

Bullis Charter

School Accountability Report Card Reported Using Data from the 2018—19 School Year California Department of Education

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 and 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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.


DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

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

Cynthia Bricton, Principal

 Principal, Bullis Charter

About Our School

Bullis Charter School (BCS) is committed to educating the whole child. Every student receives instruction in S.T.E.A.M. (Science, Technology, Engineering, Arts, and Mathematics), performing and visual arts, and Physical Education by certified teachers. BCS also offers an integrated World Language Program, the first of its kind in a Los Altos public school. In addition, every student in grades K-5 participates in a variety of innovative program elective classes taught during the regular school day in the areas of Technology, Math, & Science, Visual and Performing Arts, and Global Citizenship. A variety of extra-curricular classes, which are free of charge to all students, offer extended opportunities for students to pursue their passions in the areas of athletics, performing arts, and S.T.E.A.M. (among others).

Ultimately, BCS strives to develop students who are critical, creative, reflective thinkers; who feel personally empowered; who act responsibly in all areas: personally, socially, globally; and who love learning. We are proud that we consistently live up to these expectations and believe our students' and educators' accomplishments best exemplify the success of our program.

Contact

*Bullis Charter
102 West Portola Ave
Los Altos, CA 94022*

*Phone: 650-947-4100
Email: cbripton@bullischarterschool.com*

About This School

Contact Information (School Year 2019—20)

District Contact Information (School Year 2019—20)	
District Name	Santa Clara County Office of Education
Phone Number	(408) 453-6500
Superintendent	Maryann Dewan
Email Address	maryann_dewan@sccoe.org
Website	http://www.sccoe.org

School Contact Information (School Year 2019—20)	
School Name	Bullis Charter
Street	102 West Portola Ave
City, State, Zip	Los Altos, Ca, 94022
Phone Number	650-947-4100
Principal	Cynthia Bricton, Principal
Email Address	cbripton@bullischarterschool.com
Website	www.bullischarterschool.com
County-District-School (CDS) Code	43104390106534

Last updated: 1/6/2020

School Description and Mission Statement (School Year 2019—20)

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

The 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. BCS 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 27 languages spoken, including Farsi, Vietnamese, Hindi, Finnish, Korean, Japanese, Spanish, German, Mandarin, Greek, Russian, 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 effectively assess each student's academic and social-emotional needs in order to provide programs enabling every child to maximize his/her individual abilities.

At the heart of BCS's rich program is its staff. With a core of classroom teachers supported by associate teachers, BCS's staff is rounded out by a host of certified specialists for Art, Music, Drama, Physical Education, Science, Technology, Engineering, 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 including ten training days held before the beginning of each school year, provides staff members with formal opportunities to learn and share their expert knowledge with each other. The result is an environment that is stimulating to both teachers and students, where the pursuit and achievement of high expectations is the goal.

BCS 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 K-5 classroom 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 (Special Education Director, Resource Specialists, Speech and Language Pathologist, Occupational Therapist, and Psychologist) helps teachers implement Individualized Education Programs to ensure all students are progressing.

The Character Development program at BCS aims to achieve similarly high results with our students' moral development by incorporating values education throughout the curriculum and recognizing students who demonstrate good character. Monthly "Principal Awards" recognize students who uphold the character pillars (Responsibility, Fairness, Caring, Respect, Citizenship, Trustworthiness), and cross-grade "Houses" provide opportunities for students to build friendships and find commonalities while working together on school-wide activities. Students also have the opportunity to contribute to the climate of the school while developing their leadership skills. There is a Student Council, which consists of a president, vice-president, secretary, and treasurer as well as two representatives from each grade 3-5 classroom. This council plans and implements the school spirit days, community service programs, and school-wide "House" activities. Underlying BCS's atmosphere of academic and social development is our school's commitment to student safety and well-being.

To serve the needs of the whole child, BCS also provides a rich offering of co-curricular programs and extended day extra-curricular activities. All students in grades K-5 participate in co-curricular classes during the normal school day, including offerings such as: : Lego Robotics, Marble Runs and Mazes, Geocaching, Edible Engineering, Origami, Dance, Vocal and Instrumental Music, World Cultures, and many more. Extended Day extra-curricular activities occur both before and after school and range from running club to homework assistance to participating in multiple plays and/or musicals throughout the year (both on stage and behind the scenes).

