

Wanny Hersey

Principal, Bullis Charter

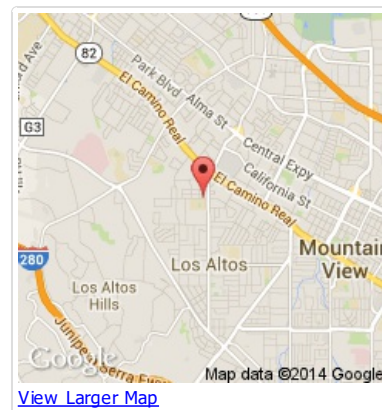
About Our School

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 547 students come from nearby towns including Los Altos, Los Altos Hills, Palo Alto, Cupertino, 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

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

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Data and Access

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the [California Department of Education \(CDE\) SARC Web page](#).
- For additional information about the school, parents 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., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), 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.

Additional Information

For further information regarding the data elements and terms used in the SARC see the 2012-13 Academic Performance Index Reports Information Guide located on the [CDE API Web page](#).

About This School

Contact Information (School Year 2012-13)

School	
School Name	Bullis Charter
Street	102 West Portola Ave.
City, State, Zip	Los Altos, Ca, 94022-1210
Phone Number	650-947-4100
Principal	Wanny Hersey
E-mail Address	whersey@bullischarterschool.com
County-District-School (CDS) Code	43104390106534

District	
District Name	Santa Clara County Office of Education
Phone Number	(408) 453-6500
Web Site	http://www.sccoe.org
Superintendent First Name	Xavier
Superintendent Last Name	De La Torre
E-mail Address	xavier_delatorre@sccoe.org

Last updated: 1/31/2014

School Description and Mission Statement (School Year 2012-13)

The Bullis Charter School (BCS) campus is located in portable classrooms sharing the facilities of the Egan Junior High School campus in Los Altos. The school is comprised of 23 classrooms, a main office, staff room, a multipurpose portable, a playground area with an SDA-compliant playground structure, an athletic field, and several portables, which include separate rooms for a library/media center, music room, art room, science/engineering lab, foreign language, Special Education, and custodial and PE offices.

Bullis Charter School is fortunate in that it draws students from a community with uniformly high expectations of uncompromising excellence. 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 socio-emotional needs in order to provide programs enabling every child to maximize his/her individual abilities.

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

At the heart of BCS's rich program is its staff. With a core of 21 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 Foreign Language. Guided by strong administrative leadership, the staff works together to build a comprehensive curriculum delivered through sound yet innovative instructional practices. A unique system of teacher experts/leaders in different curricular areas ensures that the staff is constantly seeking and being trained in current, research-based 'best practices.' A schedule that includes staff or team meetings every Thursday, plus staff development days and buy back days including 10 training days held before the start of each school year, provides staff members with formal opportunities to learn and share their expert knowledge with each other. The result is an environment that is stimulating to both teachers and students, where the pursuit and achievement of high expectations is the goal.

Bullis Charter School places equal importance on both the academic and social development of its students. Our rigorous, standards-based academic program includes components to reach all children regardless of ability or learning style. All learners benefit from a highly individualized method of teaching that emphasizes frequent and varied means of assessment, flexible grouping, and a richly varied repertoire of best teaching practices. Associate teachers in every classroom, grade K-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, help teachers implement individualized education programs to ensure that all students are progressing. The results indicate success. Since its inception, our Academic Performance Index (990 for 2013) consistently places BCS in the top 1% of all schools and as the highest performing charter school in California. Our Open Houses and School Tours since the school's inception have been so well attended that additional events had to be scheduled to

accommodate the community's high interest.

Bullis Charter Schools Character Development program aims to achieve similarly high results with our student's moral development by incorporating values education throughout the curriculum and recognizing students who demonstrate good character. BCS seeks to instill in its students a sense of citizenship through giving back to the local community. Each grade completes a Service Learning Project wherein students perform a needed service in the community, such as rehabilitating a local eroded preserve, collecting food for the local food bank or saving wildlife. In aligning these projects with the curriculum, students are able to learn many skills and concepts in real-world contexts. Underlying BCS's atmosphere of academic and social development is our school's commitment to student safety. Trained student Conflict Managers enable students to contribute to the safe, friendly atmosphere of the school, monthly Principal Awards recognize students who uphold the character pillars, and cross-grade "Houses" provide opportunities for students to build friendships and find commonalities while working together on school-wide activities.

