

Bullis Charter

California Department of Education School Accountability Report Card Reported Using Data from the 2014-15 School Year

Published During 2015-16

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/fg/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, the county, and the state. 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.



BULLIS
charter school
A CALIFORNIA
K - 8 PUBLIC SCHOOL

Jocelyn Lee

Principal, Bullis Charter

About Our School

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 708 students come from nearby towns including Los Altos, Los Altos Hills, Palo Alto, Mountain View, Sunnyvale, and San Jose, 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.

Contact

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

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

About This School

Contact Information - Most Recent Year

District Contact Information - Most Recent Year	
District Name	Santa Clara County Office of Education
Phone Number	(408) 453-6500
Superintendent	Jon Gundry
E-mail Address	jon_gundry@sccoe.org
Web Site	http://www.sccoe.org

School Contact Information - Most Recent Year	
School Name	Bullis Charter
Street	102 West Portola Ave.
City, State, Zip	Los Altos, Ca, 94022-1210
Phone Number	650-947-4100
Principal	Jocelyn Lee
E-mail Address	jlee@bullischarterschool.com
Web Site	www.bullischarterschool.com
County-District-School (CDS) Code	43104390106534

Last updated: 2/1/2016

School Description and Mission Statement - Most Recent Year

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.

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 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 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 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 (Resource Specialist, Speech and Language Pathologist, Occupational Therapist, and Psychologist) helps teachers implement Individualized Education Programs to ensure that all students are progressing.

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. 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, and Costa Rica. These diverse extracurricular opportunities offer students a chance to develop their interests and talents no matter what they may be.

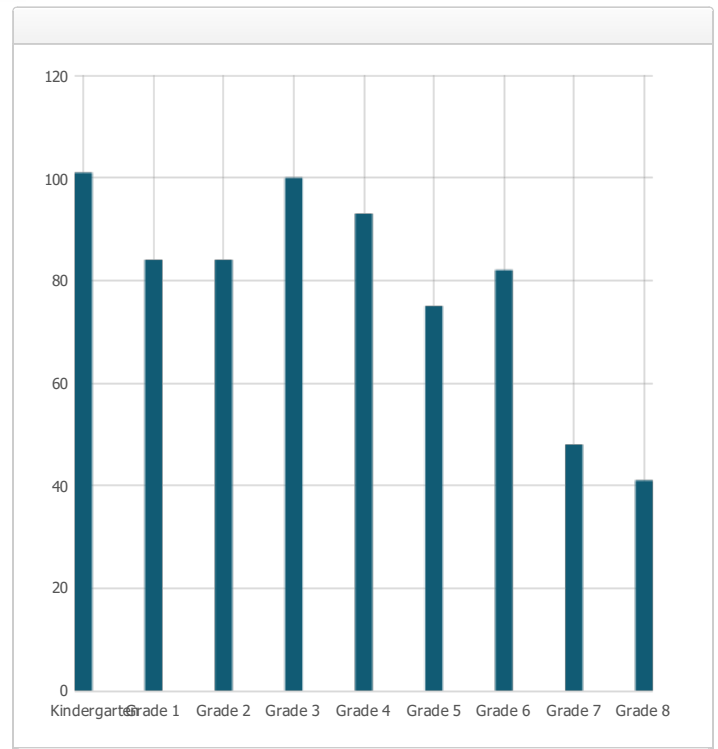
Bullis Charter School delivers a high-quality instructional program, provides venues for leadership, and creates an atmosphere of positive school spirit and pride. Ultimately, BCS strives to develop students who are critical, creative, reflective thinkers; who feel personally empowered; who act responsibly 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. 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: 2/1/2016

Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Kindergarten	101
Grade 1	84
Grade 2	84
Grade 3	100
Grade 4	93
Grade 5	75
Grade 6	82
Grade 7	48
Grade 8	41
Total Enrollment	708



