



Bullis
CHARTER SCHOOL

Charter Renewal Petition

Submitted to Santa Clara County Board of Education
June 3, 2024

For the Renewal Term:
July 1, 2025 – June 30, 2032

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CHARTER SCHOOLS DEPARTMENT

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CHARTER SCHOOLS DEPARTMENT

Renewal Petitioner Certification Form

(TO BE USED FOR RENEWAL OF A SANTA CLARA COUNTY BOARD OF EDUCATION-AUTHORIZED CHARTER)

This form constitutes the petitioner's signed certification that the petitioner deems the petition to be complete for purposes of commencing the timelines, as specified in Education Code §47605(b) and 47605.6(b).

(MUST BE COMPLETED AND SIGNED BY PETITIONER)

Instructions to Lead Petitioner
1. Complete the SCCOE Charter Renewal Review Matrix Form (including petition page numbers).
2. Complete and sign this Petitioner Certification Form.
3. Submit completed & signed Petitioner Certification Form, Matrix, budget documents, and all other required documents with the charter petition to SCCOE Charter Schools Department.

(A) The petition includes a reasonably comprehensive description of any new requirement of charter schools enacted into law after the charter was originally granted or last renewed and has been updated as necessary to reflect the current program offered by the charter school.	<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
(B) The petition contains academic performance data of the charter school on the state and local indicators included in the evaluation rubrics adopted pursuant to Section 52064.5 for the most recent preceding two years and any/all other data, plans, or information necessary to support renewal.	<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
(C) The dashboard data is not available for the most recently completed year before renewal, and the petition contains verifiable data related to the dashboard indicators, such as data from the California Assessment of Student Performance and Progress, or any successor system for the most recent academic year.	<input type="checkbox"/> YES <input checked="" type="checkbox"/> NO Dashboard data is included
(D) The petition includes a redlined version indicating all changes to the petition from when the petition was originally granted or last renewed. The petition packet includes a hard-copy version and electronic (Word & pdf) versions, including an Excel spreadsheet of the budget, LCFF calculator, and an executive summary of the changes from the current charter.	<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO

I hereby certify in accordance with Education Code Section 47605(b) or 47605.6(b) and County Board Policy 0420.4 that the attached petition, including any appendices and attachments, is deemed complete and the terms of this certification form are true and correct. I understand and acknowledge that failure to provide accurate or complete information may subject the charter to denial or revocation if later discovered and the omission/inaccuracy is material.

Name of Charter School: <u>Bullis Charter School</u>		
<u>Maureen Israel-Superintendent/Principal</u> Name & Title of Lead Petitioner	<u>6/3/24</u> DATE	<u>[Signature]</u> Signature of Lead Petitioner
<u>Mefula Fairley, Exec. Dir. CSV</u> Name & Title of County Personnel Receiving Petition	<u>6/3/24</u> DATE	<u>[Signature]</u> Signature of County Personnel Receiving Petition

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Affirmations & Declarations

Bullis Charter School (“Bullis,” “BCS,” or the “Charter School”), operated by The Bullis-Purissima Elementary School (“TBPES”), located within the boundaries of the Los Altos School District (“LASD” or the “District”), and authorized by the Santa Clara County Board of Education (“SCCBOE” or the “County Board”) with oversight by the Santa Clara County Office of Education (“SCCOE” or the “County Office”) (collectively, the “County”) will follow any and all federal, state, and local laws and regulations that apply to the Charter School, including but not limited to:

- The Charter School shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(d)(1)]
- TBPES declares that it shall be deemed the exclusive public school employer of the employees of Bullis Charter School for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(c)(6)]
- The Charter School shall be non-sectarian in its programs, admission policies, employment practices, and all other operations. [Ref. Education Code Section 47605(e)(1)]
- The Charter School shall not charge tuition. [Ref. Education Code Section 47605(e)(1)]
- The Charter School shall admit all students who wish to attend the Charter School, unless the Charter School receives a greater number of applications than there are spaces for students, in which case it will hold a public random drawing to determine admission. Except as required by Education Code Section 47605(e)(2), admission to the Charter School shall not be determined according to the place of residence of the student or of that student’s parent or legal guardian within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(e)(2)(B)(i)-(iv). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(e)(2)(C). [Ref. Education Code Section 47605(e)(2)(A)-(C)]
- The Charter School shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(e)(1)]

- The Charter School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973 (“Section 504”), Title II of the Americans with Disabilities Act of 1990 (“ADA”) and the Individuals with Disabilities Education Improvement Act of 2004 (“IDEA”).
- The Charter School shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]
- The Charter School shall ensure that teachers in the Charter School hold the Commission on Teacher Credentialing (“CTC”) certificate, permit, or other document required for the teacher’s certificated assignment. The Charter School may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in the same manner as a governing board of a school district. Teachers employed by charter schools during the 2019–20 school year shall have until July 1, 2025, to obtain the certificate required for the teacher’s certificated assignment. [Ref. Education Code Sections 47605(l)(1) and 47605.4(a)]
- The Charter School shall at all times maintain all necessary and appropriate insurance coverage.
- The Charter School shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).
- If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including report cards or a transcript of grades, and health information. If the pupil is subsequently expelled or leaves the school district without graduating or completing the school year for any reason, the school district shall provide this information to the Charter School within 30 days if the Charter School demonstrates that the pupil had been enrolled in the Charter School. [Ref. Education Code Section 47605(e)(3)]
- The Charter School may encourage parental involvement, but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. [Ref. Education Code Section 47605(n)]
- The Charter School shall adhere to each of the conditions in Education Code Section 47605(e)(4)(A)-(D), including: (A) not discouraging a student from enrolling or seeking to enroll in the Charter School for any reason; (B) not requesting a student's records or requiring a parent, guardian, or student to submit the student's records before enrollment; (C) not encouraging a student currently attending the Charter School to disenroll or transfer to another school for any reason; and (D) providing a copy of the California