To serve the needs of the whole child, BCS also boasts a rich offering of co-curricular programs and extended day extra-curricular activities. Students wishing to develop their leadership skills while contributing to the climate of the school have several opportunities. There is a Student Council, which consists of a president, vice-president, secretary, and treasurer as well as two representatives from each grade 3-6 classrooms. This council plans and implements the school spirit days, school-wide "House" activities, community service programs, and the Student Store. The 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: 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 Williamsburg/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: 1/31/2014

Opportunities for Parental Involvement (School Year 2012-13)

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 man it every day...these all play an integral role supporting student learning.

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

Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

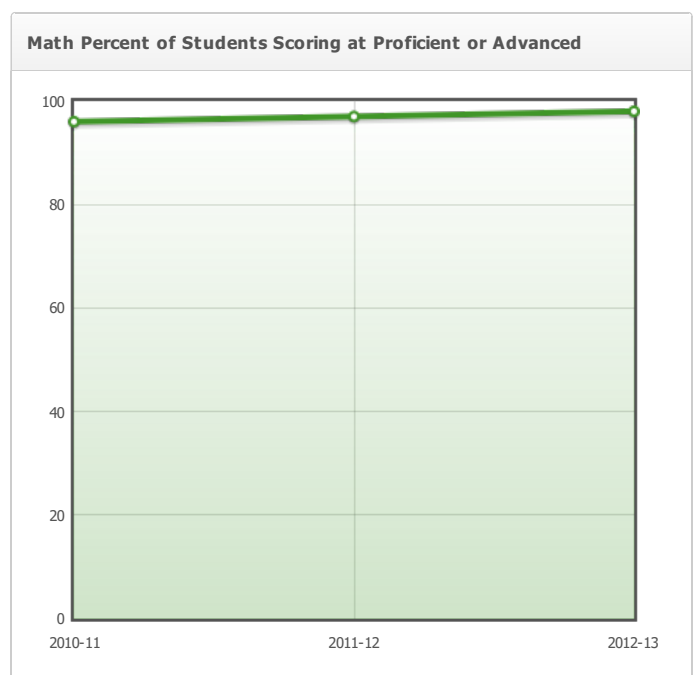
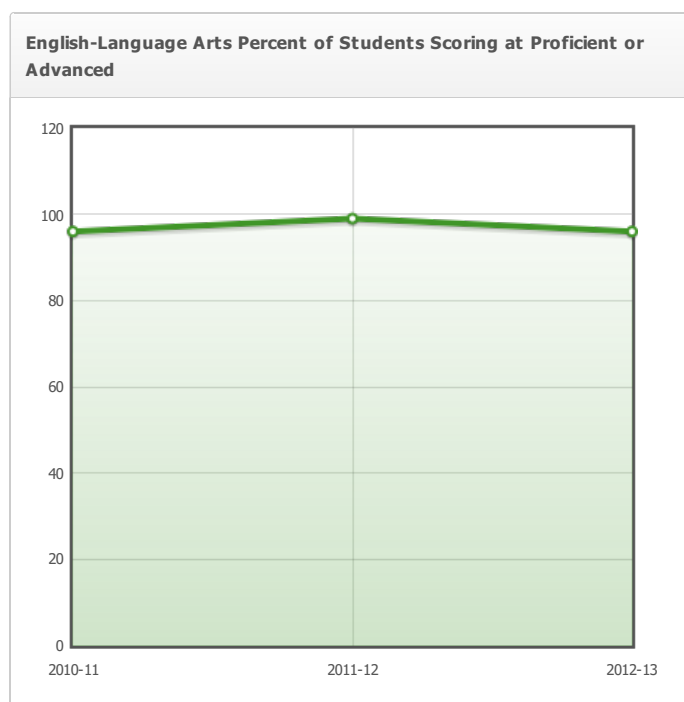
For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the [CDE STAR Results Web site](#).