Last updated: 2/1/2016

Student Enrollment by Student Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	0.4 %
American Indian or Alaska Native	0.1 %
Asian	40.6 %
Filipino	1.0 %
Hispanic or Latino	5.7 %
Native Hawaiian or Pacific Islander	0.0 %
White	31.7 %
Two or More Races	20.5 %
Socioeconomically Disadvantaged	0.8 %
English Learners	8.9 %
Students with Disabilities	4.2 %
Foster Youth	0.0 %

Last updated: 2/1/2016

A. Conditions of Learning

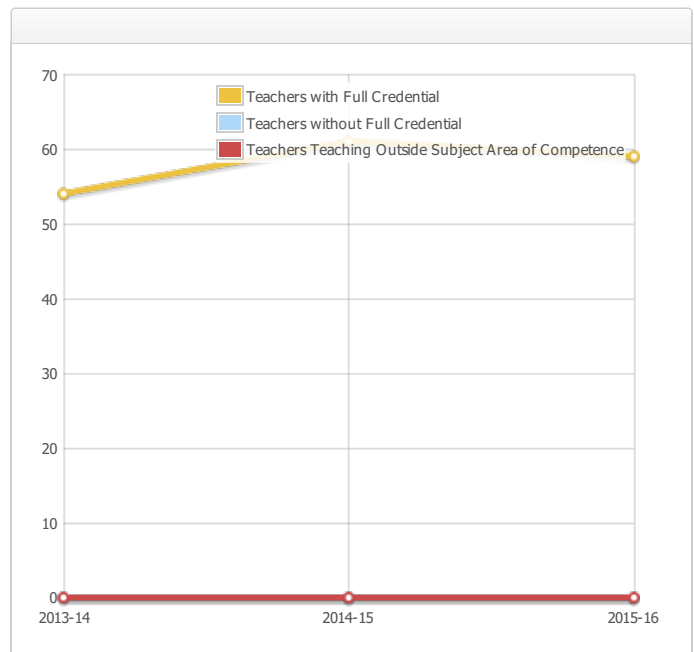
State Priority: Basic

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

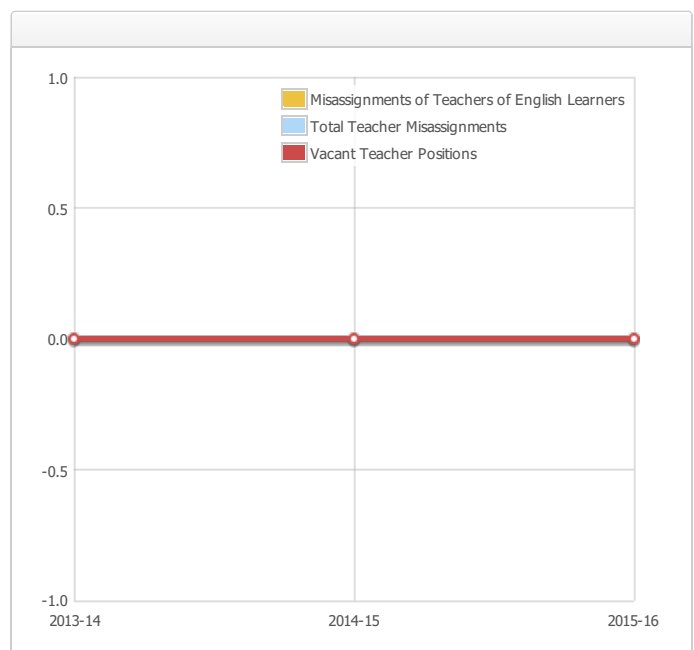
Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	54	61	59	
Without Full Credential	0	0	0	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	



Last updated: 2/1/2016

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
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: 2/1/2016

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

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	87.0%	13.0%
High-Poverty Schools in District	92.0%	8.0%
Low-Poverty Schools in District	82.0%	18.0%

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.

