

Bullis Charter

California Department of Education School Accountability Report Card Reported Using Data from the 2015-16 School Year

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

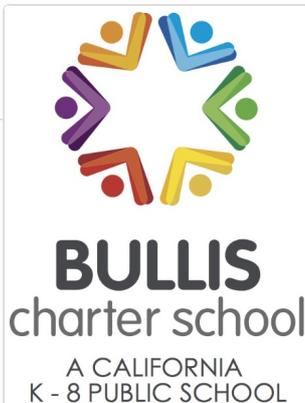
- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians, and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the [CDE DataQuest Web page](#) that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.



Jocelyn Lee

Principal, Bullis Charter

About Our School

Bullis Charter School is committed to educating the whole child. Every student receives instruction in STEAM, drama, dance, vocal and instrumental music, art, and PE by certificated teachers. BCS also offers an integrated World Language Program, the first of its kind in a Los Altos public school. In addition, every student participates in a variety of elective topics in the following areas: Technology, Math & Science (Lego Robotics, Flash Animation, Scratch Game Programming, Tech Challenge, Environmental Education, Math Club, etc.), Visual and Performing Arts (sculpture, dance, jazz, band, paper-cutting, puppet construction, chorus, etc.), and Global Citizenship (Public Speaking in Mandarin, Latin, Bullis Kids' News, World Cultures, Conflict Managers, Student Council, etc.). A variety of extra-curricular classes (free of charge to all students and taught by credentialed teachers) offer still more: plays, guitar, chess, running club, strings, keyboarding, set building, book club, homework assistance, flag football, Jujitsu, soccer, basketball, fencing, volleyball, and triathlon.

BCS is also unusual in its commitment to sharing best practices with local, national and international educators. The School has opened its doors to educators from around the world: Norway, UK, China, Singapore, Canada; teaching colleges and organizations across the state and country: San Jose State, Silicon Valley New Teacher Project & the New Teacher Center, Notre Dame de Namur, Innovate Public Schools, Columbia University, New York University, Stanford, Google for Education, Leadership of Mountain View; public and private schools: Cambrian SD, New Haven SD, Navigator Charter Schools, Santa Ana USD, and Ross SD.

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 proud that we consistently live up to these expectations and believe our students' and educators' accomplishments best exemplify the success of our program.

Contact

Bullis Charter
102 West Portola Ave.
Los Altos, CA 94022-1210

Phone: 650-947-4100
E-mail: info@bullischarterschool.com

About This School

Contact Information (School Year 2016-17)

District Contact Information (School Year 2016-17)		School Contact Information (School Year 2016-17)	
District Name	Santa Clara County Office of Education	School Name	Bullis Charter
Phone Number	(408) 453-6500	Street	102 West Portola Ave.
Superintendent	Jon Gundry	City, State, Zip	Los Altos, Ca, 94022-1210
E-mail Address	jon_gundry@sccoe.org	Phone Number	650-947-4100
Web Site	http://www.sccoe.org	Principal	Jocelyn Lee
		E-mail Address	info@bullischarterschool.com
		Web Site	www.bullischarterschool.com
		County-District-School (CDS) Code	43104390106534

Last updated: 1/27/2017

School Description and Mission Statement (School Year 2016-17)

The Bullis Charter School (BCS) campus is located in portable classrooms sharing the facilities of the Egan Junior High School campus and the Blach Intermediate School campus in Los Altos. Bullis Charter School is fortunate in that it draws students from a community with uniformly high expectations of uncompromising excellence. BCS has a diverse student population with over 16 languages spoken, including Farsi, Vietnamese, Hindi, Finnish, Korean, Japanese, Spanish, German, Mandarin, Greek, and Cantonese, and a diverse range of academic, social, and emotional needs to be met. 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. Trained student Conflict Managers enable students to contribute to the safe, friendly atmosphere of the school, monthly Principal Awards recognize students who uphold the character pillars, and cross-grade "Houses" provide opportunities for students to build friendships and find commonalities while working together on school-wide activities.