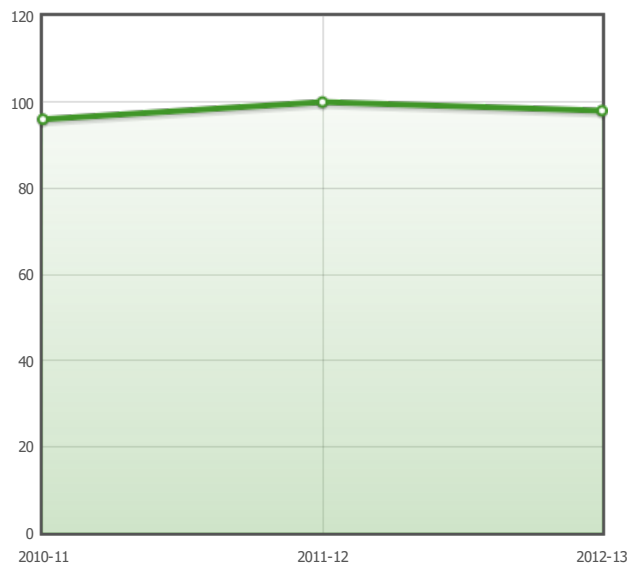
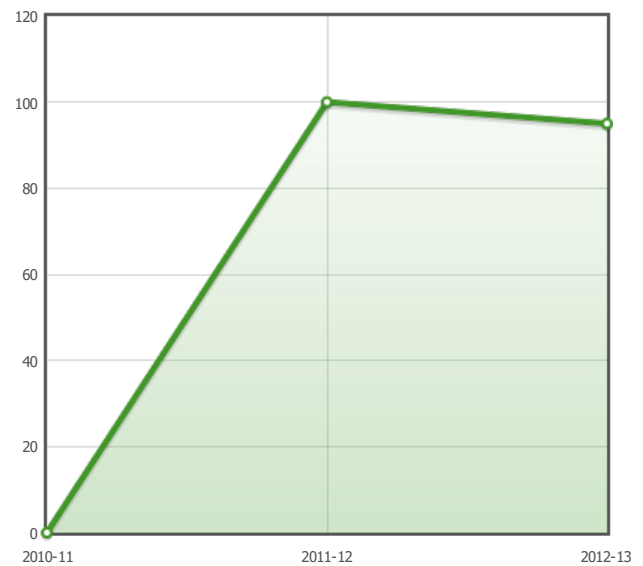
Standardized Testing and Reporting Results for All Students - Three-Year

Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	96%	99%	96%	55%	58%	57%	54%	56%	55%
Mathematics	96%	97%	98%	55%	57%	58%	49%	50%	50%
Science	96%	100%	98%	51%	65%	63%	57%	60%	59%
History-Social Science	N/A	100%	95%	30%	46%	44%	48%	49%	49%

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.



Science Percent of Students Scoring at Proficient or Advanced**History Percent of Students Scoring at Proficient or Advanced**

Last updated: 1/31/2014

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

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	57%	58%	61%	44%
All Students at the School	96%	98%	98%	95%
Male	96%	98%	98%	100%
Female	97%	97%	98%	N/A
Black or African American	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	98%	99%	100%	N/A
Filipino	N/A	N/A	N/A	N/A
Hispanic or Latino	91%	100%	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A
White	95%	96%	96%	92%
Two or More Races	99%	99%	100%	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A
Students with Disabilities	88%	88%	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A

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

Last updated: 1/31/2014

California Physical Fitness Test Results (School Year 2012-13)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the [CDE PFT Web page](#).

Grade level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	10.8%	29.7%	48.6%
7	11.1%	31.1%	48.9%

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

Last updated: 1/31/2014

Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the [CDE API Web page](#).

Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2010-11	2011-12	2012-13
Statewide	10	10	10
Similar Schools	10	10	10

Last updated: 1/31/2014

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

Group	Actual API Change 2010-11	Actual API Change 2011-12	Actual API Change 2012-13
All Students at the School	-4	10	-4
Black or African American			
American Indian or Alaska Native			
Asian	-2	1	-1
Filipino			
Hispanic or Latino			
Native Hawaiian or Pacific Islander			
White	-7	12	-5
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Last updated: 1/31/2014

Academic Performance Index Growth by Student Group – 2012-13 Growth API

Comparison

This table displays, by student group, the number of students included in the API and the Growth API at the school, LEA, and state level.

Group	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students at the School	386	990			4,655,989	790
Black or African American	2				296,463	708
American Indian or Alaska Native	1				30,394	743
Asian	116	998			406,527	906
Filipino	0				121,054	867
Hispanic or Latino	24	975			2,438,951	744
Native Hawaiian or Pacific Islander	0				25,351	774
White	176	981			1,200,127	853
Two or More Races	67	993			125,025	824
Socioeconomically Disadvantaged	0				2,774,640	743
English Learners	10				1,482,316	721
Students with Disabilities	30	917			527,476	615

Last updated: 1/31/2014

Adequate Yearly Progress Overall and by Criteria (School Year 2012-13)

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

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

For detailed information about AYP, including participation rates and percent proficient results by student group, see the [CDE AYP Web page](#).

