

Bullis Charter 2008-09  
School Accountability Report Card

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Reported for School Year 2008-09

Published During 2009-10



Santa Clara County  
Office of Education

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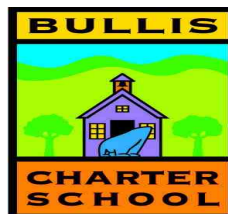
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The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the California Department of Education (CDE) Web site at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office.

## I. Data and Access

### DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g. Academic Performance Index [API], Adequate Yearly Progress [AYP], test data, enrollment, 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 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.

## II. About This School

### School Description and Mission Statement (School Year 2008-09)

This section provides information about the school, its programs and its goals.

Rancho San Antonio, Santa Cruz Mountain, Redwood Grove, Hidden Villa, Byrne Preserve, the Tech Museum, the Baylands, Flint Center, Westwind Barn...these are all important elements of the world that is a part of the Bullis Charter School (BCS) community. Located in the city of Los Altos, BCS was already oversubscribed with a waiting list when it opened its doors in August 2004. Presently, its 325 students come from nearby towns including Los Altos, Los Altos Hills, Mountain View, Sunnyvale, San Jose, Cupertino, and Boulder Creek, and from both private and public schools. Bullis Charter School provides a common place of gathering for all the communities it serves, reflecting small-town pride, an intense appreciation of, and participation in its schools, and a tradition of generous support for public education.

The campus is located in portable classrooms sharing the facilities of the Egan Junior High School campus in Los Altos. The school is comprised of 16 classrooms, a main office, a multipurpose portable, a playground area with an SDA-compliant playground structure, an athletic field, and several portables, which include separate rooms for a library/media center, music room, art room, science/engineering lab, foreign language room, Special Education, and custodial and PE offices.

Bullis Charter School is fortunate in that it draws students from a community with uniformly high expectations of uncompromising excellence. While the majority of the student population is white (58%) and primarily English speakers (80%), there are nevertheless 16 languages spoken, including Farsi, Hindi, Japanese, Spanish, Hindi, Mandarin, 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 socio-emotional needs in order to provide programs enabling every child to maximize his/her individual abilities.

Working together, the administration, staff, parents, and students of the BCS community strive for academic and personal excellence. BCS students reside in areas ranging from affluent and upper middle class to lower income housing. All parents value education and share common expectations for achievement. Well-educated, socially aware, and politically active, parents expect our school to provide a rich and challenging learning environment for their children. Therefore, all students receive integrated language arts, math, science, and social studies instruction daily from their homeroom teacher as well as Physical Education, Technology, Art, Music, Science and Engineering, and Drama from specialists.

At the heart of BCS's rich program is its staff. With a core of 17 classroom teachers supported by associate teachers, BCS's staff is rounded out by a host of certificated specialists for Art, Music, Drama, PE, and Foreign 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 staff development days and buy back days including 10 training days held before the start 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 ability 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-6, 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: Resource Specialist, Speech and Language Pathologist, Occupational Therapist, and Psychologist, help teachers implement individualized education programs to ensure that all students are progressing. The results indicate success. Since its inception, our Academic Performance Index (971 for 2009) consistently places BCS in the top 1% of all schools and as the highest performing charter school in California. Our Open Houses and School Tours for the 2010-2011 school year have been so well attended that additional events have had to be scheduled to accommodate the community's high interest.

Bullis Charter Schools 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. Each grade completes a Service Learning Project wherein students perform a needed service in the community, such as rehabilitating a local eroded preserve, collecting food for the local food bank or saving wildlife. In aligning these projects with the curriculum, students are able to learn many skills and concepts in real-world contexts. 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 boasts 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 Green Team is responsible for our campus beautification program, running our recycling program, and helping educate students and staff on environmental issues. 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, Animation, Environmental Education, Math Club, etc.), Visual and Performing Arts (sculpture, dance, jazz, band, chorus, etc.), and Global Citizenship (Spanish, Mandarin, World Cultures, Student Council, etc.). A variety of after-school classes offer still more: guitar, chess, running club, strings, keyboarding, set building, book club, homework assistance, and speech. Other major school events include an annual Gold Country field trip, Outdoor Education camp, and trips to Williamsbrug/Washington, DC, 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 achievement and 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.

### Opportunities for Parental Involvement (School Year 2008-09)

This section provides information about opportunities for parents to become involved with school activities.

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One of the key factors in Bullis Charter School’s success is our overwhelming level of parental involvement. Parents volunteer over 5,000 hours a year. If we base our calculations on a 6-hour working day for associate teacher in the school over a 36 week time span, our hours would average out to 5 more assistants every day on campus! We believe that this support exists because of our commitment to a true partnership between school and family.