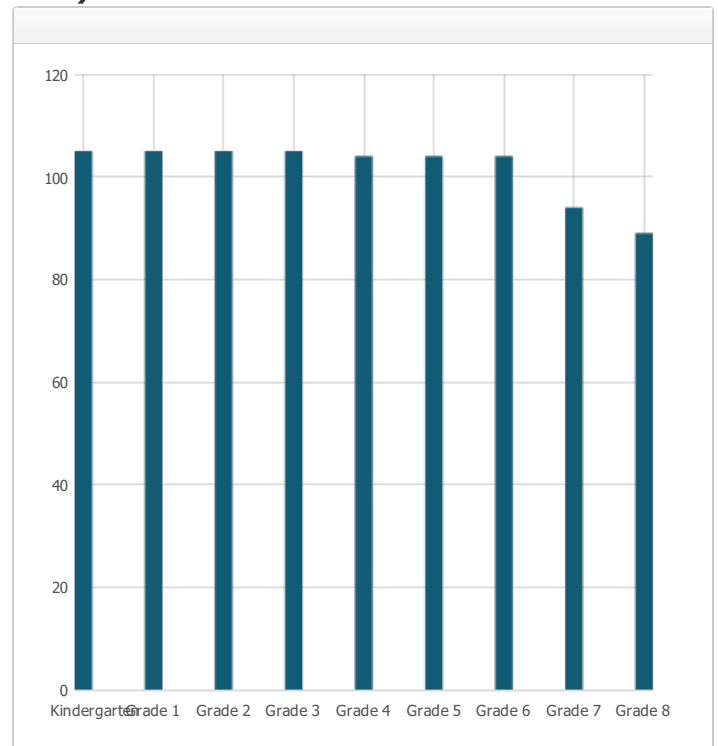
BCS delivers a high-quality instructional program, provides venues for leadership, and creates an atmosphere of positive school spirit and pride. Ultimately, BCS strives to develop students who are critical, creative, reflective thinkers; who feel personally empowered; who act responsibly in all areas: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

BCS is also unusual in its commitment to sharing best practices with local, national, and international educators. Teachers and administrators present at a wide variety of conferences, including the Association for Supervision and Curriculum Development, SXSWedu, the National Art Education Association, the California Science Teachers Association, the California Association for Bilingual Education, and the Monterey Bay Foreign Language Symposium. The School has opened its doors to educators from around the world: Norway, UK, China, Singapore, Canada; teaching colleges and organizations across the state and country: San Jose State, Silicon Valley New Teacher Project & the New Teacher Center, Notre Dame de Namur, Innovate Public Schools, Columbia University, New York University, Stanford, Google for Education, Leadership of Mountain View; public and private schools: Cambrian SD, New Haven SD, Navigator Charter Schools, Santa Ana USD, and Ross SD.

Last updated: 1/20/2020

Student Enrollment by Grade Level (School Year 2018—19)

Grade Level	Number of Students
Kindergarten	105
Grade 1	105
Grade 2	105
Grade 3	105
Grade 4	104
Grade 5	104
Grade 6	104
Grade 7	94
Grade 8	89
Total Enrollment	915



Last updated: 1/5/2020

Student Enrollment by Student Group (School Year 2018—19)

Student Group	Percent of Total Enrollment
Black or African American	1.00 %
American Indian or Alaska Native	%
Asian	50.30 %
Filipino	1.00 %
Hispanic or Latino	3.80 %
Native Hawaiian or Pacific Islander	0.20 %
White	25.50 %
Two or More Races	18.30 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	1.20 %
English Learners	4.50 %
Students with Disabilities	7.00 %
Foster Youth	%
Homeless	%