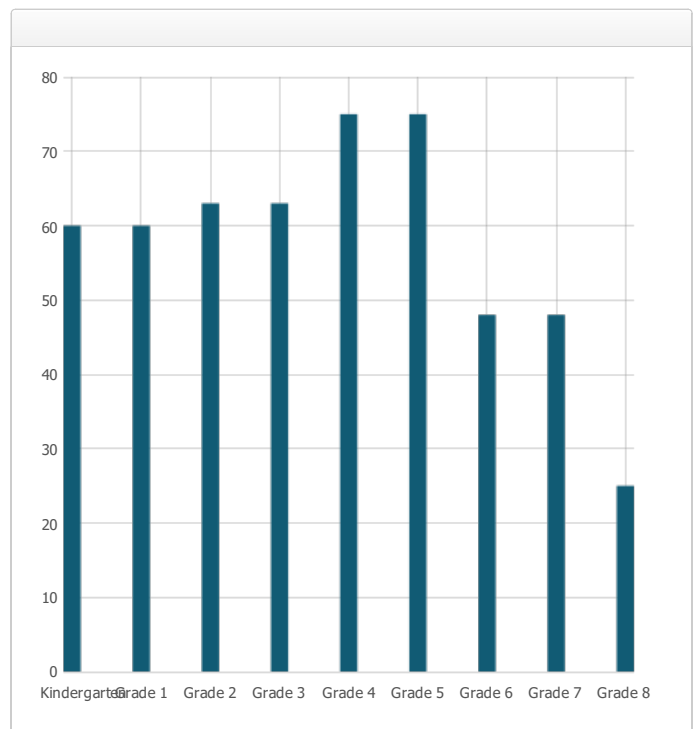
AYP Criteria	School	District
Made AYP Overall	Yes	N/A
Met Participation Rate - English-Language Arts	Yes	N/A
Met Participation Rate - Mathematics	Yes	N/A
Met Percent Proficient - English-Language Arts	Yes	N/A
Met Percent Proficient - Mathematics	Yes	N/A
Met API Criteria	Yes	N/A
Met Graduation Rate	N/A	N/A

Last updated: 1/31/2014

School Climate

Student Enrollment by Grade Level (School Year 2012-13)

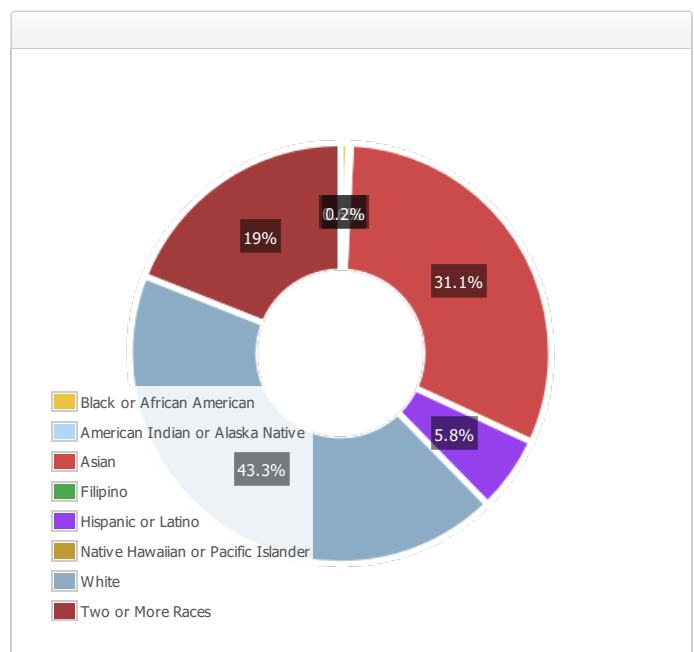
Grade Level	Number of Students
Kindergarten	60
Grade 1	60
Grade 2	63
Grade 3	63
Grade 4	75
Grade 5	75
Grade 6	48
Grade 7	48
Grade 8	25
Total Enrollment	517



Last updated: 1/31/2014

Student Enrollment by Student Group (School Year 2012-13)

Group	Percent of Total Enrollment
Black or African American	0.6
American Indian or Alaska Native	0.2
Asian	31.1
Filipino	0.0
Hispanic or Latino	5.8
Native Hawaiian or Pacific Islander	0.0
White	43.3
Two or More Races	19.0
Socioeconomically Disadvantaged	0.0
English Learners	3.5
Students with Disabilities	5.8