There are a plethora of opportunities for parents to become involved at BCS. Parents: coordinate and run our hot lunch program; organize and man our school book fair; volunteer in our library and check out and shelve books; build the sets for our plays and musicals; sew the costumes; sell the tickets; and help in the classrooms by running math activity centers, reading, copying materials, and other ways in order to alleviate the classroom teacher's load so he/she can plan and focus on student instruction and learning.

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.

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 student. Environmental experts act as docents for our erosion preservation program; parents with a science background who coordinate our Science Fair; a parent who is a chef 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 man it every day...these all play an integral role supporting student learning.

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.

Student Enrollment by Grade Level (School Year 2008-09)

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
Kindergarten	56
Grade 1	55
Grade 2	39
Grade 3	42
Grade 4	42
Grade 5	49
Grade 6	42
Total Enrollment	325

Student Enrollment by Group (School Year 2008-09)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African American	1.23 %	White (not Hispanic)	58.15 %
American Indian or Alaska Native	0.62 %	Multiple or No Response	8.00 %
Asian	28.00 %	Socioeconomically Disadvantaged	0.00 %
Filipino	0.62 %	English Learners	1.00 %
Hispanic or Latino	3.38 %	Students with Disabilities	7.00 %
Pacific Islander	0.00 %	N/A	N/A

### Average Class Size and Class Size Distribution (Elementary)

This table displays, by grade level, the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Grade Level	2006-07				2007-08				2008-09			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	20.0	2			18.0	2			19.0	3		
1	20.0	2			19.0	3			18.7	3		
2	20.5	1	1		20.0	2			19.5	2		
3	18.5	2			20.0	2			21.0		2	
4	23.0		2		21.5		2		21.0	1	1	
5	15.0	1	1		23.5		2		22.0	1	1	
6	23.0		1		24.0		1		21.0		2	
K-3												
3-4												
4-8												
Other												

## III. School Climate

### School Safety Plan (School Year 2008-09)

This section provides information about the school's comprehensive safety plan.

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 as well as the school's evaluation (see attached), 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. Throughout the school year, regular training sessions are held related to school safety as an integral part of the school staff's professional development. For example, in the 2008-2009 school year, staff was trained in Safety and Emergency Preparedness, Allergies, First Aid, CPR, Childhood Illnesses, treatment of hazardous materials, and Code Red.

Students, K-6, received fire safety training from the Los Altos Fire Department, and in the American Red Cross' Basic Aid Training.

School-wide drills in preparation for fires, earthquakes, intruders on campus, or "Code Red" are conducted once a month.

The administration is responsible for the oversight of routine maintenance and for ensuring that all required inspections are up to date. In accordance with the Facilities Use Agreement with the Los Altos School District all major 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 Los Altos Fire Department. Major and routine maintenance and repairs of the school are addressed on an on-going basis throughout the year.

**Suspensions and Expulsions**

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
Suspensions	0.0	0.0	0.0	0.0	0.0	0.0
Expulsions	0.0	0.0	0.0	0.0	0.0	-2.6

IV. School Facilities

School Facility Conditions and Planned Improvement (School Year 2009-10)

This section provides information about the condition of the school’s grounds, buildings, and restrooms based on the most recent data available, and a description of any planned or recently completed facility improvements.

Bullis Charter School is occupying portable buildings from Mobile Modular Company provided by the Los Altos School District. Each year in October, Bullis Charter School submits a Prop 39 request for facilities to the Los Altos School District and is given an offer by the district by April of what facilities it is willing to provide for the next school year.

School Facility Good Repair Status. (School Year 2009-10)

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

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

V. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2006-07	2007-08	2008-09	2008-09
With Full Credential	16	19	20	233
Without Full Credential	0	0	2	78
Teaching Outside Subject Area of Competence	0	0	0	N/A

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2007-08	2008-09	2009-10
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers  
 (School Year 2008-09)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. High poverty schools are defined as those schools with student participation of approximately 75 percent or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on the CDE Improving Teacher and Principal Quality Web page at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	70	30
All Schools in District	61.6	38.4
High-Poverty Schools in District	55.9	44.1
Low-Poverty Schools in District		

## VI. Support Staff

### Academic Counselors and Other Support Staff (School Year 2008-09)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist		N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non - teaching)		N/A
Other		N/A

VII. Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials  
 (School Year 2009-10)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials
Reading/Language Arts	Open Court (k-3) Houghton-Mifflin (4-6) Write Source: Step Up to Writing Supplemental: Interact, leveled readers	0
Mathematics	Everyday Math (K-5) College Preparatory Math (6) Supplemental: Bridges, Exemplars, AIMS, Marcy Cook	0
Science	Houghton-Mifflin (K-6) Science Supplemental: Interact, FOSS	0
History-Social Science	Harcourt Brace (K-6) Supplemental: Interact, Time for Kids, History of the US	0
Foreign Language	N/A	0
Health	Houghton-Mifflin (K-6) Health American Red Cross Basic First Aid Training	0
Science Laboratory Equipment (grades 9-12)	N/A	0
Visual and Performing Arts	N/A	0