A. Conditions of Learning

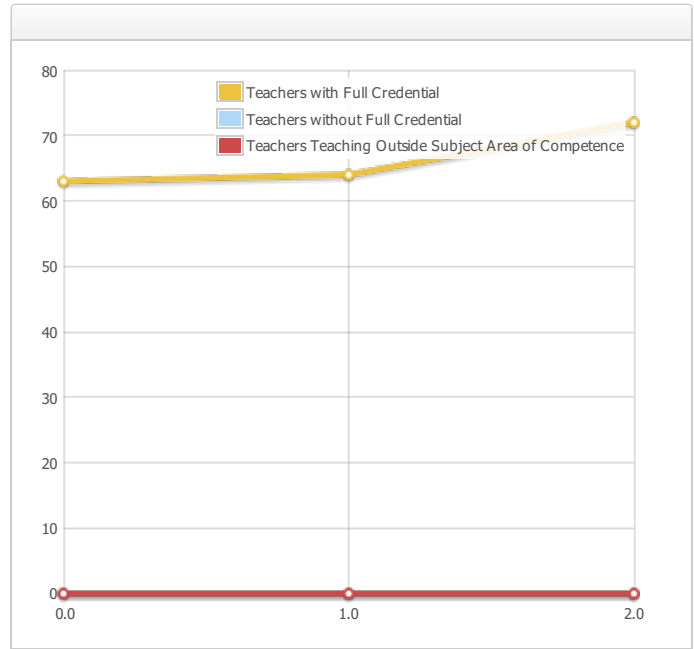
State Priority: Basic

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

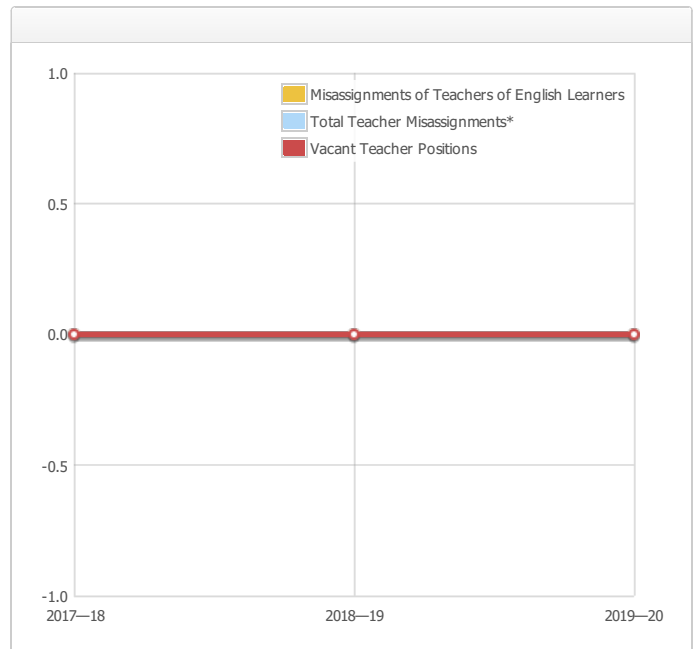
Teachers	School 2017—18	School 2018—19	School 2019—20	District 2019—20
With Full Credential	63	64	72	
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/6/2020

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017—18	2018—19	2019—20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



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

Last updated: 1/6/2020

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2019—20)