Last updated: 1/31/2014

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2010-11				2011-12				2012-13			
	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	19.7	3	0	0	20.0	3	0	0	20.0	3		
1	20.0	3	0	0	20.0	3	0	0	20.0	3		
2	20.0	3	0	0	20.0	3	0	0	21.0		3	
3	20.0	3	0	0	21.0	3	0	0	21.0		3	
4	25.0	0	2	0	25.0	0	3	0	25.0		3	
5	25.0	0	2	0	25.0	0	2	0	25.0		4	
6	22.0	2	0	0	24.5	0	2	0	16.0	1	2	
Other												

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

Last updated: 1/31/2014

Average Class Size and Class Size Distribution (Secondary)

Subject	2010-11				2011-12				2012-13			
	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	20.0	1	0	0	24.0	0	2	0	24.0		3	
Mathematics	19.0	1	0	0	12.0	3	1	0	15.0	4	1	
Science	20.0	1	0	0	24.0	0	2	0	24.0		3	
Social Science	20.0	1	0	0	24.0	0	2	0	24.0		3	

* 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: 1/31/2014

School Safety Plan (School Year 2012-13)

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, in the 2010-2011 school year, staff was trained in Safety and Emergency Preparedness, Allergies, First Aid, CPR, treatment of hazardous materials, and Code Red.

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

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

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

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

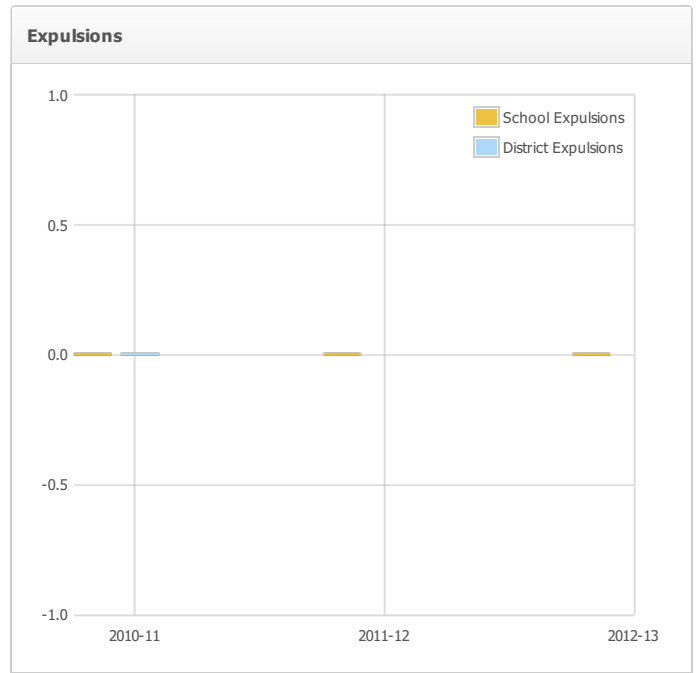
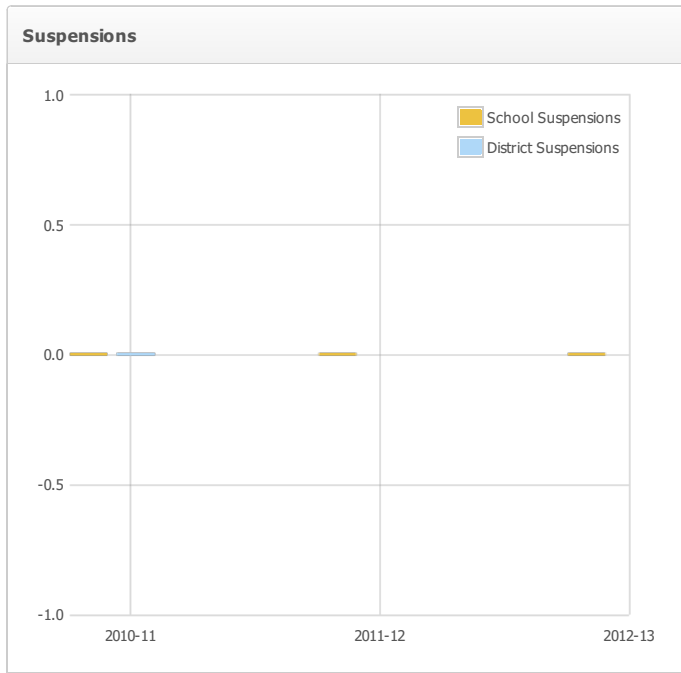
Additionally yard supervisors and teachers supervise the playground and follow specific safety guidelines. Yard supervisors supervise students during lunch time.