VIII. School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2007-08)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found on the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic/ Unrestricted)	Average Teacher Salary
School Site	\$13,430.00	\$0.00	\$13,430.00	\$57,307.00
District	N/A	N/A		
Percent Difference - School Site and District	N/A	N/A		
State	N/A	N/A	\$5,512	
Percent Difference - School Site and State	N/A	N/A	143.65 %	

### Types of Services Funded (Fiscal Year 2008-09)

This section provides information about the programs and supplemental services that are provided at the school through either categorical funds or other sources.

The school provides a wide range of programs and supplemental services that are funded through parent fundraising and grant writing. These include: academic support such as associate teachers; additional enrichment instructors for PE, Art, Math, Science, Drama, and Music; 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.

### Teacher and Administrative Salaries (Fiscal Year 2007-08)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size based on the salary schedule. Detailed information regarding salaries may be found on the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

## IX. Student Performance

### Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The CSTs show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and ten through eleven. The CAPA includes ELA, mathematics, and science in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. The CMA includes ELA and mathematics for grades three through eight and science in grade five and is an alternate assessment that is based on modified achievement standards. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations. Student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results Web site at <http://star.cde.ca.gov>. Program information regarding the STAR Program can be found in the Explaining 2008 STAR Program Summary Results to the Public guide at <http://www.cde.ca.gov/ta/tg/sr/documents/starpkt5intrpts.pdf>. 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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

### Standardized Testing and Reporting Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
English-Language Arts	91	91	93	32	45	49	43	46	50
Mathematics	94	93	96	40	44	46	40	43	46
Science	80	96	98	20	34	42	38	46	50
History-Social Science	0	0	0	6	13	19	33	36	41

### Standardized Testing and Reporting Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English- Language Arts	Mathematics	Science	History-Social Science
African American	*	*		
American Indian or Alaska Native	*	*		
Asian	92	97	100	
Filipino	*	*		
Hispanic or Latino				
Pacific Islander				
White (not Hispanic)	93	96	97	
Male	92	96	100	
Female	94	96	97	
Economically Disadvantaged				
English Learners	*	*		
Students with Disabilities	80	93	*	
Students Receiving Migrant Education Services				

### California Physical Fitness Test Results (School Year 2008-09)

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the CDE Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tg/pf/>. 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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	22.9	12.5	8.3
7	0.0	0.0	0.0
9	0.0	0.0	0.0

**X. Accountability**

### Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Academic Performance Index (API) Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

### Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2006	2007	2008
Statewide	10	10	10
Similar Schools	10	10	9

### Academic Performance Index Growth by Student Group – Three-Year Comparison

This table displays, by student group, the actual API changes in points added or lost for the past three years, and the most recent API score. Note, "N/A" means that the student group is not numerically significant.

Group	Actual API Change			Growth API Score
	2006-07	2007-08	2008-09	2009
All Students at the School	12	-1	7	971
African American				
American Indian or Alaska Native				
Asian			6	991
Filipino				
Hispanic or Latino				
Pacific Islander				
White (not Hispanic)	8	5	7	963
Socioeconomically Disadvantaged				
English Learners				
Students with Disabilities				

### Adequate Yearly Progress

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

### Adequate Yearly Progress Overall and by Criteria (School Year 2008-09)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	Yes	No
Participation Rate - English-Language Arts	Yes	No
Participation Rate - Mathematics	Yes	No
Percent Proficient - English-Language Arts	Yes	No
Percent Proficient - Mathematics	Yes	No
API	Yes	No
Graduation Rate	N/A	No

### Federal Intervention Program (School Year 2009-10)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2007-2008
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	N/A	3
Percent of Schools Currently in Program Improvement	N/A	23.1

## XII. Instructional Planning and Scheduling

### Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

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 student needs. Professional development and frequent reflection on teaching methods is integrated throughout the school year. The Superintendent/Principal and Team Leaders plan the year-long calendar for staff development, prioritizing areas based on strategic and school goals as well as teacher input. Regularly scheduled time is allotted for staff and team meetings when the staff discusses test scores, collaboratively writes or reflects on school goals, evaluates programs, plans staff development, prioritizes budgetary spending, etc.

Designed into BCS school calendar are ten inservice 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. For example, this year every staff member was trained in math strategies. The math training provided aligned with the BCS mission of meeting individual needs and provide teachers the skills to determine their students’ needs as well as strategies (accommodations and modifications) to address them in the regular classroom setting. This 2-day workshop was an ideal way for the entire teaching staff to be immersed in a program and to be able to learn together. Because we are a small school community and have the unique environment of staff members knowing and working with most of the students, in-depth and meaningful discussions were held, enhancing the overall learning experience. As we continue the implementation of math skills across the curriculum and in various curricular areas, staff members will be able to continue that dialogue and support each other to meet the learning needs of the students as they progress through our school.