Department of Education (“CDE”) notice regarding the requirements in Education Code Section 47605(e)(4)(A)-(D) to a parent/guardian or student if the student is 18 years of age or older: (i) when a parent/guardian or student inquires about enrollment, (ii) before conducting an enrollment lottery, or (iii) before disenrollment of a student. [Ref. Education Code Section 47605(e)(4)(A)-(D)]

- The Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. Education Code Section 47612.5(a)(2)]
- The Charter School shall, on a regular basis, consult with its parents and teachers regarding the Charter School's educational programs. [Ref. Education Code Section 47605(d)]
- The Charter School shall comply with any applicable jurisdictional limitations to the locations of its facilities. [Ref. Education Code Sections 47605 and 47605.1]
- The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. Education Code Sections 47612(b) and 47610]
- The Charter School shall comply with all applicable portions of the Elementary and Secondary Education Act (“ESEA”), as reauthorized and amended by the Every Student Succeeds Act (“ESSA”).
- The Charter School shall comply with the California Public Records Act, Government Code Section 7920.000, *et seq.* (“CPRA”).
- The Charter School shall comply with the Family Educational Rights and Privacy Act, 20 U.S.C. Section 1232g, 34 CFR Part 99 (“FERPA”).
- The Charter School shall comply with the Ralph M. Brown Act, Government Code Section 54950, *et seq.* (“Brown Act”).
- The Charter School shall comply with Government Code Section 1090, *et seq.*, as set forth in Education Code Section 47604.1 (“Section 1090”).
- The Charter School shall comply with the Political Reform Act, Government Code Section 81000, *et seq.* (“PRA”).
- The Charter School shall meet or exceed the legally required minimum number of school days. [Ref. Title 5 California Code of Regulations Section 11960]



06.03.24

[OPTIONAL SIGNATURE LINE]

Date

Required a5

Executive Summary

Since 2004, Bullis Charter School has reflected the intent and ideals of the Charter Schools Act of 1992, “to provide opportunities for teachers, parents, pupils, and community members to establish and maintain schools that operate independently from the existing school district structure, as a method to accomplish,” among other objectives “provid[ing] parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system ... hold[ing] the schools established under this part accountable for meeting measurable pupil outcomes, and provid[ing] the schools with a method to change from rule-based to performance-based accountability systems,” and “[p]rovid[ing] vigorous competition within the public school system to stimulate continual improvements in all public schools.”

Today, Bullis serves more than 1,000 students in its mission to develop global citizens in a collaborative community environment under an integrated TK-8 model that incorporates project-based learning, STEAM (Science, Technology, Engineering, Arts, Math) curriculum, world languages, and international partnerships.

As confirmed by the California Department of Education (“CDE”) in March 2024, Bullis Charter School has achieved the status of a **high performing** charter school under the standards implemented in 2019 through Assembly Bill (“AB”) 1505, and is entitled to renewal of its charter under Education Code¹ Section 47607(c)(2)(A)(ii). Bullis is pleased to present a comprehensive analysis of its academic achievement data in the section that follows, and we note the following highlights:

- In English Language Arts (“ELA”) and math, Bullis is the **highest performing** public school located in the Los Altos School District (“LASD”), as measured through the status indicator on the 2023 California School Dashboard (“Dashboard”)
- In English ELA and math, Bullis is the **highest performing** charter school in all of Santa Clara County as measured through the status indicator on the 2023 Dashboard
- Bullis **ranks 2nd out of more than 1,200** charter schools statewide in math, as measured through the status indicator on the 2023 Dashboard
- Bullis **ranks 6th out of more than 1,200** charter schools statewide in ELA, as measured through the status indicator on the 2023 Dashboard
- Bullis achieved academic **growth** in ELA and math over the course of the pandemic whereas a significant number of schools experienced decline
- Bullis has achieved extraordinarily high achievement for students with disabilities, Hispanic students, English learners, and socioeconomically disadvantaged students, as compared with the State average

Beyond the academic achievement of our students, Bullis is also proud to be **a diverse school** within LASD’s geographic boundaries, with the highest percentage of students of color of any LASD school, and proud of its considerable growth in serving socioeconomically disadvantaged students, students with disabilities, and English learners, over the last year alone:

¹ All statutory references herein are to the California Education Code unless otherwise stated.

	Bullis 2022-23	Bullis 2023-24	% Growth
Socioeconomically Disadvantaged	1.9%	3.5%	85%
Students with Disabilities	6.9%	7.79%	13%
English Learners	6.1%	8.96%	47%

There is ultimately no greater testament to parents’ demand for schools-of-choice like Bullis than Bullis’ waitlist, which ran over 1,000 students deep in the 2023-24 school year. At Bullis, we celebrate the success of our programs and student outcomes, which have earned the respect of parents throughout Santa Clara County, but we are also solemn in recognizing that there is a tremendous enrollment demand for Bullis that cannot be currently met due to physical capacity limits at our two campuses.

