

2019–2020 School Accountability Report Card

About This School

Contact Information (School Year 2020–2021)

District Contact Information (School Year 2020–2021)

District Name	Santa Clara County Office of Education
Phone Number	(408) 453-6500
Superintendent	Mary Ann Dewan Ph.D.
Email Address	maryann_dewan@sccoe.org
Website	http://www.sccoe.org

School Contact Information (School Year 2020–2021)

School Name	Bullis Charter
Street	102 West Portola Ave.
City, State, Zip	Los Altos, Ca, 94022-1210
Phone Number	650-947-4100
Principal	Maureen Israel, Superintendent/Principal
Email Address	misrael@bullischarterschool.com
Website	http://www.bullischarterschool.com

County-District-School (CDS) Code 43104390106534

Last updated: 1/11/2021

School Description and Mission Statement (School Year 2020–2021)

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 25 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).

The BCS Middle School program continues to find ways to innovate and offer choice and experiences for students. All middle school students take part in Intersessions three times throughout the year - two week experiences that expose students to programs and curricula outside of their typical core classes. Recent Intersession focus areas include skill development in media production, woodworking, and computer programming, just to name a few! Additionally, all middle school students have access to continue language development in either Mandarin or Spanish courses, and to push their mathematical abilities through differentiated class offerings, designed to meet students at their level.

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.

Though in-person learning was disrupted in the midst of our Spring semester, our team of dedicated educators continued to ensure that the BCS program was accessible and available to all students online and that core parts of our program - including middle school intersessions and co-curriculars - continued to be a priority in our planning for students who were remote.

Last updated: 1/29/2021

Student Enrollment by Grade Level (School Year 2019–2020)

Grade Level	Number of Students
Kindergarten	140
Grade 1	116
Grade 2	127

Grade Level	Number of Students
Grade 3	125
Grade 4	129
Grade 5	118
Grade 6	102
Grade 7	100
Grade 8	82
	1039

Last updated: 1/8/2021

Student Enrollment by Student Group (School Year 2019–2020)

Student Group	Percent of Total Enrollment
Black or African American	0.50 %
American Indian or Alaska Native	%
Asian	51.90 %
Filipino	1.60 %
Hispanic or Latino	3.90 %
Native Hawaiian or Pacific Islander	0.30 %
White	22.50 %
Two or More Races	16.70 %

Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	1.40 %
English Learners	5.70 %
Students with Disabilities	7.98 %
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 2018– 2019	School 2019– 2020	School 2020– 2021	District 2020– 2021
With Full Credential	64	72	79	
Without Full Credential	0	0	2	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

Last updated: 1/14/2021

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018–2019	2019–2020	2020–2021
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: 1/15/2021

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020–2021)

Year and month in which the data were collected:

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p>K:-3 Core Materials: Units of Study in Opinion, Information, and Narrative Writing: A Workshop Curriculum for Kindergarten-Grade 5 Units of Study for Teaching Reading: A Workshop Curriculum for Kindergarten-Grade 5 SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words), 4th Edition, Beginning Level, Intervention Level, Challenge Level (Collaborative Classroom) Handwriting Without Tears</p> <p>K-3 Supplemental Materials: Words Their Way Typing Club RAZ Kids Epic Guided Reading Books Literature Circle Books Units of Study Levelled Reading Libraries Newsela</p>	Yes	0.00 %

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Mathematics	<p>Lexia Learning (Core5) Common Sense Education</p> <p>4-5 Core Materials Units of Study in Opinion, Information, and Narrative Writing: A Workshop Curriculum for Kindergarten-Grade 5 Units of Study for Teaching Reading: A Workshop Curriculum for Kindergarten-Grade 5</p> <p>4-5 Supplemental Materials Guided Reading Books Literature Circle Books Units of Study Levelled Reading Libraries Membean NoRedInk Typing Club Newsela Lexia Learning (Core5) Common Sense Education</p> <p>Middle School Core Materials Units of Study in Argument, Information, and Narrative Writing: A Workshop Curriculum for Middle School Grades Units of Study in Reading: A Workshop Curriculum for Middle School Grades</p> <p>Middle School Supplemental Materials Literature Circle Books Units of Study Levelled Reading Libraries Membean NoRedInk Newsela Lexia Learning (PowerUp) Common Sense Education</p>	Yes	0.00 %
	<p>K-5: Eureka Math (Great Minds) Everyday Mathematics 4, 2015</p> <p>Middle School: College Preparatory Math (Core Connections, Algebra 1, Geometry)</p> <p>Supplemental Materials Zearn ST Math</p>		