To serve the needs of the whole child, BCS also provides a rich offering of co-curricular programs and extended day extra-curricular activities. Students wishing to develop their leadership skills while contributing to the climate of the school have several opportunities. There is a Student Council, which consists of a president, vice-president, secretary, and treasurer as well as two representatives from each grade 3-6 classrooms. This council plans and implements the school spirit days, school-wide "House" activities, community service programs, and the Student Store. The Tech crew supports our schools performing arts programs: plays, musicals, concerts, and dance performances. Other co-curricular programs are available to all students including classes in the following areas: Technology, Math & Science (Lego Robotics, Marble Runs and Mazes, Geocaching, Edible Engineering, etc.), Visual and Performing Arts (Origami, tap dance, band, Colorguard, chorus, etc.), and Global Citizenship (Spanish, Mandarin, World Cultures, Student Council, etc.). A variety of after-school classes offer still more opportunities: guitar, running club, strings, keyboarding, book club, homework assistance, and plays. Other major school events include an annual Gold Country field trip, Outdoor

Education camp, and trips to Williamsbrug/Washington, DC, China, and Costa Rica. These diverse extracurricular opportunities offer students a chance to develop their interests and talents no matter what they may be.

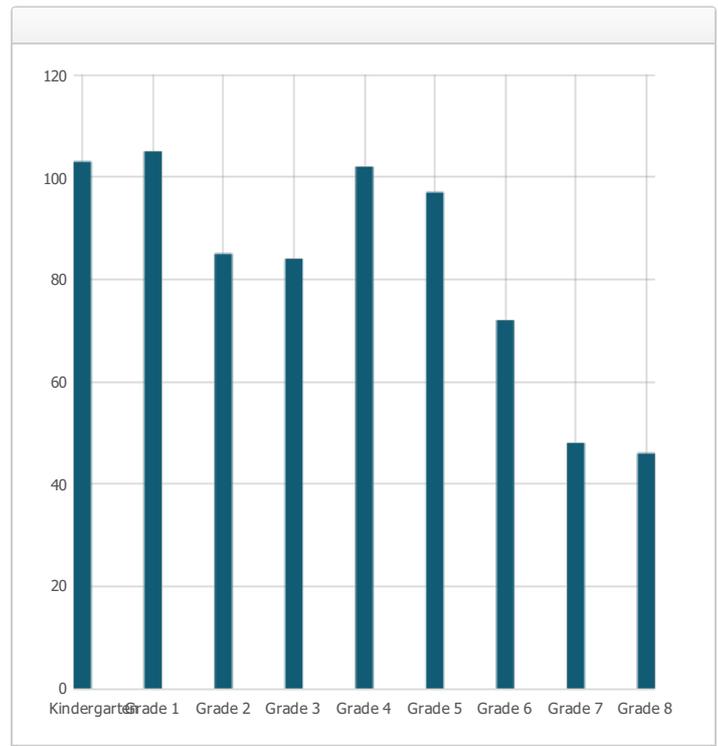
Bullis Charter School delivers a high-quality instructional program, provides venues for leadership, and creates an atmosphere of positive school spirit and pride. Ultimately, BCS strives to develop students who are critical, creative, reflective thinkers; who feel personally empowered; who act responsibly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

Last updated: 1/28/2017

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Kindergarten	103
Grade 1	105
Grade 2	85
Grade 3	84
Grade 4	102
Grade 5	97
Grade 6	72
Grade 7	48
Grade 8	46
Total Enrollment	742



Last updated: 1/27/2017

Student Enrollment by Student Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	0.5 %
American Indian or Alaska Native	0.0 %
Asian	43.0 %
Filipino	0.8 %
Hispanic or Latino	4.3 %
Native Hawaiian or Pacific Islander	0.0 %
White	32.1 %
Two or More Races	19.2 %
Other	0.1 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	0.8 %
English Learners	10.3 %
Students with Disabilities	4.3 %
Foster Youth	0.0 %

