by the blue and green performance levels.	This goal was met. (Table 1)	Maintain	Maintain
SARC Report	100% of our teachers are highly qualified	This goal was met	Maintain	Maintain
SARC Report	0% of EL Teachers are Misassigned	This goal was met	Maintain	Maintain

Planned Actions / Services

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

Action 1

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

Students to be Served:	**Location(s):**
(Select from All, Students with Disabilities, or Specific Student Groups)	(Select from All Schools, Specific Schools, and/or Specific Grade Spans):
ALL	K-8

OR

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

Students to be Served:	**Scope of Services:**	**Location(s):**
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
1. Hire Highly Qualified Teachers to meet the needs of all students. 2. Purchase additional materials to support with coherent CCSS implementation in Math and Reading. 3. Ensure every EL student has access to high quality materials to support their language acquisition. 4. Ensure every Special Education student has access to high quality materials to support their learning needs. 5. Teachers will use CAASPP data to set goals for individual students and for their whole classes, and develop plans that outline how they will meet these goals in 2017-2018 school year. 6. Teachers will develop and implement action plans after mid-year assessments are administered to support and monitor students who are not meeting the local benchmarks that indicate CCSS performance. 7. Classroom teachers will collaborate with special education staff. 8. Classroom teachers will attend professional development to increase their knowledge of how to support EL and students with disabilities. 9. Continue to provide professional development for CCSS implementation	1. Hire Highly Qualified Teachers to meet the needs of all students. 2. Purchase additional materials to support with coherent CCSS implementation in Math and Reading. 3. Ensure every EL student has access to high quality materials to support their language acquisition. 4. Ensure every Special Education student has access to high quality materials to support their learning needs. 5. Teachers will use CAASPP data to set goals for individual students and for their whole classes, and develop plans that outline how they will meet these goals in 2017-2018 school year. 6. Teachers will develop and implement action plans after mid-year assessments are administered to support and monitor students who are not meeting the local benchmarks that indicate CCSS performance. 7. Classroom teachers will collaborate with special education staff. 8. Classroom teachers will attend professional development to increase their knowledge of how to support EL and students with disabilities. 9. Continue to provide professional development for CCSS implementation	1. Hire Highly Qualified Teachers to meet the needs of all students. 2. Purchase additional materials to support with coherent CCSS implementation in Math and Reading. 3. Ensure every EL student has access to high quality materials to support their language acquisition. 4. Ensure every Special Education student has access to high quality materials to support their learning needs. 5. Teachers will use CAASPP data to set goals for individual students and for their whole classes, and develop plans that outline how they will meet these goals in 2017-2018 school year. 6. Teachers will develop and implement action plans after mid-year assessments are administered to support and monitor students who are not meeting the local benchmarks that indicate CCSS performance. 7. Classroom teachers will collaborate with special education staff. 8. Classroom teachers will attend professional development to increase their knowledge of how to support EL and students with disabilities. 9. Continue to provide professional development for CCSS implementation

specifically in Math, Collaboration, and Depth of Knowledge.
10. Continue to train Associate Teachers in specialized methods to ensure EL students meet Math and ELA CCSS.
11. Train Associate Teachers to focus on EL students and provide small group instruction.
12. Continue to participate in Silicon Valley Math Initiative - teachers will attend leadership and coaching institutes.
13. All teachers attend ten days of pre-school year professional development
14. Continue to employ an EL Coordinator to monitor EL students.
15. All students write "Focused Learning Goals" for their areas of growth.