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Science	<p>K-5:Delta Education Full Option Science System (FOSS) Next Generation program developed at the Lawrence Hall of Science at U.C. Berkeley.</p> <p>6-8: Delta Education Full Option Science System (FOSS) Next Generation program (integrated model)</p> <p>Supplemental Materials: ExploreLearning Gizmos Mystery Science</p>	Yes	0.00 %
History-Social Science	<p>K-5 Elementary Social Sciences: CA Education and the Environmental Initiative History-Social Science Units</p> <p>Middle School Social Sciences: Teachers' Curriculum Institute California Middle Schools Program History Alive!</p> <p>Supplemental Materials: Interact Units</p>	Yes	0.00 %
Foreign Language	<p>Chinese K-5: Better Chinese Middle School: Integrated Chinese, Vol. 1</p> <p>Spanish Descubre (3rd edition), Vol. 1</p>	Yes	0.00 %
Health	<p>K-8 Kidshealth.org Common Sense Media</p>		0.00 %
Visual and Performing Arts	<p>K-8 Standards-Based Units of Instruction</p>		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: 1/26/2021

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. In March 2020, school facilities were closed to in-person instruction for the remainder of the school year.

Last updated: 1/8/2021

School Facility Good Repair Status

Using the **most recently collected** Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

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

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

Overall Facility Rate

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

Overall Rating	Good
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Last updated: 1/27/2021

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 2018– 2019	School 2019– 2020	District 2018– 2019	District 2019– 2020	State 2018– 2019	State 2019– 2020
English Language Arts / Literacy (grades 3-8 and 11)	90.0%	N/A	87.4%	N/A	50%	N/A
Mathematics (grades 3-8 and 11)	91.0%	N/A	85.0%	N/A	39%	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

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: 1/29/2021

CAASPP Test Results in ELA by Student Group
 Grades Three through Eight and Grade Eleven (School Year 2019–2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

Last updated: 1/8/2021

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019–2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waives the requirement for statewide testing for the 2019–2020 school year.

Last updated: 1/8/2021

**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 2018– 2019	School 2019– 2020	District 2018– 2019	District 2019– 2020	State 2018– 2019	State 2019– 2020
Science (grades 5, 8, and high school)	82	N/A	77.8	N/A	30	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018–2019 school year.

Last updated: 1/29/2021

**CAASPP Tests Results in Science by Student Group
Grades Five, Eight and High School (School Year 2019–2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

Last updated: 1/8/2021

Career Technical Education (CTE) Participation (School Year 2019–2020)

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	--

State Priority: Other Pupil Outcomes

Last updated: 1/8/2021

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 2019–2020)

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

Last updated: 1/8/2021

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 2020–2021)

One of the key factors in Bullis Charter School's success is our overwhelming level of parental involvement. 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), and in specialized co-curricular and extracurricular programs. 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; 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.

Parents also play an integral role in BCS's governance structure, including seats on the Board of Directors (as mandated in our by-laws), membership on the Finance Steering Committee, ELAC, and Strategic Planning Team.

As we transitioned into a remote learning environment for the start of this school year, parents were an integral part of Task Forces to help inform operational and health procedures, remote learning expectations, student support structures, and more.

State Priority: Pupil Engagement

Last updated: 1/29/2021

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

(data collected between July through June, each full school year respectively)

Rate	School 2017–2018	School 2018–2019	District 2017–2018	District 2018–2019	State 2017–2018	State 2018–2019
Suspensions	0.70%	0.70%	0.50%	0.60%	3.50%	3.50%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.10%	0.10%

Suspensions and Expulsions for School Year 2019–2020 Only
(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019–2020	District 2019–2020	State 2019–2020
Suspensions	0.60%	0.40%	2.50%
Expulsions	0.00%	0.00%	0.10%

Note: The 2019–2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019–2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–2020 school year compared to prior years.

Last updated: 1/29/2021

School Safety Plan (School Year 2020–2021)

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 adopted by the Board of Directors by March 1st 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: 1/29/2021

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

(2017–2018)

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 (2018–2019)

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	

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
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 (2019–2020)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	20.00	3	4	
1	21.00	3	3	
2	21.00		6	
3	21.00	1	5	
4	25.00		5	
5	25.00	1	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.

Last updated: 1/15/2021

Average Class Size and Class Size Distribution (Secondary) (School Year 2017–2018)

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	

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
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 2018–2019)

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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2019–2020)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	23.00	4	4	
Mathematics	14.00	10	3	
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.

Student Support Services Staff (School Year 2019–2020)

	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	2.60

*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: 1/14/2021

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018–2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$14179.00	\$12.00	\$14167.00	\$79087.00
District	N/A	N/A	--	--
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$7750.12	--
Percent Difference – School Site and State	N/A	N/A	--	--

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

Last updated: 1/15/2021

Types of Services Funded (Fiscal Year 2019–2020)

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

Last updated: 1/15/2021

Professional Development

Measure	2018– 2019	2019– 2020	2020– 2021
Number of school days dedicated to Staff Development and Continuous Improvement	13	13	13