In addition to our academic successes, the growth in diversity of our student body, and the continuity of high quality learning and support for students social and emotional needs during throughout the pandemic, we celebrate many successes over the past charter term, including:

- A consistent **STEAM Program** (Science, Technology, Engineering, Art, and Math) across all grades, with project-based learning and design thinking as core instructional methods
- Expansion to **full day TK and K** programs
- A lottery preference for students who qualify for **Free/Reduced Price Meals (“FRPM”)**
- **Middle School Intersessions** which focus on innovative interdisciplinary units for middle school students focusing on practical skills and entrepreneurship, such as the Early Human Design Challenge and SchoolsNEXT Competition
- **Western Association of Schools and Colleges (“WASC”) Approval** through 2028, with Highly Effective and Effective ratings in all accreditation status factors
- **Financial Literacy and Entrepreneurship** integrated into the curriculum, with middle schools students developing financial plans and business models, culminating in the creation of a "Bear Faire" to raise awareness for community needs
- **Partnership with Take Action Global as a Climate Action School**, offering students 10-month school-wide climate education experiences, including educator certifications, an online Community of Practice, cross-curricular resources, guided schoolwide data collection, school-to-school international virtual exchanges, and a student-led schoolwide climate project

We respectfully request that the County Board approve Bullis’ renewal petition for a **seven-year** charter term, as Bullis is identified as a **“high performing” charter** school, pursuant to the amendments made to Education Code Section 47607 and the creation of Education Code Section 47607.2 by AB 1505. The legislative mandate is that high performing charter schools like Bullis **“shall” be renewed**. We thank the County Office and County Board for supporting Bullis Charter School and its students and families.

Charter Renewal Standards and Supporting Data

Pursuant to the amendments made to Education Code Section 47607 and the creation of Education Code Section 47607.2 by AB 1505, charter schools’ entitlement to renewal and the standards under which they are assessed are governed by their classification as “high”, “middle”, or “low” performing. As addressed below, and confirmed by the CDE, Bullis is designated as a **“high performing”** charter school. The legislative mandate is that high performing charter schools like Bullis “shall” be renewed. Moreover, high performing charter schools may be renewed for up to a 7-year term.

A charter school is designated as high performing where, as here, for two consecutive years preceding the renewal decision, “[f]or all measurements of academic performance, the charter school has received performance levels schoolwide that are the same or higher than the state average and, for a majority of subgroups performing statewide below the state average in each respective year, received performance levels that are higher than the state average.” (Section 47607(c)(2)(A)(ii), also known as “High Performing – Criteria 2”)². As defined in law, “measurements of academic performance” include the indicator for ELA performance as assessed through the California Assessment of Student Performance and Progress (“CAASPP”), math performance as assessed through CAASPP, the English Learner progress indicator (“ELPI”), and for schools serving high school students, the College and Career indicator (“CCI”).

Based on Bullis’ 2022 and 2023 performance on the Dashboard, the CDE has confirmed that Bullis has achieved “High Performing” status for renewal.

	A	B	C	D	E	F	G	H	I	J
1	Charter School Performance Category Data File - 2023									
2	California Department of Education, March 12, 2024									
3	CDS: County District School, N/A: Not Applicable.									
4	CDS	Scode	Dashboard_Schooltype	Charter_Type	School	District	County	School_Type	Performance_Level	Criteria
239	43104390106534	0106534	ES	DF	Bullis Charter	Santa Clara County	Santa Clara	Elementary Schools (Public)	High Performing	Criterion 2

(<https://www.cde.ca.gov/sp/ch/documents/perfcats24.xlsx>)

Accordingly, the law commands that “[t]he chartering authority,” i.e., the County Board, “shall not deny renewal” for Bullis. (Section 47607(c)(2)(A).)

Further, because Bullis is deemed “High Performing,” the law provides that Bullis “shall **only** be required to update the petition to include a reasonably comprehensive description of any new requirement of charter schools enacted into law after the charter was originally granted or last renewed and as necessary to reflect the current program offered by the charter.” (Section 47607(c)(2)(F).) As demonstrated throughout this charter renewal petition, Bullis has updated its petition accordingly.

² A charter school may also alternatively be considered high performing under “criteria 1” (Section 47607(c)(2)(A)(i), however Bullis qualifies for “high performing” under “criteria 2” as addressed herein.

The remaining matter for the County Board’s consideration at renewal is whether Bullis’ performance warrants a charter renewal period of five, six, or seven years. (Section 47607(c)(2)(E).) For the reasons provided below, Bullis submits that its high performance is above and beyond the performance of charter schools in Santa Clara County and statewide, and warrants approval of a **seven-year term** for Bullis from July 1, 2025 through June 30, 2032.

Schoolwide Dashboard Performance

The California School Dashboard is an accountability system that uses color coding to provide a visual representation of school performance across multiple measures. The color-coded performance levels range from blue (highest performance) to red (lowest performance). Blue indicates that a school or district is excelling in a particular area, such as academic achievement, demonstrating strong outcomes and significant progress. Green signifies good performance, showing that a school or district meets or exceeds state standards in key areas. Both blue and green levels reflect positive outcomes and effective practices, with blue representing the highest level of success and green indicating solid, commendable performance.

As the charts below demonstrate, on all academic measures, and for the two consecutive years preceding the renewal decision on this renewal petition, Bullis performed **substantially** above the State as measured by both EL Progress (“Performance Level”), and Math/ELA points above the standard (“DFS” or “Status”). Bullis also performed substantially above the District in ELA and math on the 2022 and 2023 Dashboards and surpassed the District’s performance in EL progress as of the 2023 Dashboard.