Year and month in which the data were collected: June 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p>Grades K-3 Core Materials</p> <p>Open Court Lucy Caulkins K-3 Reading Units of Study Lucy Caulkins Units of Study in Argument, Narrative, and Expository Writing Handwriting Without Tears Step Up to Writing Site Created Materials</p> <p>Supplemental Materials</p> <p>Frontline Phonics, Leveled Libraries, Next Step in Guided Reading (Jan Richardson), Words Their Way, Site-Created Materials Web-based: Reading A-Z, BrainPOP Jr., GoNoodle, Starfall Education, TeachMe Kinder & 1st Grade (iOs) Discovery Streaming, Typing.comExplode the Code, Tumblebooks</p> <p>Grades: 4-5 Core Materials</p> <p>Houghton-Mifflin Lucy Caulkins 4-6 Reading Units of Study Lucy Caulkins 4-6 Writing Units of Study in Argument, Narrative, and Expository Writing Site Created Materials</p> <p>Supplemental Materials</p> <p>Daily Language Review (DLR), Developmental Reading Assessment (DRA), Fountas and Pinell, Harcourt, Step Up to Writing, Houghton Mifflin, "Interact" Units, TIME for Kids Web-based: Newsela, TypingClub</p> <p>Grade 6-8 Core Materials</p> <p>Lucy Caulkins Reading Units of Study Lucy Caulkins 6-8 Writing Units of Study in Argument, Narrative, and Expository Writing Step Up to Writing Site Created Materials</p> <p>Grade 6 Supplemental Materials</p> <p>Materials Achieve the Core, LearnZillion, ReadWorks, Story Corps, TIME for Kids, The Moth, CNN Student News Web-based: Biblionasium, Membean, NoRedInkGrades 7-8 Core Material LearnZillion, Curated Material that accompanies PBL Units Glencoe (Literature) McGraw -Hill (California Treasures) Site Created Materials</p> <p>Grades 7-8 Supplemental Materials</p> <p>Step Up to Writing, TCI Web-based: Membean, SpellingCity</p>	Yes	0.00 %
Mathematics	<p>Grades K-5</p> <p>Everyday Mathematics (2012 edition)</p> <p>Grades 6-8</p> <p>College Preparatory Math (Core Connections 1-3, Core Connections Algebra, Core Connections Geometry)</p>		0.00 %
Science	<p>Science Grade K-8</p> <p>FOSS (Full Option Science System) Teacher created PBL Units aligned with Next Generation Science Standards</p> <p>Grades 7-8</p> <p>McDougal Littell: Focus on Life Science</p>	Yes	0.00 %

History-Social Science	Grades K-6 Harcourt Brace: Reflections Grades 7-8 Harcourt Brace: History Alive!			0.00 %
Foreign Language	Chinese Grades K-5 Better Chinese (My First Chinese Words) Chinese Grades 6-8 Integrated Chinese. Spanish Grades 5-8 Des Cubre			0.00 %
Health	K-8 Kidshealth.org Common Sense Media Botvin's Life Skills F.L.A.S.H.			0.00 %
Visual and Performing Arts	K-8 Standards-Based Units of Instruction			0.0 %
Science Lab Eqpmt (Grades 9- 12)		N/A	N/A	0.0 %

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

Last updated: 1/5/2020

School Facility Conditions and Planned Improvements

Bullis Charter School is occupying portable buildings from the Mobile Modular Company provided by the Los Altos School District. The Los Altos School district recently added twelve additional classrooms at the North Campus. The site facilities are cleaned and maintained by the custodial staff each day. The facilities are well-maintained.

Last updated: 1/5/2020

School Facility Good Repair Status

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

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

Overall Facility Rate

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

Overall Rating	Good
----------------	------

Last updated: 1/5/2020

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

**CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2017–18	School 2018–19	District 2017–18	District 2018–19	State 2017–18	State 2018–19
English Language Arts / Literacy (grades 3-8 and 11)	93.0%	90.0%	53.0%	55.0%	50.0%	50.0%
Mathematics (grades 3-8 and 11)	93.0%	91.0%	52.0%	53.0%	38.0%	39.0%

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.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Last updated: 1/6/2020

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	600	594	99.00%	1.00%	89.90%
Male	307	305	99.35%	0.65%	88.20%
Female	293	289	98.63%	1.37%	91.70%
Black or African American	9	9	100.00%	0.00%	--
American Indian or Alaska Native					
Asian	288	286	99%	0.69%	93.01%
Filipino	--	--	--	--	
Hispanic or Latino	19	19	100.00%	0.00%	89.47%
Native Hawaiian or Pacific Islander					
White	166	163	98.19%	1.81%	84.05%
Two or More Races	117	116	99.15%	0.85%	93.10%
Socioeconomically Disadvantaged	5	5	100.00%	0.00%	--
English Learners	13	13	100.00%	0.00%	30.76%
Students with Disabilities	51	51	100.00%	0.00%	71.19%
Students Receiving Migrant Education Services					
Foster Youth					
Homeless					

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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 all students who participated in the test whether they received a score or not; 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 only students who received scores.