Last updated: 1/27/2017

A. Conditions of Learning

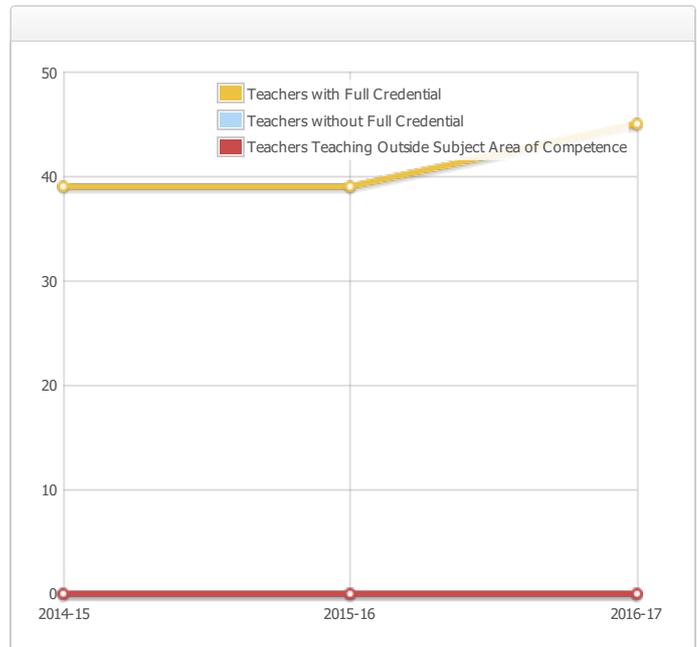
State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

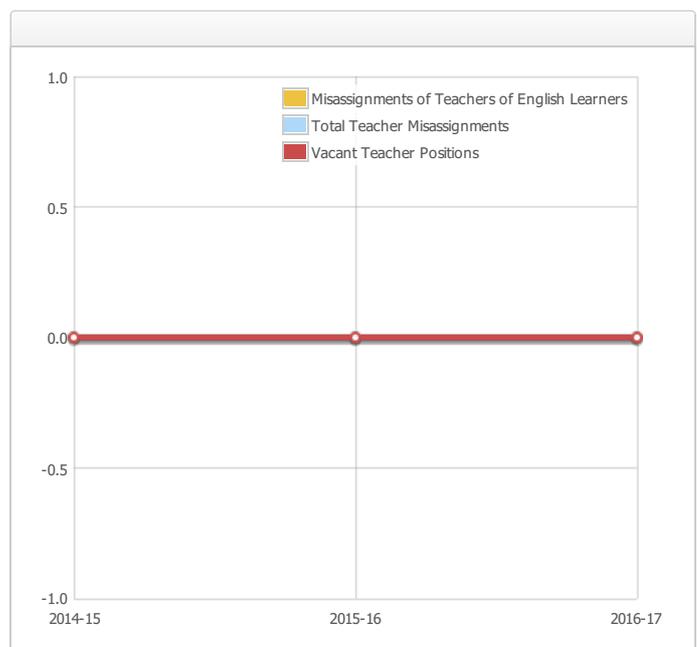
Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	39	39	45	45
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/27/2017

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English learners.

Last updated: 1/27/2017

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100.0%	0.0%
All Schools in District	86.0%	14.0%
High-Poverty Schools in District	86.0%	14.0%
Low-Poverty Schools in District	86.0%	14.0%