Quality, Currency, Availability of Textbooks and Instructional Materials - Most Recent Year

Year and month in which data were collected: January 2016

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p>Grades K-3:</p> <p>Open Court</p> <p>Units of Study in Opinion</p> <p>Units of Study in Reading</p> <p>Information, and Narrative Writing Step-Up to Writing</p> <p>Grades: 4-6</p> <p>Houghton-Mifflin</p> <p>Units of Study in Opinion</p> <p>Units of Study in Reading</p> <p>Information, and Narrative Writing</p> <p>Step-Up to Writing 2015 Edition</p> <p>Grades 7-8</p> <p>Houghton-Mifflin</p> <p>Step-Up to Writing 2015 Edition</p>	Yes	0.0 %
Mathematics	<p>Grades K-5</p> <p>Everyday Math 2015 Edition</p> <p>Grades 6-8</p> <p>College Prep Math</p>	Yes	0.0 %
Science	<p>Grades K-6</p> <p>FOSS</p> <p>Grades 7-8</p> <p>McDugal Littell: Focus on Life Sciences</p>	Yes	0.0 %

History-Social Science	Grades K-6 Harcourt Brace		0.0 %
	Grades 7-8 History Alive!		
Foreign Language			0.0 %
Health	Kidshealth.org Common Sense Media Botvin's Life Skills F.L.A.S.H.	Yes	0.0 %
Visual and Performing Arts			0.0 %
Science Lab Eqpmt (Grades 9-12)			0.0 %

Last updated: 2/1/2016

School Facility Conditions and Planned Improvements - Most Recent Year

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

Last updated: 2/1/2016

School Facility Good Repair Status - Most Recent Year

Year and month in which data were collected:

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 - Most Recent Year

Year and month in which data were collected:

Overall Rating	Exemplary
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Last updated: 2/1/2016

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], Science California Standards Tests); and
- The percentage of pupils 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

California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards		
	School	District	State
English Language Arts / Literacy (grades 3-8 and 11)	95.0%	4.0%	44.0%
Mathematics (grades 3-8 and 11)	94.0%	2.0%	33.0%

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 2/1/2016

CAASPP Assessment Results - English Language Arts (ELA)**Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)****ELA - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	101	100	99.0%	0.0%	8.0%	21.0%	71.0%
Male	101	51	50.5%	0.0%	6.0%	27.0%	67.0%
Female	101	49	48.5%	0.0%	10.0%	14.0%	76.0%
Black or African American	101	1	1.0%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	101	43	42.6%	0.0%	0.0%	19.0%	81.0%
Filipino	101	2	2.0%	--	--	--	--
Hispanic or Latino	101	2	2.0%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	101	31	30.7%	0.0%	16.0%	23.0%	61.0%
Two or More Races	101	21	20.8%	0.0%	10.0%	24.0%	67.0%
Socioeconomically Disadvantaged	101	1	1.0%	--	--	--	--
English Learners	101	5	5.0%	--	--	--	--
Students with Disabilities	101	4	4.0%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

* Level 1 = Standard not met
 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 2/1/2016

ELA - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	97	96	99.0%	2.0%	4.0%	18.0%	76.0%
Male	97	53	54.6%	4.0%	6.0%	19.0%	72.0%
Female	97	43	44.3%	0.0%	2.0%	16.0%	81.0%
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	97	36	37.1%	0.0%	3.0%	14.0%	83.0%
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	97	8	8.2%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	97	30	30.9%	3.0%	3.0%	27.0%	67.0%
Two or More Races	97	22	22.7%	0.0%	5.0%	14.0%	82.0%
Socioeconomically Disadvantaged	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
English Learners	97	4	4.1%	--	--	--	--
Students with Disabilities	97	3	3.1%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 2/1/2016