Last updated: 1/6/2020

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	600	593	98.83%	1.17%	90.89%
Male	307	304	99.02%	0.98%	93.75%
Female	293	289	98.63%	1.37%	87.89%
Black or African American	9	9	100.00%	0.00%	--
American Indian or Alaska Native					
Asian	288	285	99%	1.04%	95.09%
Filipino	--	--	--	--	
Hispanic or Latino	19	19	100.00%	0.00%	78.95%
Native Hawaiian or Pacific Islander					
White	166	163	98.19%	1.81%	83.44%
Two or More Races	117	116	99.15%	0.85%	95.69%
Socioeconomically Disadvantaged	5	5	100.00%	0.00%	--
English Learners	13	13	100%	0%	38.46%
Students with Disabilities	51	51	100.00%	0.00%	70.59%
Students Receiving Migrant Education Services					
Foster Youth					
Homeless					

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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 all students who participated in the test whether they received a score or not; 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 only students who received scores.

Last updated: 1/6/2020

**CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2017—18	School 2018—19	District 2017—18	District 2018—19	State 2017—18	State 2018—19
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018–19 school year. However, these data are not available for inclusion in the 2018–19 SARC posting due February 1, 2020. These data will be included in the 2019–20 SARC posting due February 1, 2021.

Last updated: 1/5/2020

Career Technical Education (CTE) Participation (School Year 2018—19)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	--
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

Last updated: 1/5/2020

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2018—19 Pupils Enrolled in Courses Required for UC/CSU Admission	--
2017—18 Graduates Who Completed All Courses Required for UC/CSU Admission	--

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2018—19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	7.80%	19.00%	69.00%
7	4.40%	15.40%	73.60%

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

Last updated: 1/5/2020

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 school site

Opportunities for Parental Involvement (School Year 2019—20)

One of the key factors in Bullis Charter School's success is our overwhelming level of parental involvement. Parents volunteered over 11,000 hours in 2018-2019. We believe that this level of support exists because of our commitment to a true partnership between school and family. The BCS parent volunteers are a vital force in organizing our community building and fundraising events including the annual Walkathon, Family BBQ, Spring Picnic, Summer Picnics, Bear Guides, Spring Auction, and many other activities that are attended by school and community members alike. Parents also run our hot lunch program and work with staff to order and stock our library as well as to staff it with volunteers every day. All of these functions play an integral role in supporting student learning.

BCS is also fortunate to be able to utilize parents whose expertise and experience greatly enhance the quality of the programs we are able to provide to our students. Because our parents are so knowledgeable about and committed to our school mission, they are often entrusted with responsibilities and will work side-by-side with staff on projects which directly impact learning opportunities for our students: in the classroom (e.g., reading to students, running centers, etc.); in the specialists' classes (e.g. an architect assisting in the Architectural Design class, a former Olympian teaching sports), and in specialized co-curricular and extracurricular programs (e.g., Sustainable Chef is taught by a parent who is a chef paired with the teacher creating lessons that support grade level standards, such as foods of ancient Rome for 6th graders). We are fortunate to have parents as well as alumni involved in the classroom sharing their expertise as well: parents who are environmental experts act as docents for our erosion preservation program; parent volunteers assist in instructing the students gardening techniques and help with the maintenance of their gardens throughout the year; a parent who is a scientist leads a 1st graders in extracting DNA from a strawberry; a former student returns to train 5th and 6th graders on the tech crew for a play/musical; Indian parents in Kindergarten organize a lesson complete with art activities, stories, and food to teach students about Diwali; Cherokee relatives of a 1st grader treat their class to Native American singing, dancing, as well as stories and examination of various artifacts; the mayor and councilman from Los Altos Hills shares with students the roles and responsibilities of their jobs; Chinese parents instruct 6th graders how to use a brush and ink in Chinese calligraphy.

Finally, parents also play an integral role in BCS's governance structure. From a seat on the Board of Directors (as mandated in our by-laws) to membership on the Finance Steering Committee, Wellness Committee, and Strategic Planning Team.