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Last updated: 1/26/2017

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: June 2016

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p>Reading/Language Arts</p> <p>Grades K-3 Core Materials</p> <p>Open Court</p> <p>Lucy Caulkins K-3 Reading Units of Study</p> <p>Lucy Caulkins Units of Study in Aurgument, Narrative, and Expository Writing</p> <p>Handwriting Without Tears</p> <p>Step Up to Writing</p> <p>Reading A-Z</p> <p>Site Created Materials</p> <p>Grades K-3 Supplemental Materials</p> <p>Frontline Phonics, Leveled Libraries,, Next Step in Guided Reading (Jan Richardson), Words Their Way, Site-Created Materials</p> <p>TECH: BrainPOP Jr., GoNoodle, Starfall Education, TeachMe Kinder & 1st Grade (iOs) Discovery Streaming, Typing.comExplode the Code, Tumblebooks</p> <p>Grades: 4-5 Core Materials</p> <p>Houghton-Mifflin</p> <p>Lucy Caulkins 4-6 Reading Units of Study</p> <p>Lucy Caulkins 4-6 Writing Units of Study in Aurgument, Narrative, and Expository Writing</p> <p>Site Created Materials</p> <p>Grades 4-5 Supplemental Materials</p> <p>Daily Language Review (DLR), Developmental Reading Assessment (DRA), Fountas and Pinell, Harcourt, Step Up to Writing, Houghton Mifflin, "Interact" Units, TIME for Kids</p> <p>TECH: Newsela, TypingClub, Newsela</p> <p>Grade 6 Core Materials</p> <p>LearnZillion</p> <p>Lucy Caulkins Reading Units of Study</p> <p>Step Up to Writing</p> <p>Site Created Materials</p>	Yes	0.0 %

<p>Grade 6 Supplemental Materials</p> <p>Achieve the Core, LearnZillion, ReadWorks, Story Corps, TIME for Kids, The Moth, CNN Student News TECH: Biblionasium, Membean, NoRedInk</p> <p>TECH: Biblionasium, Membean, NoRedInk</p> <p>Grades 7-8 Core Material</p> <p>LearnZillion,</p> <p>Curated Material that accompanies PBL Units</p> <p>Glencoe (Literature)</p> <p>McGraw-Hill (California Treasures)</p> <p>Site Created Materials</p> <p>Grades 7-8 Supplemental Materials</p> <p>Glencoe (Grammar and Language, Spelling Power Workbooks), Lucy Calkins Reading Units of Study, Lucy Calkins Writing Units of Study in Aurgument, Narrative, and Expository Writing, Step Up to Writing, TCI</p> <p>TECH: Membean, SpellingCity</p>			
Mathematics	<p>Mathematics</p> <p>Grades K-5</p> <p>Everyday Mathematics (2012 edition)</p> <p>Grades 6-8</p> <p>College Preparatory Math (Core Connections 1-3,Core Connections Algebra, Core Connections Geometry)</p>	Yes	0.0 %
Science	<p>Science</p> <p>Grade K-6</p> <p>FOSS (Full Option Science System)</p> <p>Teacher created PBL Units aligned with Next Generation Science Standards</p> <p>Grades 7-8</p> <p>McDogal Lit t el: Focus on Life Science</p>	Yes	0.0 %
History-Social Science	<p>History-Social Science</p> <p>Grades K-6</p> <p>Harcourt Brace: Reflections</p> <p>Grades 7-8</p> <p>Harcourt Brace: History Alive!</p>	Yes	0.0 %
Foreign Language	<p>Foreign Language</p> <p>Grades K-5</p> <p>Better Chinese (My First Chinese Words)</p> <p>Grades 6-8</p> <p>Integrated Chinese.</p>	Yes	0.0 %
Health	<p>Health</p> <p>Kidshealth.org</p> <p>Common Sense Media</p>	Yes	0.0 %

Botvin's Life Skills F.L.A .S.H.				
Visual and Performing Arts	Visual and Performing Arts K-8 Standards Based Units of Instruction			0.0 %
Science Lab Eqpmt (Grades 9- 12)		N/A	N/A	0.0 %

Note: Cells with N/A values do not require data.

Last updated: 1/28/2017

School Facility Conditions and Planned Improvements

Bullis Charter School is occupying portable buildings from Mobile Modular Company provided by the Los Altos School District.

The Los Altos School district recently completed playground upgrades to the South Campus as well as handicapped access ramps and walkways into the North Campus.