ELA - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	75	75	100.0%	0.0%	4.0%	31.0%	65.0%
Male	75	43	57.3%	0.0%	7.0%	35.0%	58.0%
Female	75	32	42.7%	0.0%	0.0%	25.0%	75.0%
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	75	29	38.7%	0.0%	7.0%	17.0%	76.0%
Filipino	75	2	2.7%	--	--	--	--
Hispanic or Latino	75	5	6.7%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	75	26	34.7%	0.0%	0.0%	42.0%	58.0%
Two or More Races	75	13	17.3%	0.0%	0.0%	46.0%	54.0%
Socioeconomically Disadvantaged	75	1	1.3%	--	--	--	--
English Learners	75	2	2.7%	--	--	--	--
Students with Disabilities	75	6	8.0%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 2/1/2016

ELA- Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	82	81	98.8%	0.0%	1.0%	30.0%	69.0%
Male	82	36	43.9%	0.0%	3.0%	39.0%	58.0%
Female	82	45	54.9%	0.0%	0.0%	22.0%	78.0%
Black or African American	82	1	1.2%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	82	34	41.5%	0.0%	0.0%	18.0%	82.0%
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	82	6	7.3%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	82	28	34.1%	0.0%	0.0%	39.0%	61.0%
Two or More Races	82	12	14.6%	0.0%	8.0%	33.0%	58.0%
Socioeconomically Disadvantaged	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
English Learners	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Students with Disabilities	82	2	2.4%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 2/1/2016

ELA - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	50	48	96.0%	0.0%	6.0%	25.0%	69.0%
Male	50	22	44.0%	0.0%	9.0%	45.0%	45.0%
Female	50	26	52.0%	0.0%	4.0%	8.0%	88.0%
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	50	14	28.0%	0.0%	0.0%	21.0%	79.0%
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	50	3	6.0%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	50	21	42.0%	0.0%	10.0%	19.0%	71.0%
Two or More Races	50	10	20.0%	--	--	--	--
Socioeconomically Disadvantaged	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
English Learners	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Students with Disabilities	50	4	8.0%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Last updated: 2/1/2016

ELA - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	41	40	97.6%	0.0%	8.0%	43.0%	50.0%
Male	41	18	43.9%	0.0%	17.0%	44.0%	39.0%
Female	41	22	53.7%	0.0%	0.0%	41.0%	59.0%
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	41	1	2.4%	--	--	--	--
Asian	41	16	39.0%	0.0%	0.0%	31.0%	69.0%
Filipino	41	1	2.4%	--	--	--	--
Hispanic or Latino	41	5	12.2%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	41	12	29.3%	0.0%	8.0%	58.0%	33.0%
Two or More Races	41	5	12.2%	--	--	--	--
Socioeconomically Disadvantaged	41	2	4.9%	--	--	--	--
English Learners	41	3	7.3%	--	--	--	--
Students with Disabilities	41	3	7.3%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

* Level 1 = Standard not met
 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 2/1/2016

CAASPP Assessment Results - Mathematics**Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)****Mathematics - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	101	100	99.0%	1.0%	5.0%	23.0%	71.0%
Male	101	51	50.5%	2.0%	4.0%	16.0%	78.0%
Female	101	49	48.5%	0.0%	6.0%	31.0%	63.0%
Black or African American	101	1	1.0%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	101	43	42.6%	0.0%	2.0%	16.0%	81.0%
Filipino	101	2	2.0%	--	--	--	--
Hispanic or Latino	101	2	2.0%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	101	31	30.7%	3.0%	10.0%	29.0%	58.0%
Two or More Races	101	21	20.8%	0.0%	5.0%	29.0%	67.0%
Socioeconomically Disadvantaged	101	1	1.0%	--	--	--	--
English Learners	101	5	5.0%	--	--	--	--
Students with Disabilities	101	4	4.0%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

* Level 1 = Standard not met
 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 2/1/2016