State Priority: Pupil Engagement

Last updated: 1/20/2020

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

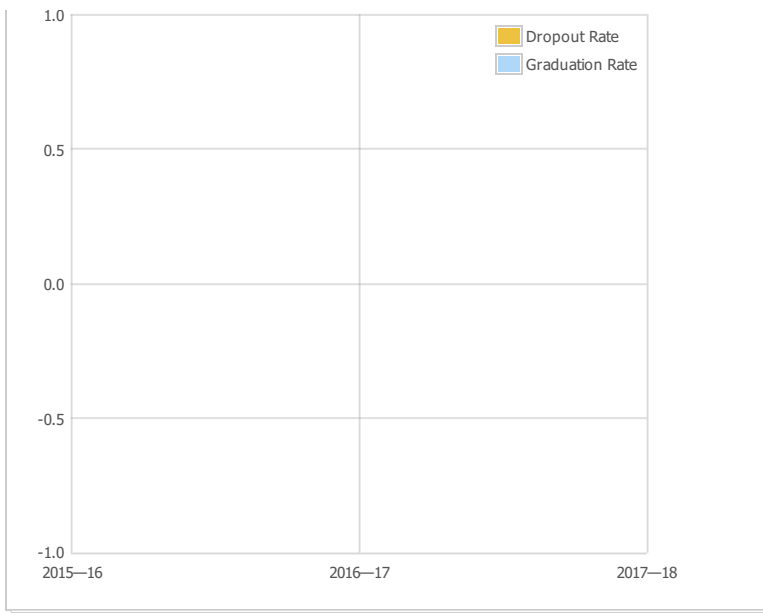
- High school dropout rates; and
- High school graduation rates

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2015—16	District 2015—16	State 2015—16
Dropout Rate	--	36.10%	9.70%
Graduation Rate	--	19.40%	83.80%

Indicator	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
Dropout Rate	--	--	27.10%	49.30%	9.10%	9.60%
Graduation Rate	--	--	45.80%	45.30%	82.70%	83.00%

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Last updated: 1/5/2020

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 2016—17	School 2017—18	School 2018—19	District 2016—17	District 2017—18	District 2018—19	State 2016—17	State 2017—18	State 2018—19
Suspensions	0.00%	0.70%	0.70%	3.10%	2.90%	2.30%	3.60%	3.50%	3.50%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.10%	0.10%	0.10%

Last updated: 1/5/2020

School Safety Plan (School Year 2019—20)

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

Staff & Student Training:

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

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

In accordance with the Facilities Use Agreement with the Los Altos School District, all maintenance projects are managed by the District and routine maintenance jobs is the responsibility of the School. At the beginning of each school year and on an as-needed basis, representatives of Los Altos School District and Bullis Charter School conduct a facilities walkthrough 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 school year.

Last updated: 1/6/2020

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.

Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	21.00		5	
1	21.00		5	
2	21.00		5	
3	21.00		4	
4	25.00		4	
5	25.00		4	
6	26.00		4	
Other**				

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

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	21.00		5	
1	21.00		5	
2	21.00		5	
3	21.00		5	
4	26.00		4	
5	25.00		4	
6	25.00		4	
Other**				

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

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2018—19)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	21.00	4	3	
1	21.00		6	
2	21.00		6	
3	21.00		6	
4	26.00		5	
5	26.00		5	
6	25.00		4	
Other**				

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

** "Other" category is for multi-grade level classes.

Last updated: 1/6/2020

Average Class Size and Class Size Distribution (Secondary) (School Year 2016—17)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	24.00		4	
Mathematics	17.00	1	4	
Science	24.00		4	
Social Science	24.00		4	

* 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2017—18)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	22.00	5	2	
Mathematics	14.00	10	1	
Science	22.00	5	2	
Social Science	22.00	5	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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2018—19)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	23.00	4	4	
Mathematics	15.00	11	1	
Science	23.00	4	4	
Social Science	23.00	4	4	

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

Last updated: 1/6/2020

Ratio of Academic Counselors to Pupils (School Year 2018—19)

Title	Ratio**
Counselors*	2.00

*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.