The site facilities are cleaned and maintained by the custodial staff each day. The facilities are well-maintained.

Last updated: 1/26/2017

School Facility Good Repair Status

Year and month of the most recent FIT report: December 2016

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: December 2016

Overall Rating	Good
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Last updated: 1/26/2017

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts / Literacy (grades 3-8 and 11)	95.0%	96.0%	46.0%	47.0%	44.0%	48.0%
Mathematics (grades 3-8 and 11)	94.0%	97.0%	46.0%	44.0%	34.0%	36.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/27/2017

CAASPP Test Results in Science for All Students

Subject	Percentage of Students Scoring at Proficient or Advanced								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	96.0%	98.0%	99.0%	3.0%	8.0%	52.0%	60.0%	56.0%	54.0%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/27/2017

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	5.2%	26.8%	62.9%
7	8.3%	22.9%	64.6%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/26/2017

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite

Opportunities for Parental Involvement (School Year 2016-17)

One of the key factors in Bullis Charter School's success is our overwhelming level of parental involvement. Parents volunteer an average of over 400 hours a month. If we base our calculations on a 2-hour work day for associate teachers in the school over a 36-week time span, our hours would average out to almost 14 more aides every day on campus! We believe that this level of support exists because of our commitment to a true partnership between school and family.

The BCS parent volunteers are a vital force in organizing our community building and/or fundraising events including the annual Walkathon, Family BBQ, Spring Picnic, Summer BBQs, Bear Guides, Spring Gala, and many other activities that are attended by school and community members alike. Parents are environmental experts who act as docents for our erosion preservation program; a parent with catering experience runs our hot lunch program, and parents with a library background who work with staff to order and stock our library as well as to staff it every day...these all play an integral role supporting student learning. BCS is also fortunate to be able to utilize parents whose expertise and experience greatly enhance the quality of the programs we are able to provide to our students. Because our parents are so knowledgeable about and committed to our school mission, they are often entrusted with responsibilities and will work side-by-side with staff on projects which directly impact learning opportunities for our students: in the classroom (e.g. reading to students, running centers, etc.); in the specialists' classes (e.g. an architect assisting in the Architectural Design class, a former Olympian teaching sports), and in specialized co-curricular and extra-curricular programs (e.g. Sustainable Chef is taught by a parent who is a chef paired with the teacher creating lessons that support grade level standards such as foods of ancient Rome for 6th graders).

We are fortunate to have parents involved in the classroom sharing their expertise as well. Parent volunteers assisted in instructing the students gardening techniques and help with the maintenance of their gardens throughout the year. In 1st grade, a scientist from Stanford leads the class in extracting DNA from a strawberry; a former student returned to train 5th and 6th grade students on the drama tech crew; Indian parents in Kindergarten organized a lesson complete with art activities, stories and food to teach the students about Diwali; Cherokee relatives of a first grader treated the class to Native American singing, dancing, as well as stories and examination of various artifacts; the mayor and councilman from Los Altos Hills shared with students the roles and responsibilities of their jobs; Chinese parents in 6th grade instructed students how to use a brush and ink in Chinese calligraphy; and an uncle, who is a professional Shakespearean actor helps the 7th grade students with blocking and rehearsing for their student-produced production of "A Mid-Summer Night's Dream."

Finally, parents also play an integral role in BCS's governance structure. From a seat on the Board of Directors as mandated by our by-laws to membership on the Finance Steering, Strategic Planning, and Middle School Planning Committees, parent volunteers' participation and expertise are greatly valued by the entire BCS community.