specifically in Math, Collaboration, and Depth of Knowledge.
10. Continue to train Associate Teachers in specialized methods to ensure EL students meet Math and ELA CCSS.
11. Train Associate Teachers to focus on EL students and provide small group instruction.
12. Continue to participate in Silicon Valley Math Initiative - teachers will attend leadership and coaching institutes.
13. All teachers attend ten days of pre-school year professional development
14. Continue to employ an EL Coordinator to monitor EL students.
15. Multitiered Systems of Supports Training
16. All students write "Focused Learning Goals" for their areas of growth.
17. Building Background Knowledge of current Computer Science Standards
• CS Integration
• Career Technical Education (CTE)
• 4C's – Critical Thinking and Problem Solving, Collaboration, Communication, and Creativity and Innovation
• Support and promote "Hour of Code"
• Host a Professional Learning for K-5 Computational Thinking
• Plan for District-wide CS Advisory/Thought Leadership
• Share Drafts of CA K12 CS Standards
• Family Engagements (i.e. Family Code/Maker Nights)
• Nominate 10-15 K-5 Teachers for 2018-19 Year-long Computational Thinking Certificate PL program

specifically in Math, Collaboration, and Depth of Knowledge.
10. Continue to train Associate Teachers in specialized methods to ensure EL students meet Math and ELA CCSS.
11. Train Associate Teachers to focus on EL students and provide small group instruction.
12. Continue to participate in Silicon Valley Math Initiative - teachers will attend leadership and coaching institutes.
13. All teachers attend ten days of pre-school year professional development
14. Continue to employ an EL Coordinator to monitor EL students.
15. Multitiered Systems of Supports Training
16. All students write "Focused Learning Goals" for their areas of growth.
17. Building Teacher Capacity through Collaboration in Common (CiC and Computational Thinking Certificate)
• Curriculum 21 – What to keep? What to change? What to create?
• Introduction to Mapping to the Core
• Making Sense of the CA CS Standards
• Developing Quality Units
• Developing Unit Maps: Stepping Through the Process
• Develop an Implementation Plan
• Teachers and administrators collaborate together on making a commitment to upgrade an integrated use of 21st century learning tools into the ongoing curriculum.
• Develop Leadership Professional Learning with LCAP and CA Dashboard through CS

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$32,000- Contracted Services $58,564 – Professional Development Stipends $15,954- Books and Supplies	$120,897- Professional Development Stipends $35,000- Books and Supplies	$130,000- Professional Development Stipends $35,000- Books and Supplies
Source	Supplemental Supplemental	Supplemental Supplemental	Supplemental Supplemental
Budget Reference	5000 1000 and 3000 4000	1000 and 3000 4000	1000 and 3000 4000

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

Unchanged Goal

Goal 2

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

State and/or Local Priorities addressed by this goal:

State Priorities:

Priority 4: Pupil Achievement (Pupil Outcomes)

Priority 7: Course Access (Conditions of Learning)

Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Identified Need:

Alignment with our Strategic Plan

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Every student (K-8) will set a personal Focus Learning Goal and the percentage of students who earn at least a 4 on a 5-point rubric in achieving their personal Focus Learning Goal will be maintained from the previous year.				

Planned Actions / Services

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

Action   1

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

Students to be Served:	**Location(s):**
(Select from All, Students with Disabilities, or Specific Student Groups)	(Select from All Schools, Specific Schools, and/or Specific Grade Spans):
ALL	K-8

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

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

Students to be Served:	**Scope of Services:**	**Location(s):**
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
1. Elementary teachers will design at least two Co-curricular classes per academic year based on their own passions and state standards to offer to students in order to support students' discovery of individual talents and interests. 2. Elementary teachers will design at least one Extra-curricular offering per academic year based on their own passions to offer to students in order to support None Page 13 of 59 students' discovery of individual talents and interests. 3. Teachers will support students in developing and monitoring personal Focus Learning Goals.	1. Elementary teachers will design at least two Co-curricular classes per academic year based on their own passions and state standards to offer to students in order to support students' discovery of individual talents and interests. 2. Elementary teachers will design at least one Extra-curricular offering per academic year based on their own passions to offer to students in order to support None Page 13 of 59 students' discovery of individual talents and interests. 3. Teachers will support students in developing and monitoring personal Focus Learning Goals.	1. Elementary teachers will design at least two Co-curricular classes per academic year based on their own passions and state standards to offer to students in order to support students' discovery of individual talents and interests. 2. Elementary teachers will design at least one Extra-curricular offering per academic year based on their own passions to offer to students in order to support None Page 13 of 59 students' discovery of individual talents and interests. 3. Teachers will support students in developing and monitoring personal Focus Learning Goals.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20

| Amount | None | None | None |

Year	2017-18	2018-19	2019-20
Source	NA	NA	NA
Budget Reference	NA	NA	NA

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

Modified Goal

Goal 3

Continued implementation of the No Bully Program

State and/or Local Priorities addressed by this goal:

State Priorities:

Priority 6: School Climate (Engagement)

Identified Need:

Aligns to Strategic Goal

Expected Annual Measureable Outcomes

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

Planned Actions / Services

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

Action   **1**

Students to be Served:	**Location(s):**
(Select from All, Students with Disabilities, or Specific Student Groups)	(Select from All Schools, Specific Schools, and/or Specific Grade Spans):
ALL	K-8

OR

Students to be Served:	**Scope of Services:**	**Location(s):**
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Modified	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Continue to train new volunteers, new staff, and new students about the program and how to utilize methods for reporting suspected bullying	1. Continue to train new volunteers, new staff, and new students about the program and how to utilize methods for reporting suspected bullying. 2. Introduction (for new students) about the No Bully program. 3. Solution coaches visit individual classes 4. Have one K--2 and 3--5 mini-assemblies to go over the No Bully information multiple times a year.	1. Continue to train new volunteers, new staff, and new students about the program and how to utilize methods for reporting suspected bullying. 2. Introduction (for new students) about the No Bully program. 3. Solution coaches visit individual classes 4. Have one K--2 and 3--5 mini-assemblies to go over the No Bully information multiple times a year.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	NA	NA	NA
Source	NA	NA	NA
Budget Reference	NA	NA	NA

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

Unchanged Goal

Goal 4

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

State and/or Local Priorities addressed by this goal:

State Priorities:

Priority 4: Pupil Achievement (Pupil Outcomes)

Priority 5: Pupil Engagement (Engagement)

Priority 7: Course Access (Conditions of Learning)

Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Identified Need:

Alignment with our Strategic Plan

Expected Annual Measureable Outcomes

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

Planned Actions / Services

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

Action   1

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

Students to be Served:	**Location(s):**
(Select from All, Students with Disabilities, or Specific Student Groups)	(Select from All Schools, Specific Schools, and/or Specific Grade Spans):
ALL	K-8

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

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

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

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
1. Classroom teachers in grades K-8 will collaborate with the engineering teacher responsible for the Makerspace in order to create seamlessly integrated project based learning units. 2. Classroom teachers in grades 6-8 will collaborate with the engineering teacher responsible for the Fablab in order to create seamlessly integrated project based learning units.	1. Classroom teachers in grades K-8 will collaborate with the engineering teacher responsible for the Makerspace in order to create seamlessly integrated project based learning units. 2. Classroom teachers in grades 6-8 will collaborate with the engineering teacher responsible for the Fablab in order to create seamlessly integrated project based learning units.	1. Classroom teachers in grades K-8 will collaborate with the engineering teacher responsible for the Makerspace in order to create seamlessly integrated project based learning units. 2. Classroom teachers in grades 6-8 will collaborate with the engineering teacher responsible for the Fablab in order to create seamlessly integrated project based learning units.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	None	None	None
Source	NA	NA	NA

Year	2017-18	2018-19	2019-20
Budget Reference	NA	NA	NA

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

Unchanged Goal

Goal 5

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

State and/or Local Priorities addressed by this goal:

State Priorities:

Priority 3: Parental Involvement (Engagement)Priority 6: School Climate

Local Priorities:

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

Identified Need:

Alignment with our Strategic Plan

Expected Annual Measureable Outcomes

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

Planned Actions / Services

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

Action   1

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

Students to be Served:

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

ALL

Location(s):

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

K-8

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	None	None	None

Year	2017-18	2018-19	2019-20
Source	NA	NA	NA
Budget Reference	NA	NA	NA

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$ 155,897	2.23 %

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

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

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