2023 Dashboard – Schoolwide (Performance Level and DFS/Status)

	Bullis	LASD	State
ELA	(Very high) 112.5	(Very high) 87.3	(Low) -13.6
Math	(Very high) 128.5	(Very high) 90.8	(Low) -49.1
EL Progress	(Very high) 70%	(High) 64.8%	(Medium) 48.7%

2022 Dashboard – Schoolwide (Performance Level and DFS/Status)

	Bullis	LASD	State
ELA	(Very high) 112.7	(Very high) 89.6	(Low) -12.2
Math	(Very high) 122.4	(Very high) 89.9	(Low) -51.7
EL Progress	(High) 56.8%	(Very high) 65.2%	(Medium) 50.3%

Further, as indicated in the table below, Bullis outperformed each District school in the 2022-23 school year as measured by DFS in ELA and math:

ELA – DFS Performance (2023 Dashboard) – School Level Comparison

Rank	School	DFS
1	Bullis Charter School	112.5
2	Covington Elementary	108.7
3	Springer Elementary	104.7
4	Oak Avenue Elementary	100.8
5	Georgina P. Blach Junior High	94.2
6	Ardis G. Egan Junior High	86.3
7	Loyola Elementary	82.5
8	Gardner Bullis Elementary	78.8
9	Almond Elementary	72.5
10	Santa Rita Elementary	43.6

Math DFS Performance (2023 Dashboard) – School Level Comparison

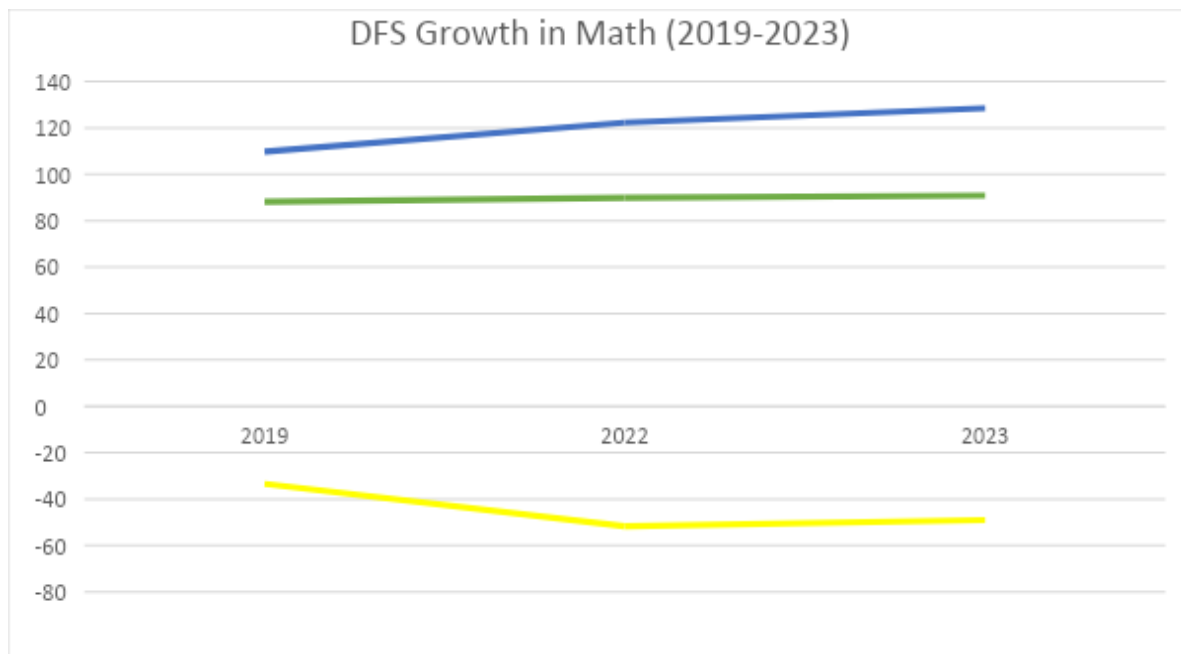
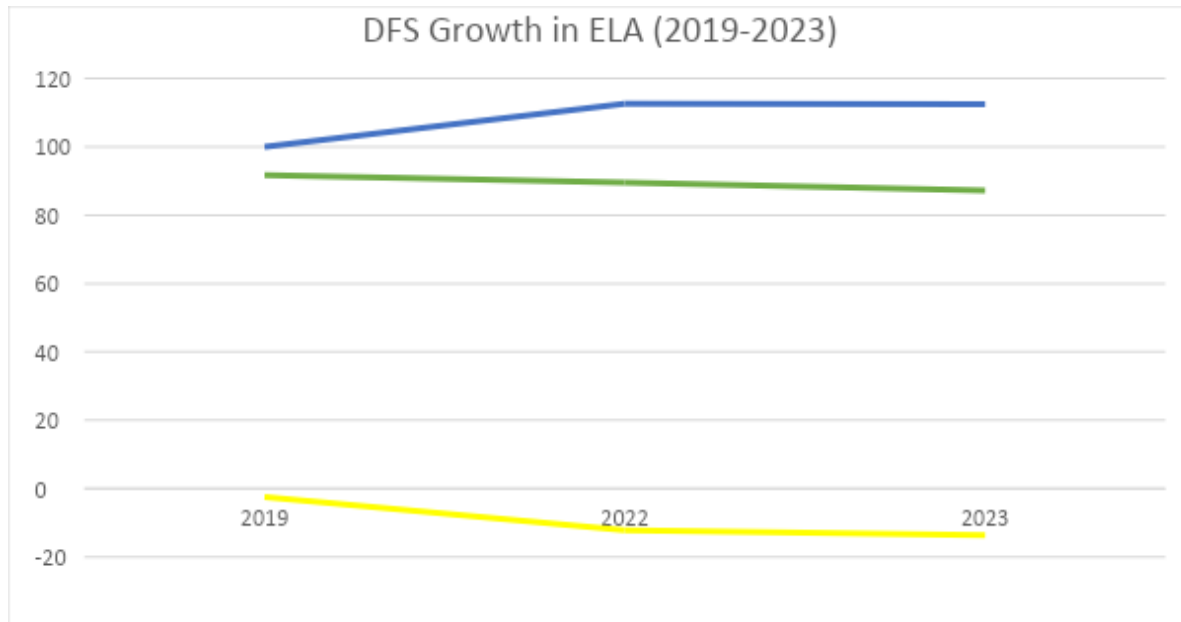
Rank	School	DFS
1	Bullis Charter School	128.5
2	Covington Elementary	113.7
3	Georgina P. Blach Junior High	108.2
4	Springer Elementary	107
5	Oak Avenue Elementary	101.4
6	Almond Elementary	87.1
7	Loyola Elementary	85.5
8	Ardis G. Egan Junior High	81.4
9	Gardner Bullis Elementary	77.6
10	Santa Rita Elementary	43.6