State Priority: Pupil Engagement

Last updated: 1/28/2017

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

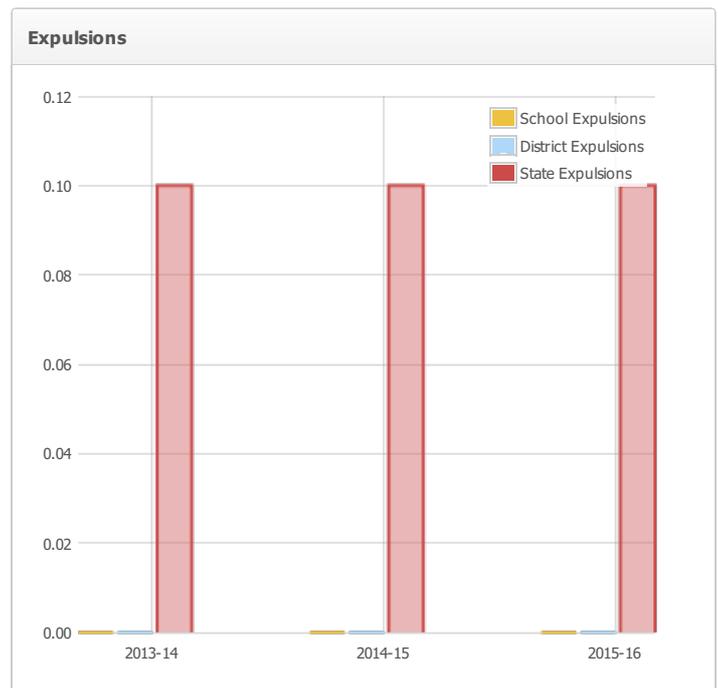
State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	0.2	0.0	0.0	5.3	3.8	3.7	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1



Last updated: 1/27/2017

School Safety Plan (School Year 2016-17)

Bullis Charter School is a member of the Silicon Valley Safe Schools Consortium. As a member of this consortium of eighty-five schools, Bullis Charter School has developed joint protocols with other schools and community organizations that are aligned with public safety, ICS and NIMS protocols, implemented the required NIMS/ICS procedures, participated in establishing Mental Health and Public Health partnerships, and received extensive training.

Bullis Charter School's Comprehensive School Safety Plan and Process, which is compliant under SB 187 and the National Incident Management System, is updated annually and includes all emergency response procedures, the Bow Mac Emergency Operations Plan, and Code Red procedures. As per these plans, in the case of an emergency, parents will be notified via the "Public Information" representative who will be responsible for the formation and release of information to the news media and other appropriate agencies and personnel. All information and briefing material released by the "Public Information" representative will have been approved by the "Incident Commander" and will include:

- Establishing a media/parent information center
- Determining the appropriate means by which to notify parents and media: radio broadcast, local television, ALERT website, school website, phone distribution lists, etc.
- Preparing information summary on media coverage and parents for command post personnel
- Providing press briefings and news releases as appropriate
- Arranging for meetings between news media and incident personnel as directed by the Incident Commander
- Maintaining a log of all activities

Staff & Student Training:

A Professional Development training on Safety and Emergency Preparedness is held before the start of the school year for all staff. The Bullis Charter School Site Safety and Emergency Operations Plans are issued to all staff at the beginning of the year. Staff receive training in emergency response, including appropriate "first responder" training and Code Red procedures. Fire drills are conducted monthly and a Code Red evacuation and Earthquake drill, annually. Throughout the school year, staff are trained in Safety and Emergency Preparedness, Allergies, First Aid, CPR, and treatment of hazardous materials.

Students, K-8, receive safety training from the staff throughout the year in the form of lessons, in classroom practice, and whole school drills. School-wide drills in preparation for fires, earthquakes, intruders on campus, or "Code Red" are conducted once a month. The site administrators coordinate drills with the administrators at Blach and Egan campuses. When emergency situations arise, the site administrators work together to ensure student safety and consistent communication protocols are followed. Additionally yard supervisors and teachers supervise the playground and students during lunch time.

The administration is responsible for ensuring that all required inspections are up to date. In accordance with the Facilities Use Agreement with the Los Altos School District all maintenance projects are managed by the District and routine maintenance jobs is the responsibility of the School.