Mathematics - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	97	96	99.0%	0.0%	4.0%	19.0%	77.0%
Male	97	53	54.6%	0.0%	6.0%	17.0%	77.0%
Female	97	43	44.3%	0.0%	2.0%	21.0%	77.0%
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	97	36	37.1%	0.0%	3.0%	22.0%	75.0%
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	97	8	8.2%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	97	30	30.9%	0.0%	3.0%	13.0%	83.0%
Two or More Races	97	22	22.7%	0.0%	0.0%	23.0%	77.0%
Socioeconomically Disadvantaged	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
English Learners	97	4	4.1%	--	--	--	--
Students with Disabilities	97	3	3.1%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

* Level 1 = Standard not met
 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 2/1/2016

Mathematics - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	75	75	100.0%	1.0%	7.0%	11.0%	81.0%
Male	75	43	57.3%	0.0%	7.0%	12.0%	81.0%
Female	75	32	42.7%	3.0%	6.0%	9.0%	81.0%
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	75	29	38.7%	0.0%	3.0%	14.0%	83.0%
Filipino	75	2	2.7%	--	--	--	--
Hispanic or Latino	75	5	6.7%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	75	26	34.7%	4.0%	12.0%	12.0%	73.0%
Two or More Races	75	13	17.3%	0.0%	8.0%	8.0%	85.0%
Socioeconomically Disadvantaged	75	1	1.3%	--	--	--	--
English Learners	75	2	2.7%	--	--	--	--
Students with Disabilities	75	6	8.0%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

* Level 1 = Standard not met
 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 2/1/2016

Mathematics - Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	82	81	98.8%	0.0%	2.0%	15.0%	83.0%
Male	82	36	43.9%	0.0%	3.0%	22.0%	75.0%
Female	82	45	54.9%	0.0%	2.0%	9.0%	89.0%
Black or African American	82	1	1.2%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	82	34	41.5%	0.0%	0.0%	6.0%	94.0%
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	82	6	7.3%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	82	28	34.1%	0.0%	4.0%	25.0%	71.0%
Two or More Races	82	12	14.6%	0.0%	0.0%	25.0%	75.0%
Socioeconomically Disadvantaged	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
English Learners	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Students with Disabilities	82	2	2.4%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

* Level 1 = Standard not met
 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 2/1/2016

Mathematics - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	50	48	96.0%	0.0%	4.0%	10.0%	85.0%
Male	50	22	44.0%	0.0%	9.0%	5.0%	86.0%
Female	50	26	52.0%	0.0%	0.0%	15.0%	85.0%
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	50	14	28.0%	0.0%	0.0%	0.0%	100.0%
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	50	3	6.0%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	50	21	42.0%	0.0%	5.0%	19.0%	76.0%
Two or More Races	50	10	20.0%	--	--	--	--
Socioeconomically Disadvantaged	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
English Learners	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Students with Disabilities	50	4	8.0%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

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 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 2/1/2016

Mathematics - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	41	40	97.6%	3.0%	10.0%	20.0%	68.0%
Male	41	18	43.9%	6.0%	11.0%	22.0%	61.0%
Female	41	22	53.7%	0.0%	9.0%	18.0%	73.0%
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	41	1	2.4%	--	--	--	--
Asian	41	16	39.0%	0.0%	0.0%	25.0%	75.0%
Filipino	41	1	2.4%	--	--	--	--
Hispanic or Latino	41	5	12.2%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	41	12	29.3%	0.0%	17.0%	8.0%	75.0%
Two or More Races	41	5	12.2%	--	--	--	--
Socioeconomically Disadvantaged	41	2	4.9%	--	--	--	--
English Learners	41	3	7.3%	--	--	--	--
Students with Disabilities	41	3	7.3%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

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 Level 4 = Standard exceeded

Last updated: 2/1/2016

California Standards Tests for All Students in Science – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	97.0%	96.0%	98.0%	6.0%	3.0%	8.0%	59.0%	60.0%	56.0%

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 2/1/2016

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	8.0%
All Students at the School	98.0%
Male	98.0%
Female	98.0%
Black or African American	--
American Indian or Alaska Native	--
Asian	100.0%
Filipino	--
Hispanic or Latino	--
Native Hawaiian or Pacific Islander	--
White	97.0%
Two or More Races	100.0%
Socioeconomically Disadvantaged	--
English Learners	--
Students with Disabilities	--
Students Receiving Migrant Education Services	--
Foster Youth	--