**Average Number of Pupils per Counselor

Last updated: 1/6/2020

Student Support Services Staff (School Year 2018—19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.00
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.00
Social Worker	
Nurse	1.00
Speech/Language/Hearing Specialist	1.00
Resource Specialist (non-teaching)	2.60
Other	2.00

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

Last updated: 1/5/2020

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017—18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	--	--	--	--
District	N/A	N/A	--	--
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$7506.64	--
Percent Difference – School Site and State	N/A	N/A	--	--

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

Last updated: 1/5/2020

Types of Services Funded (Fiscal Year 2018—19)

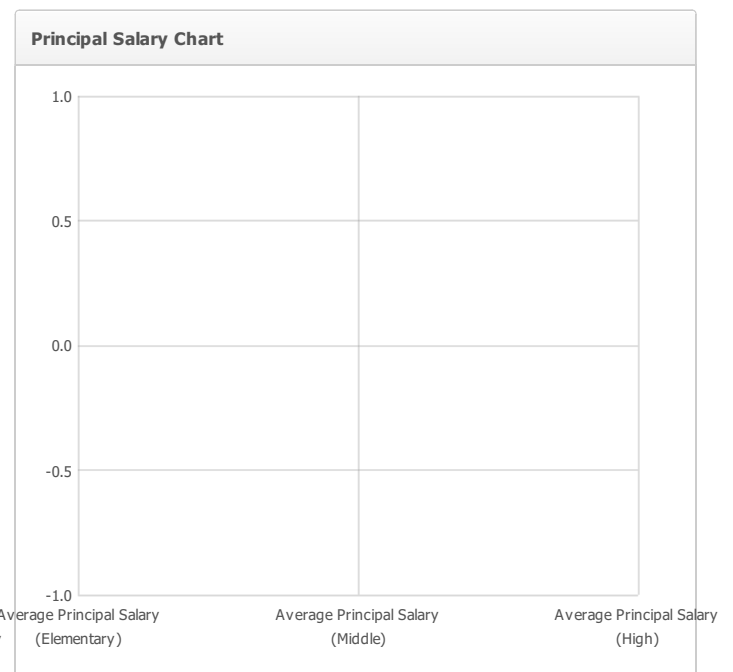
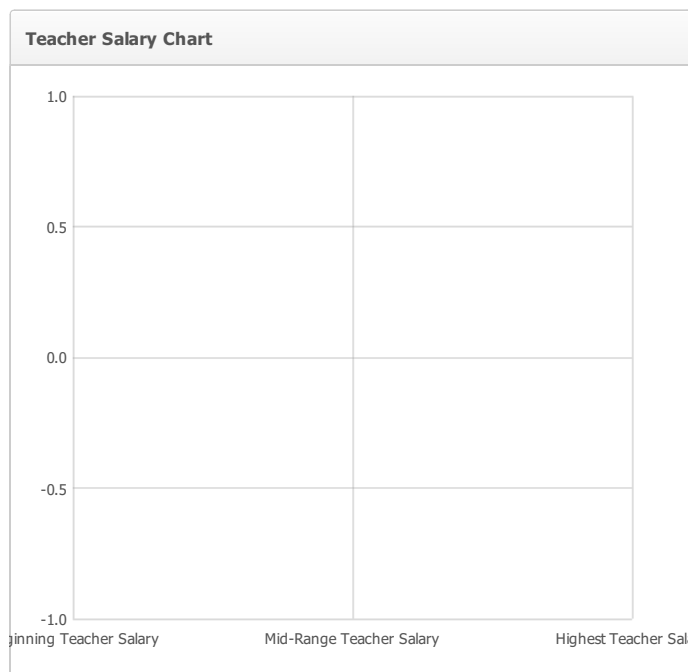
Bullis Charter School provides a wide range of programs and supplemental services that are funded through the Local Control Funding Formula funding, parent fundraising, and grant writing. These include: academic support such as Associate Teachers; credentialed instructors for PE, Art, Math, STEAM, Drama,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

Last updated: 1/5/2020

Teacher and Administrative Salaries (Fiscal Year 2017–18)

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	--	--

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.



Last updated: 1/5/2020

Advanced Placement (AP) Courses (School Year 2018—19)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All Courses	0	0.00%

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

*Where there are student course enrollments of at least one student.

Last updated: 1/5/2020

Professional Development

Measure	2017—18	2018—19	2019—20
Number of school days dedicated to Staff Development and Continuous Improvement	13	13	13