At the beginning of each school year and on an as-needed basis, representatives of Los Altos School District and Bullis Charter School conduct a facilities walk-through to identify any maintenance and safety issues that need to be addressed. The inspection of fire alarm equipment takes place during the summer. Each year, the administrators verify that the school fire and other alarms can be heard throughout the campus. Annually, a fire inspection is also conducted with the Santa Clara County Fire Department. Major and routine maintenance and repairs of the school are addressed on an on-going basis throughout the year.

Last updated: 1/29/2017

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2007-2008
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	N/A	10
Percent of Schools Currently in Program Improvement	N/A	58.8%

Note: Cells with NA values do not require data.

Last updated: 1/27/2017

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14			2014-15			2015-16					
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	20.0	3	0	0	20.0	3	2	0	21.0	0	5	0
1	20.0	3	0	0	21.0	0	4	0	21.0	0	5	0
2	20.0	3	0	0	21.0	0	4	0	21.0	0	5	0
3	21.0	0	3	0	20.0	5	0	0	21.0	0	4	0
4	25.0	0	3	0	23.0	0	4	0	25.0	0	4	0
5	25.0	0	3	0	25.0	0	3	0	25.0	0	4	0
6	25.0	0	3	0	27.0	0	3	0	25.0	0	4	0
Other	0.0	0	0	0	0.0	0	0	0		0	0	0

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Last updated: 1/27/2017

Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14				2014-15				2015-16			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	22.0	3	1	0	22.0	2	2	0	25.0	0	4	0
Mathematics	16.0	7	2	0	25.0	5	0	0	26.0	0	5	0
Science	22.0	3	1	0	22.0	2	2	0	25.0	0	4	0
Social Science	22.0	3	1	0	22.0	2	2	0	25.0	0	4	0

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 1/27/2017

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)	0.4	N/A
Library Media Teacher (librarian)	0.0	N/A
Library Media Services Staff (paraprofessional)	0.0	N/A
Psychologist	1.0	N/A
Social Worker	0.0	N/A
Nurse	1.0	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist (non-teaching)	2.0	N/A
Other		N/A

Note: Cells with N/A values do not require data.

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 1/27/2017

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$12082.0	\$34.0	\$12048.0	\$61944.0
District	N/A	N/A	\$0.0	\$0.0
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$5677.0	\$0.0
Percent Difference – School Site and State	N/A	N/A	--	--

Note: Cells with N/A values do not require data.

Last updated: 1/27/2017

Types of Services Funded (Fiscal Year 2015-16)

Bullis Charter School provides a wide range of programs and supplemental services that are funded through the Local Control Funding Formula funding, parent fundraising, and grant writing. These include: academic support such as Associate Teachers; credentialed instructors for PE, Art, Math, STEAM, Drama, Music and World Language (Mandarin K-8 & Spanish 5-8); extensive elective and after-school classes; an expanded science program that includes extensive field trips and project-based learning activities; as well as low student:teacher ratios throughout the school.

Last updated: 1/29/2017

Professional Development

Bullis Charter School's teachers form a learning community as professional educators who constantly strive to align their teaching with state standards and to meet individual student needs. Professional development and frequent reflection on teaching methods is integrated throughout the school year. The Superintendent/Principal and Team Leaders plan the yearlong calendar for professional development, prioritizing areas based on strategic and school goals as well as teacher needs assessments. Regularly scheduled time is allotted for staff, team, and curriculum meetings, where the staff discusses test scores, collaboratively writes Project-Based Learning Units, evaluates programs, plans for aligned professional development and utilizes protocols to reflect on their practice and analyzing student work.

Designed into BCS' school calendar are ten in-service days prior to the beginning of the school year. During these days, new teachers are introduced to the school policies/procedures and school mission, trained on the laptops that are provided to them by the school, and given a curricular overview of the programs by the Superintendent/Principal and the teacher experts. These staff development days are also ideal for the entire staff to receive training in a cohesive manner with fidelity. Trainings in programs and processes such as Project-Based Learning, design thinking, Read Naturally, Step Up To Writing are vital to ensuring teachers have the skills to differentiate for the learning styles and instructional needs of their students. For example, Schools Attuned, a comprehensive training program offers teachers new methods for recognizing, understanding, and managing students with differences in learning by understanding how they learn. The program de-mystifies these "constructs" for their students so that every student develops an appreciation for others' learning styles, and teaches students how to positively advocate for themselves in order to be successful, life-long learners.