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 2/1/2016

Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2014-15 Pupils Enrolled in Courses Required for UC/CSU Admission	13.1%
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0%

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 areas of English, mathematics, and physical education

California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	9.3%	30.7%	54.7%
7	6.2%	35.4%	54.2%

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: 2/1/2016

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 - Most Recent Year

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 6-hour working day for an associate teacher in the school over a 36 week time span, that would be 3 more full-time volunteer classroom 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 and reading 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 students. Environmental experts 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.

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: 2/1/2016

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

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

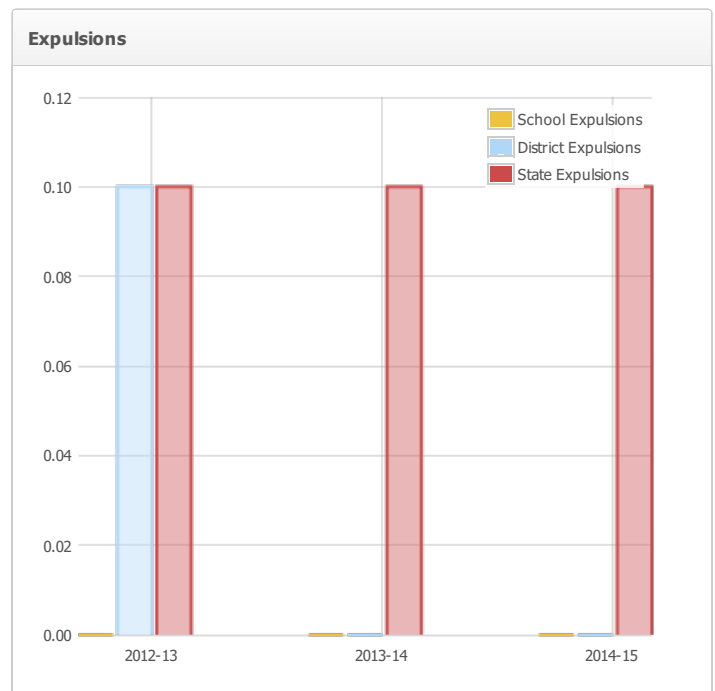
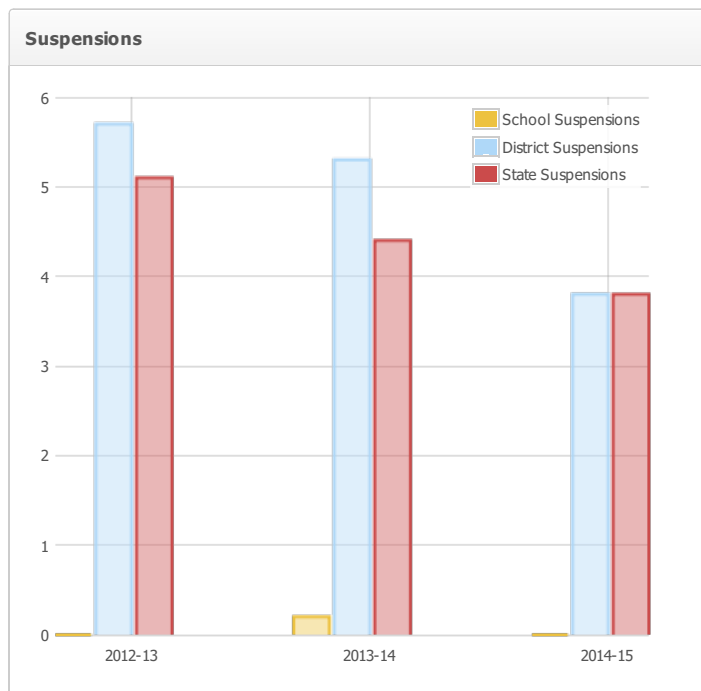
State Priority: School Climate

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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	0.0	0.2	0.0	5.7	5.3	3.8	5.1	4.4	3.8
Expulsions	0.0	0.0	0.0	0.1	0.0	0.0	0.1	0.1	0.1



Last updated: 2/1/2016

School Safety Plan - Most Recent Year

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. 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, each school year, staff was trained in Safety and Emergency Preparedness, Allergies, First Aid, CPR, treatment of hazardous materials, and Code Red.