In fact, out of all 62 charter schools in all of Santa Clara County in the 2022-23 school year, Bullis has the highest DFS in ELA and math. Further, out of 1,272 charter schools in California, in the 2022-23 school year, Bullis achieved the 6th highest DFS in ELA and the 2nd highest DFS

Required a10

in math of all charter schools, **placing Bullis within the top 1% of charter schools in California based on academic performance.**

Further, Bullis has not only achieved high levels of academic performance in the most recent two Dashboards, Bullis has grown in its academic performance even through the challenges and disruption through the 2020 COVID-19 pandemic:

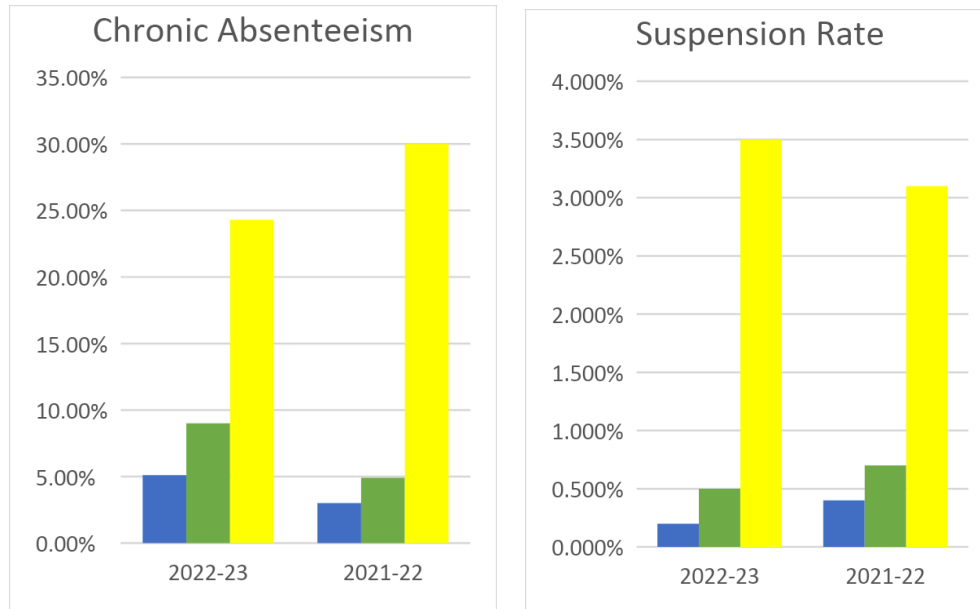


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Further, while not legally determinative of Bullis' classification as a "High Performing – Criteria 2" charter school, on nonacademic Dashboard measures addressing chronic absenteeism and suspension rate, Bullis also outperformed both the State and the District, respectively, as indicated by lower chronic absenteeism and suspension rates for two consecutive years. This data indicates that at Bullis, more students are present at school and engaged in learning.



Bullis has also satisfied the criteria to meet the standards in each of the local indicators for the prior two consecutive Dashboards.

Local Indicator	2022	2023
Basics: Teachers, Instructional Materials, Facilities	Standard Met	Standard Met
Implementation of Academic Standards	Standard Met	Standard Met
Local Climate Survey	Standard Met	Standard Met
Access to a Broad Course of Study	Standard Met	Standard Met

Subgroup Dashboard Performance

For purposes of determining a charter school's renewal performance category (high, medium, low), only those statewide subgroups performing below the State average for all students are subject to consideration under Section 47607(c)(2)(A)(ii). In order to qualify as "high performing" under criteria 2, a charter school must earn performance levels for at least two such subgroups, and the charter school must, for a majority of such subgroups, achieve higher performance (DFS/status) than the State's performance as to those subgroups. Only subgroups with at least 30 students who participated in CAASPP testing at a school are assigned a performance level color (red through blue), and for purposes of qualification for "High

Required a12

Performing – Criteria 2” the CDE only counts those subgroups for which a performance level color has been assigned.

As the below charts demonstrate, on all academic measures, for every qualifying subgroup, for two consecutive years, Bullis performed substantially above the State as measured by both performance level (color) and DFS. Bullis also performed substantially above the District with respect to each subgroup in ELA and math. For visibility and reference, Bullis has also identified subgroups in the tables below that included less than 30 students assessed in CAASPP and were not assigned a color performance level on the Dashboard (marked with a “^”). Notwithstanding that the 2022 Dashboard did not assign performance level colors at all, Bullis has identified the performance level color equivalent to the performance band (e.g., high performing = blue).