Last updated: 1/31/2014

Suspensions and Expulsions

Rate *	School			District		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Suspensions	0.00	0.00	0.00			
Expulsions	0.00	0.00	0.00			

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment.



Last updated: 1/31/2014

School Facilities

School Facility Conditions and Planned Improvements (School Year 2013-14)

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

Last updated: 1/31/2014

School Facility Good Repair Status (School Year 2013-14)

System Inspected	Repair Status	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 (School Year 2013-14)

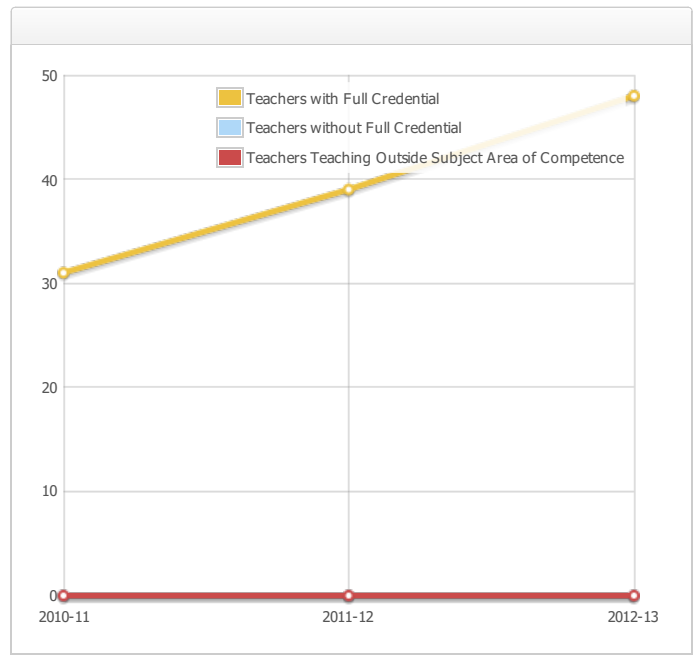
Overall Rating	Good
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Last updated: 1/31/2014

Teachers

Teacher Credentials

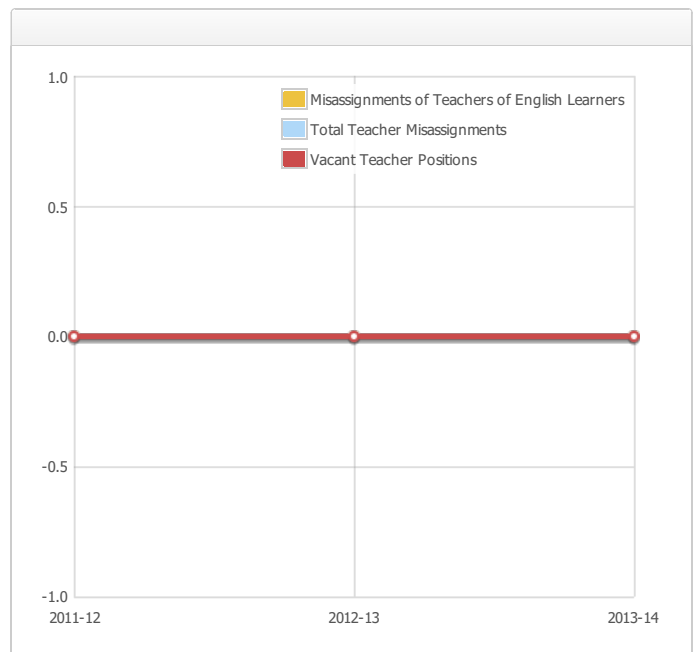
Teachers	School			District
	2010-11	2011-12	2012-13	2012-13
With Full Credential	31	39	48	
Without Full Credential	0	0	0	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	



Last updated: 1/31/2014

Teacher Misassignments and Vacant Teacher Positions

Indicator	2011-12	2012-13	2013-14
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: 1/31/2014

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2012-13) -

The federal ESEA, also known as NCLB, requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE [Improving Teacher and Principal Quality Web page](#).