Common planning times are scheduled so that teachers have the opportunity every week to meet with their grade level teaching partners; schedules are coordinated so that all teachers in the BTSA/Induction program can meet together with their mentor; and, teachers are encouraged and a substitute is provided so they can observe in their peers' rooms as part of the lesson studies they do in the Professional Learning Communities. Finally, BCS makes use of its summer staff retreat to bring the entire staff together for community building through training. Whether it's a day at the Monterey Aquarium aligning exhibits to grade level standards, an executive briefing at Apple, or playing "team-building" activities, these unique experiences allow our staff to build relationships and better collaborate to implement programs for our students.

From the outset, BCS teachers are encouraged and supported in their quest for further knowledge and growth. As stated above, at the start of their career at BCS, all new teachers spend two days at the New Teacher In-service. They then spend another two days on site, planning with the Superintendent/Principal, their grade level team leader, and other staff experts. Each new teacher is assigned a team leader or new teacher mentor whom, along with an Administrator, provide on-going yearlong support. Every month, the entire group gets together for dinner just to unwind, talk, and ask questions. Working with the Silicon Valley New Teachers Project, BCS provides BTSA mentors and administrators to support all our teachers going through the program. Having the time to reflect and work with someone on staff has proven to be a successful model as all every BCS teacher has passed with such great results that mentors from other districts have been frequent visitors at BCS to learn about our program!

In addition to the staff development opportunities during the year through the staff and team meetings and staff development days, teachers at BCS are encouraged to seek out off-site training opportunities to support their professional goals that are set as a part of their annual evaluation. Each teacher at BCS also chooses an area of interest or for development (as part of their SMART goals for their evaluation) and joins a Professional Learning Community for the year. Teachers are encouraged and supported to attend off-site training and workshops in 'teams', so that they can return to the site and plan together to decide how to share what they have learned with the rest of the staff. For example, after the Environmental Science team visited a Marine Science school in southern California, they returned to develop and write a K-8 curriculum tailored for BCS.

Over 11% of the BCS faculty are Nationally Board certified, most of who received their certification while teaching at the School. As part of a professional strand in their performance based compensation model, every year, more and more teachers are starting the certification process with an average of 2 teachers becoming certified per year. These teachers, along with the Leadership Team, now serve as advisors to the Superintendent/Principal, and have continued their learning as part of the national Teach To Lead initiative and have taken on leadership responsibilities for strategic initiatives for the school such as designing a professional pathways plan for the faculty and re-designing the BCS recruitment process.

All teachers are supported in their area of expertise and interest through staff development, involvement with cadres and conferences, and access to resources and materials. For example, Science teachers attend the series of Evening to Evening Science Seminars hosted by NCLB, National Semiconductor, WestEd and K-12 Science Alliance and classes at UC Santa Cruz for an EE certification; Technology enthusiasts attend classes at the Krause Center for Innovation and Classroom Connect conferences; Music specialists attend the Orff/Schulwerk national conference; Associate Teachers, while credentialed and with teaching experience, are mentored by the teachers in whose classes they work; several teachers are currently pursuing certification in diverse areas, including environmental education and additional single-subject credentialing; and all faculty members encouraged to attend the state and national charter school conferences. As a result, our teachers are continuously informed of the most current best practices in teaching and learning and as such, will become a source of high-quality, well-tailored staff development site trainers. This wealth of cutting edge knowledge available to BCS teachers, combined with the existence of multiple means of sharing one's learning, results in a process of continual collection and dissemination of current research, which will in turn, directly have a positive impact on instructional strategies and student achievement.

Last updated: 1/28/2017