2023 Subgroup Performance

ELA – Performance Level and DFS

	Bullis	LASD	State
English Learners	59.3	2.2	-67.7
Students With Disabilities	11.7	-10.3	-96.3
Hispanic	87.4^	7.9	-40.2
Socioeconomically Disadvantaged	0.2^	-2.1	-42.6

Math – Performance Level and DFS

	Bullis	LASD	State
English Learners	78.2	11.6	-93.4
Students With Disabilities	24.7	-15.1	-127.3
Hispanic	86.3^	-12	-80.8
Socioeconomically Disadvantaged	9.6^	-29.8	-80.8

2022 Subgroups

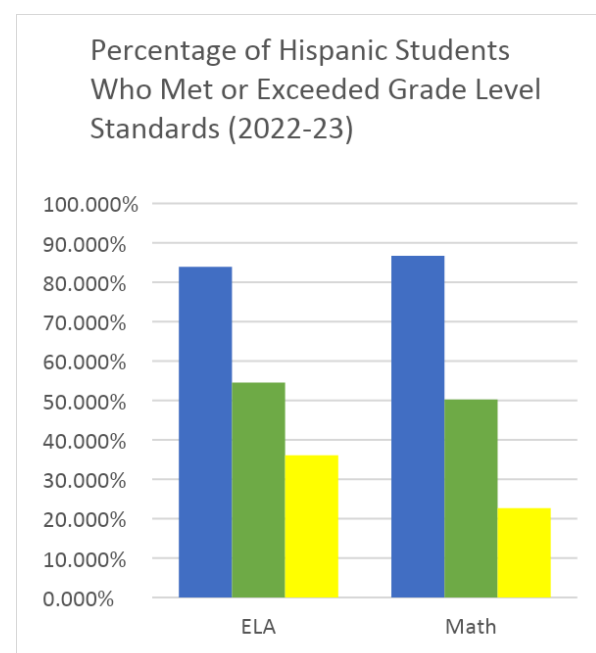
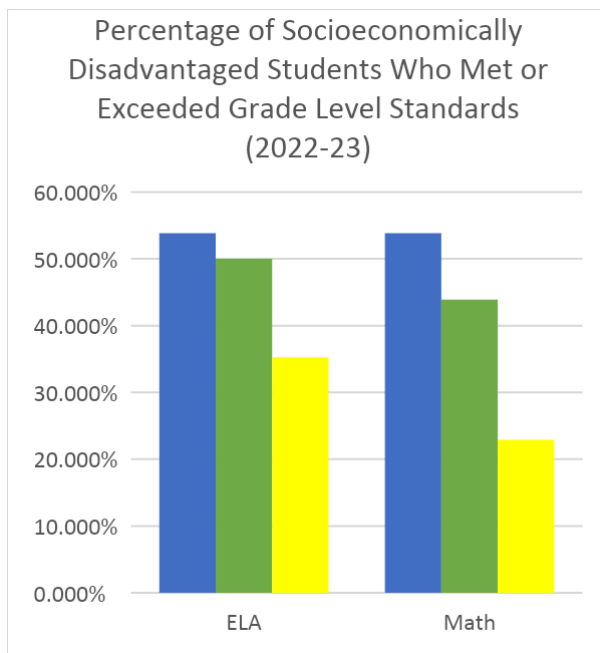
ELA – Performance Level and DFS

	Bullis	LASD	State
English Learners	(Very high) 90.5	(High) 20.9	(Low) -61.2
Students With Disabilities	(High) 31.8	(Low) -12.6	(Very low) -97.3
Hispanic	109.6^	(Medium) 7.8	(Low) 38.6