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
All Schools in District	100	0
High-Poverty Schools in District	0	0
Low-Poverty Schools in District	100	0

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

Last updated: 1/31/2014

Support Staff

Academic Counselors and Other Support Staff (School Year 2012-13)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.0	
Counselor (Social/Behavioral or Career Development)	0.8	N/A
Library Media Teacher (librarian)	0.0	N/A
Library Media Services Staff (paraprofessional)	1.0	N/A
Psychologist	0.5	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)	1.5	N/A
Other	1.5	N/A

Note: Cells shaded in black or with N/A values do not require data.

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

Last updated: 1/31/2014

Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (Fiscal Year 2013-14)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instructional materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: January 2014

Core Curriculum Area	Textbooks and instructional materials	From most recent adoption?	Percent students lacking own assigned copy
Reading/Language Arts	Open Court (K-3) Houghton-Mifflin (4-6) Write Source: Step Up to Writing (K-7) Glenco-McGraw-Hill (7 & 8) Supplemental: Interact, leveled readers, Lucy Calkins	Yes	0.0
Mathematics	Everyday Math (K-5) College Preparatory Math (6-8) -Supplemental: Bridges, Exemplars, AIMS, Marcy Cook	Yes	0.0
Science	Houghton-Mifflin (K-6) Science Supplemental: Interact, FOSS McDougal-Littell -Science: Focus on Life Science (7) McDougal-Littell - Science: Focus on Physical Science (8)	Yes	0.0
History-Social Science	Harcourt Brace (K-6) -Supplemental: Interact, Time	Yes	0.0
Foreign Language	Better Chinese Discovering Chinese Vol. 1 (7)	Yes	0.0
Health	Houghton-Mifflin (K-6)	Yes	0.0
Visual and Performing Arts	N/A		0.0
Science Laboratory Equipment (grades 9-12)	N/A		0.0

Last updated: 1/31/2014

School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011-12)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	N/A	\$246	N/A	N/A
District	N/A	N/A	N/A	N/A
Percent Difference – School Site and District	N/A	N/A	N/A	N/A
State	N/A	N/A	\$5,537	N/A
Percent Difference – School Site and State	N/A	N/A	N/A	N/A

Note: Cells shaded in black or with N/A values do not require data.

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE [Current Expense of Education & Per-pupil Spending Web page](#). For information on teacher salaries for all districts in California, see the CDE [Certificated Salaries & Benefits Web page](#). To look up expenditures and salaries for a specific school district, see the [Ed-Data Web site](#).

Last updated: 1/31/2014

Types of Services Funded (Fiscal Year 2012-13)

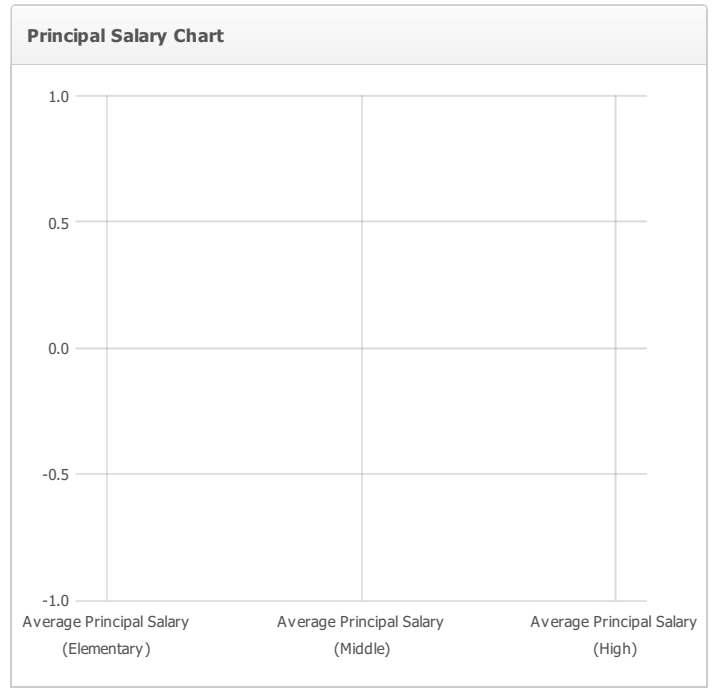
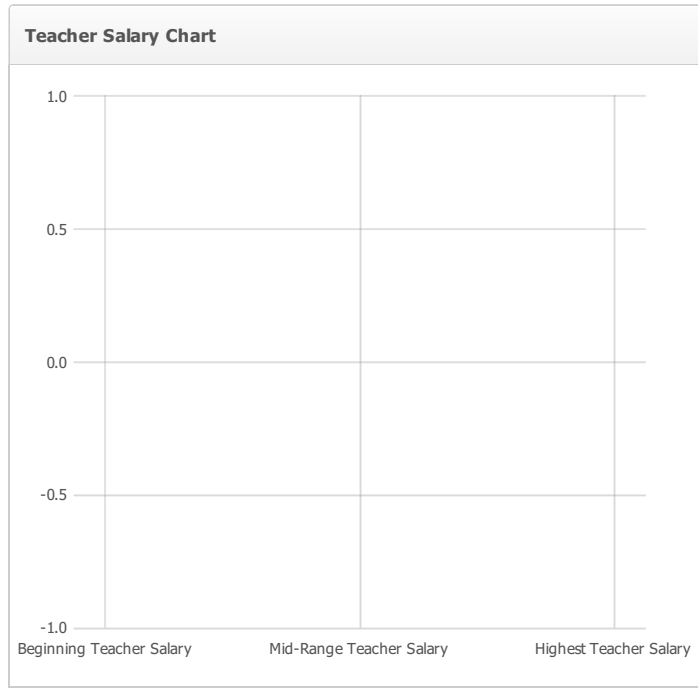
Bullis Charter School provides a wide range of programs and supplemental services that are funded through the charter school block grant, parent fundraising, and grant writing. These include: academic support such as Associate Teachers; credentialed instructors for PE, Art, Math, STEM, Drama, Music and Foreign 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: 1/31/2014