During the course of the school year, three staff development days are scheduled to provide time for the staff development recommendations that were determined by the teachers. Areas that have been addressed utilizing these days include: Read Naturally, Schools Attuned practicum, web page design, inservice on assessment programs, articulation for the writing program, developing environmental education units, emergency preparedness training (code red, first aid, CPR, etc.), and planing extra- and co-curricular program to meet students' needs.

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 Inservice. 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 who, along with the Superintendent/Principal, provides on-going year-long support.

In addition to the staff development opportunities during the year through the staff and team meetings, staff development days, and buy-back 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 expertise and acts as a leader for the staff in that area. Along with the administrator, these "Experts" oftentimes 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. Two of the school's current teaching staff have earned their National Board Certification, while two others are currently pursuing theirs this year. In order to support the new candidates and the other teachers who will also be pursuing this certification (as a part of their contract with BCS), the two experienced teachers are working with teacher colleges to design a support program for their peers which may include compensation, materials and supplies, and even the re-writing of the teaching expectations and standards for our school. Other teachers are currently pursuing certification in several areas, including environmental education and CTEL (California Teachers of English Learners) based on their interest level, area of expertise, as required in their contract, or as a provision to clear their California teaching credential.

On the grade-level teams, the upper grades team is engaged in professional development for writing. The upper grades team is implementing a direct writing assessment (DWA) that involves having the teachers analyze student writings holistically against a predetermined rubric. Teachers in grades 3-6 were trained in and are implementing "Step Up to Writing". In addition to the math training mentioned above, the entire staff is engaged in ongoing technology training, ranging from webpage design to aligning instruction to national technology standards.

It is through a carefully planned staff development program and the dedication of our teacher-experts that all staff at BCS are supported and encouraged in their professional growth.

### XIII. National Assessment of Educational Progress

#### National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities (SD) and English language learners (ELL) is reported based on three levels (identified, excluded, and assessed). Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the National Assessment of Educational Progress Web page at <http://nces.ed.gov/nationsreportcard/>. Note: Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either the LEA or the individual school. Comparisons of student performance on the NAEP and student performance on the Standardized Testing and Reporting (STAR) Program assessments cannot be made without an understanding of the key differences between the two assessment programs. For example, the NAEP only assesses grades four, eight and twelve and for long-term trends assesses grades nine, thirteen, and seventeen. Additionally, the NAEP only provides state test results for grades four and eight. The California Standards Tests (CSTs) are based on a different set of standards than the NAEP assessments. For example, the NAEP is not aligned with California academic content and achievement standards and, therefore, does not necessarily reflect the curriculum and instruction to which students are exposed in the classroom. The NAEP assesses reading and writing separately, while the CSTs assess English-language arts (ELA), encompassing reading as well as writing conventions, spelling, and grammar. Scores on the CSTs and other assessments are not directly comparable to those on NAEP. The averages and percentages presented are estimates based on samples of students rather than on entire populations. Finally, the questions students respond to are only a sample of the knowledge and skills covered by the NAEP frameworks. Information on the differences between NAEP and CST can be found on the CDE National Assessment of Educational Progress (NAEP) Web page at <http://www.cde.ca.gov/ta/tg/nr/>.

### National Assessment of Educational Progress Reading and Mathematics Results by Grade Level – All Students

This table displays the scale scores and achievement levels on the National Assessment of Educational Progress Results for reading (2007) and mathematics (2009) for grades four and eight.

Subject and Grade Level	Average Scale Score		State Percent at Achievement Level		
	State	National	Basic	Proficient	Advanced
Reading 2007, Grade 4	209	220	30 %	18 %	5 %
Reading 2007, Grade 8	251	261	41 %	20 %	2 %
Mathematics 2009, Grade 4	232	239	41 %	25 %	5 %
Mathematics 2009, Grade 8	270	282	36 %	18 %	5 %

### National Assessment of Educational Progress Reading and Mathematics Results for Students with Disabilities and/or English Language Learners by Grade Level – All Students

This table displays the state and national participation rates on the National Assessment of Educational Progress for reading (2007) and mathematics (2009) for students with disabilities and/or English language learners for grades four and eight.

Subject and Grade Level	State Participation Rate		National Participation Rate	
	Students With Disabilities	English Language Learners	Students With Disabilities	English Language Learners
Reading 2007, Grade 4	74	93	65	80
Reading 2007, Grade 8	78	92	66	77
Mathematics 2009, Grade 4	79	96	84	94
Mathematics 2009, Grade 8	85	96	78	92