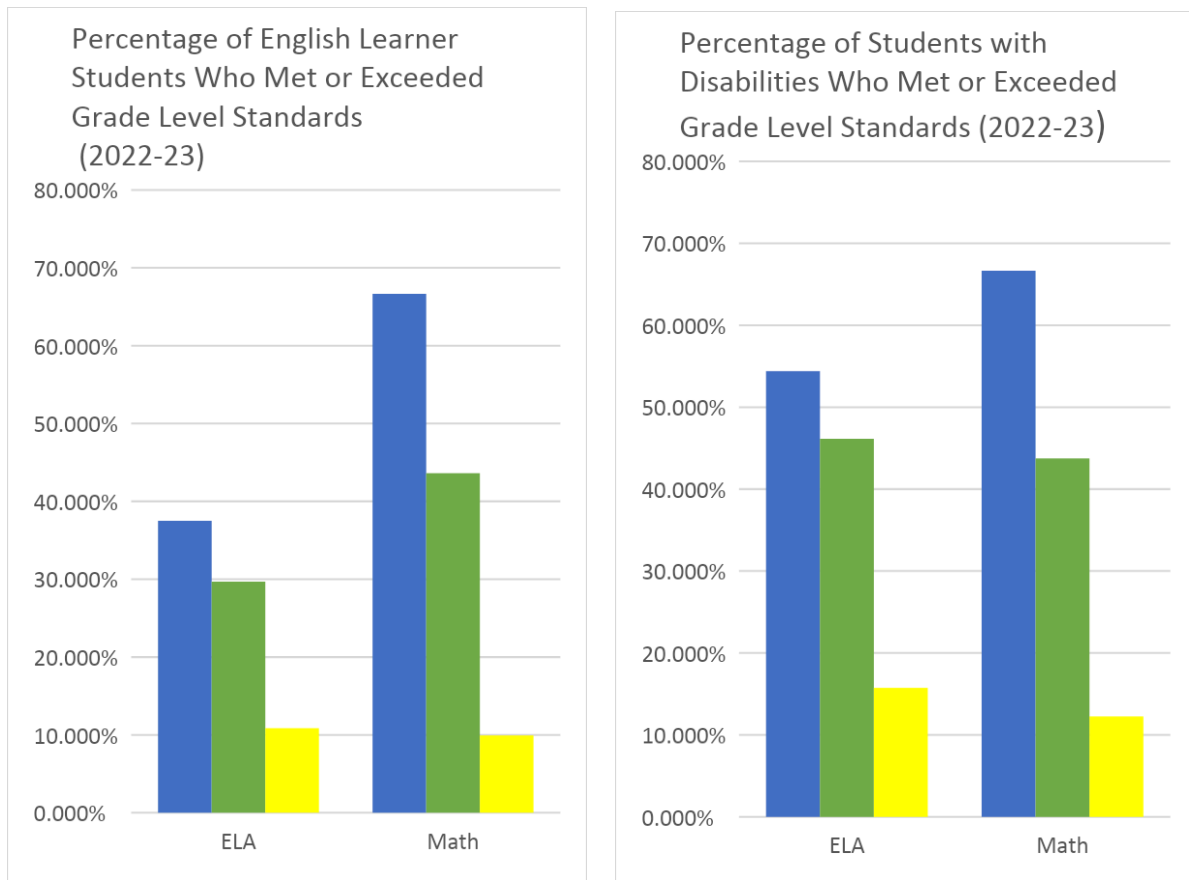
Math – Performance Level and DFS

	Bullis	LASD	State
English Learners	(Very high) 108.3	(High) 23.2	(Low) -92
Students With Disabilities	(Very high) 48.9	(Medium) -17.3	(Very low) -130.8
Hispanic	107.9^	(Medium) -16.6	(Low) -83.4

Furthermore, as to just those students classified as socioeconomically disadvantaged, Hispanic, disabled, and English learners, Bullis outperformed both the State and the District in the 2022-23 school year, as measured by the percentage of students who met or exceeded grade level standards in ELA and math.



Required a14



Bullis Should Be Renewed for a Seven-Year Term

Again, as a designated high-performing charter school, the law provides that renewal of Bullis' charter **shall not be denied**. (Section 47607(c)(2)(A)).

In consideration of Bullis' status as the highest performing charter school in Santa Clara County, and among the top 1% of charter schools in the State in ELA and math performance, Bullis' attainment of a 70% growth rate in for EL students, and significantly high performance for Hispanic students, socioeconomically disadvantaged students, and disabled students, Bullis submits that its charter should be renewed for a seven-year term pursuant to Section 47605(c)(2)(E).

Beyond Bullis' academic and programmatic successes over the past charter term, and to the extent considered by the County Board as relevant for the length of Bullis' renewal term, Bullis has also achieved the status of being the most diverse public school operating within the District by multiple measures, which demonstrates Bullis' high level of success in broadly serving the community in which it is located. Bullis serves the most students of color of any District school. On a subgroup-by-subgroup basis, Bullis is well within the ranges of subgroup representation for District schools. For example, on a percentage basis using 2022-23 school year data, Bullis enrolled more African American students than Springer and Gardner, more American

Indian/Alaska Native students than Springer, Oak Avenue, Loyola, Blach, and Gardner, more Filipino students than all but one District school, the same Hispanic enrollment as Springer, more EL students than Blach and Oak Avenue, and the same enrollment of disabled students SWD as Oak Avenue. Accounting for all students on the continuum of EL status from initial EL designation through Reclassified Fluent English Proficient (“RFEP”) status, Bullis is on par with the District (19.7% and 20.8%, respectively); Bullis’ RFEP rate, which is 3% higher than the District, is a testament to Bullis’ support for and success with EL students.

Bullis is also proud of its enrollment growth between the 2022-23 and 2023-24 school years in the following subgroups:

	Bullis 2022-23	Bullis 2023-24	% Growth
Socioeconomically Disadvantaged	1.9%	3.5%	85%
Students with Disabilities	6.9%	7.79%	13%
English Learners	6.1%	8.96%	47%

As of this current 2023-24 school year, Bullis now has a higher socioeconomically disadvantaged student population than District schools Blach, Loyola, and Oak Avenue did last year, a higher count of students with disabilities than Egan and Oak Avenue did last year, and a higher count of EL students than Egan, Gardner, Blach, Loyola, and Oak Avenue did last year.

As the 2022-23 school year data published by CDE indisputably demonstrates, **Bullis is among the closest** to reflecting a student population balance of the district where it is located in the entire county, as compared with the other charter schools authorized by SCCOE, as addressed in Bullis’ October 2023 letter to the SCCBOE.

Renewing Bullis’ charter for seven-years is in the best interests of all students and the County Office of Education and Board. By renewing Bullis’ charter for seven-years, the County Office of Education and Board may focus their time, resources, and efforts on supporting schools and school districts that face challenges in increasing and attaining high levels of academic achievement for students, instead of processing Bullis’ charter renewal in the nearer-term. Bullis and its students and prospective students will benefit from a seven-year term by, likewise, allowing Bullis to fully focus on sustaining its high level of academic achievement for all students, instead of dedicated limited resources to charter renewal exercises in the nearer-term. A seven-year term will send a message to current and prospective students that the County Board takes pride in and values student achievement at the highest levels and that as many students as possible should have the opportunity over the next seven years to receive the same educational opportunity.

Element A: The Educational Program

“The educational program of the charter school, designed, among other things, to identify those whom the charter school is attempting to educate, what it means to be an ‘educated person’ in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners.” (Education Code § 47605(c)(5)(A)(i).)

The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals. (Education Code § 47605(c)(5)(A)(ii).)

The Mission of Bullis Charter School

Bullis Charter School offers a collaborative, experiential learning environment that emphasizes individual student growth. As a model of educational innovation, BCS inspires children, faculty, and staff to reach beyond themselves to achieve their 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.

Targeted Student Population

Bullis Charter Schools seeks to educate all students in the state of California who wish to attend, subject only to capacity and the enrollment preferences set forth in its charter, with a focus on serving students who reside in the Los Altos School District. Bullis Charter School seeks to maintain a community school environment, serving Transitional Kindergarten through eighth grade students.