Teacher and Administrative Salaries (Fiscal Year 2011-12)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	N/A	N/A
Mid-Range Teacher Salary	N/A	N/A
Highest Teacher Salary	N/A	N/A
Average Principal Salary (Elementary)	N/A	N/A
Average Principal Salary (Middle)	N/A	N/A
Average Principal Salary (High)	N/A	N/A
Superintendent Salary	N/A	N/A
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](#).



Last updated: 1/31/2014

School Completion and Postsecondary Preparation

Admission Requirements for California's Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work.

For general admissions requirements, please visit the [UC Admissions Information Web page](#).

California State University

Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- Graduation from high school

Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information see the [CSU Web page](#).

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

UC/CSU Course Measure	Percent
2012-13 Students Enrolled in Courses Required for UC/CSU Admission	40.9
2011-12 Graduates Who Completed All Courses Required for UC/CSU Admission	

Last updated: 1/31/2014

Instructional Planning and Scheduling

Professional Development

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

Bullis Charter School's teachers form a learning community as professional educators who constantly strive to align their teaching with state standards and to meet student needs. Professional development and frequent reflection on teaching methods is integrated throughout the school year. The Superintendent/Principal and Team Leaders plan the year-long calendar for staff development, prioritizing areas based on strategic and school goals as well as teacher input. Regularly scheduled time is allotted for staff and team meetings when the staff discusses test scores, collaboratively writes or reflects on school goals, evaluates programs, plans staff development, prioritizes budgetary spending, etc.

Designed into BCS' school calendar are ten inservice days prior to the beginning of the school year. During these days, new teachers are introduced to the school policies/procedures and school mission, trained on the laptops that are provided to them by the school, and given a curricular overview of the programs by the Superintendent/Principal and the teacher experts. These staff development days are also ideal for the entire staff to receive training in a cohesive manner. For example, in the 2010-11 school year, every staff member was 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, three staff development days are scheduled to provide time for the staff development recommendations that were determined by the teachers. Areas that have been addressed utilizing these days include: Read Naturally, 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 the Superintendent/Principal, their grade level team leader and other staff experts. Each new teacher is assigned a team leader who, along with the Superintendent/Principal, provides on-going year-long support.

In addition to the staff development opportunities during the year through the staff and team meetings, staff development days, and buy-back days, teachers at BCS are encouraged to seek out off-site training opportunities to support their professional goals that are set as a part of their annual evaluation. Each teacher at BCS also chooses an area of expertise and acts as a leader for the staff in that area. Along with the administrator, these "Experts" oftentimes attend off-site training and workshops in 'teams', so that they can return to the site and plan together to decide how to share what they have learned with the rest of the staff. 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 CTEL (California Teachers of English Learners) based on their interest level, area of expertise, as required in their contract, or as a provision to clear their California teaching credential.

On the grade-level teams, the upper grades team is engaged in professional development for writing. The upper grades team is implementing a direct writing assessment (DWA) that involves having the teachers analyze student writings holistically against a predetermined rubric. Teachers in grades 3-6 were trained in and are implementing "Step Up to Writing". In addition to the 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.

Last updated: 1/31/2014