Students, K-8, 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 Santa Clara County Fire Department. Major and routine maintenance and repairs of the school are addressed on an on-going basis throughout the year.

Additionally yard supervisors and teachers supervise the playground and follow specific safety guidelines. Yard supervisors supervise students during lunch time.

Last updated: 2/1/2016

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.

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

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

Last updated: 2/1/2016

Federal Intervention Program (School Year 2015-16)

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	66.7%

Note: Cells with NA values do not require data.

Last updated: 2/1/2016

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2012-13			2013-14			2014-15					
	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	4	1		20.0	3	1		20.0	3	2	
1	21.0	0	4		20.0	3	1		21.0		4	
2	21.0	0	4		21.0		4		21.0		4	
3	20.0	5	0		21.0		4		20.0	5		
4	25.0	0	4		25.0		3		23.0		4	
5	25.0	0	3		25.0		3		25.0		3	
6	25.0	0	3		25.0		3		27.0		3	
Other												

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

Last updated: 2/1/2016

Average Class Size and Class Size Distribution (Secondary)

Subject	2012-13			2013-14			2014-15					
	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	24.0		3		22.0	3	1		22.0	2	2	
Mathematics	15.0	4	1		16.0	7	2		11.0	8		
Science	24.0		3		22.0	3	1		22.0	2	2	
Social Science	24.0		3		22.0	3	1		22.0	2	2	

* 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: 2/1/2016

Academic Counselors and Other Support Staff (School Year 2014-15)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.0	
Counselor (Social/Behavioral or Career Development)	1.0	N/A
Library Media Teacher (librarian)	0.0	N/A
Library Media Services Staff (paraprofessional)	0.0	N/A
Psychologist	0.6	N/A
Social Worker	0.0	N/A
Nurse	1.0	N/A
Speech/Language/Hearing Specialist	0.8	N/A
Resource Specialist (non-teaching)	1.6	N/A
Other	0.2	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: 2/1/2016

Types of Services Funded (Fiscal Year 2014-15)

Bullis Charter School provides a wide range of programs and supplemental services that are funded through the charter school block grant, 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: 2/1/2016

Professional Development – Most Recent Three Years

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 school administrators 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, staff members have been trained in Project Based Learning (PBL) strategies. The PBL training provided aligned with the BCS mission of offering a collaborative, experiential learning environment while still meeting the individual needs of students. The training provided teachers with the skills to design, manage and assess standards-focused projects and student work. This workshop was an ideal way for the entire teaching staff to be immersed in the 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 PBL projects across the 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, additional professional development is 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, web page design, inservice on assessment programs, articulation for the writing program, developing environmental education units, emergency preparedness training (code red, evacuation drills, first aid, etc.), and planning extra- and co-curricular programs 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 their grade level team leader and other staff experts. Each new teacher is assigned a team leader who, along with the school administration, provides on-going year-long support.

In addition to the staff development opportunities during the year through the staff and team meetings, professional 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 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. Twelve percent (12%) of the school's current teaching staff have earned their National Board Certification, while others are currently pursuing theirs. 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 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 reading specialist credential and CTCL (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 PBL training mentioned above, the entire staff is engaged in ongoing technology training, ranging from webpage design to aligning instruction to national technology standards. In the last 2 years, the staff has also been trained in design-thinking and new units of instruction, extending PBL to include this, have been successfully implemented throughout all grades.

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.

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