Student Population Characteristics and Needs

Bullis Charter School serves students in Transitional Kindergarten through eighth grade at two site-based locations:

- (1) North Campus, Grades TK-8—102 West Portola Ave., Los Altos, CA 94022 [co-located with Egan Junior High]
- (2) South Campus, Grades TK-5—1124 Covington Rd., Los Altos, CA 94024 [co-located with Blach Junior High]

Our student population is a reflection of the community in which our sites are located, as seen in the comparison table of 2023-2024 student race/ethnicity data below (data compiled from DataQuest).

School	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White	Two or More Races	Not Reported
Almond Elementary	0.8%	0.0%	35.9%	0.8%	16.2%	0.0%	30.1%	15.1%	1.1%
Ardis G. Egan Junior High	0.6%	0.2%	38.3%	0.6%	13.1%	0.4%	36.7%	9.7%	0.4%
Covington Elementary	0.7%	0.0%	50.6%	0.5%	6.9%	0.5%	29.0%	11.8%	0.0%
Gardner Bullis Elementary	0.0%	0.0%	29.7%	0.3%	5.8%	0.0%	47.8%	15.0%	1.4%
Georgina P. Blach Junior High	0.5%	0.0%	36.9%	0.5%	6.9%	0.0%	41.8%	13.4%	0.0%
Loyola Elementary	0.3%	0.0%	39.3%	0.3%	4.3%	0.0%	40.2%	15.4%	0.3%
Oak Avenue Elementary	0.9%	0.3%	49.4%	1.8%	4.9%	0.3%	30.5%	11.6%	0.3%
Santa Rita Elementary	0.3%	0.0%	32.4%	1.9%	22.1%	0.5%	32.7%	10.1%	0.0%
Springer Elementary	0.0%	0.0%	41.2%	0.3%	4.0%	0.3%	38.3%	15.6%	0.3%
Bullis Charter	0.2%	0.1%	61.9%	1.4%	4.5%	0.1%	16.6%	12.9%	2.4%
BCS Rank	8/10	3/10	1/10	3/10	8/10	6/10	10/10	6/10	1/10

Since its last renewal, Bullis Charter School has grown into a stable pillar, serving more of the community's students, and becoming the most diverse public school operating within the District by multiple measures.

The Socioeconomically Disadvantaged and English Learner enrollment data also shows relative stability that is reflective of those populations in the majority of schools in the District. Bullis is particularly proud of English Learner progress: Accounting for all students on the continuum of EL status from initial EL designation through Reclassified Fluent English Proficient ("RFEP") status, BCS is on par with the District. BCS also averages a reclassification rate above 50% for the previous three years, a testament to BCS' support for and success with EL students.

As a result of its growth, Bullis added more than 30 teachers since its last charter renewal and has created the following support positions to accommodate growth: Human Resources Coordinator, full-time Director of Special Education, Director of Operations, Chief of Academics and Educational Services, Chief of Staff, Induction Mentor, Reading Specialist, MTSS Coordinator, Director of Community Engagement and Outreach, and Director of Technology.

Bullis addresses a diverse range of student needs through a comprehensive, data-driven approach. The school prioritizes understanding each student's unique background, including socio-economic status, language proficiency, and special education requirements. This holistic

perspective ensures that interventions are personalized and effective, meeting both academic and personal needs.

The school fosters student engagement by offering a variety of programs tailored to their interests. Co-curricular and extra-curricular activities, such as coding, robotics, performing arts, and sports, are available during and after school hours. Middle school students benefit from clubs and elective courses designed to develop leadership skills and explore personal passions.

BCS serves a growing number of socioeconomically disadvantaged students, English learners, and students with disabilities. These groups face unique challenges, including language barriers and the need for specialized instructional strategies. The school implements a robust Multi-Tiered System of Supports (MTSS) to address these challenges, ensuring that all students receive the necessary academic and emotional support.

To meet academic needs, Bullis uses differentiated instruction based on continuous assessment data. Tools such as the NWEA MAP Growth assessments and CAASPP data help teachers identify areas where students need additional support. This data-driven approach allows for targeted interventions and personalized learning plans, particularly benefiting English learners and students with special needs.

Independent study is a way in which students who have extended absences from school can get instructional support. This flexible instructional strategy ensures that students do not fall behind academically during prolonged absences. By providing structured learning experiences and regular check-ins with teachers, independent study helps maintain continuity in education and supports the diverse needs of the student body. The Charter School independent study policies have been established by Charter School in alignment with Education Code (“EC”) § 51744 et seq., and adopted pursuant to EC § 51747 and 5 C.C.R. §11701.

Bullis consistently outperforms nearby schools in both academic achievement and student growth metrics. According to the 2022 California School Dashboard, Bullis students performed at the Very High level in Mathematics and English Language Arts, significantly exceeding state averages. The school's English learners and students with disabilities also showed remarkable progress, with a high percentage making significant gains on standardized tests.

The school boasts impressive academic results, with 60% of all students meeting their NWEA growth goals from Fall 2022 to Spring 2023. English learners demonstrated even higher growth rates, with an average of 68% achieving their NWEA growth goals. Discipline metrics indicate a positive school environment, with a significant reduction in incident reports and a focus on restorative practices to address student behavior.

By providing a tailored educational experience that meets the diverse needs of its student population, Bullis Charter School continues to be a preferred choice for families seeking a high-quality, supportive learning environment. The school's commitment to academic excellence, coupled with its innovative programs and strong community partnerships, ensures that every student has the opportunity to succeed.

Enrollment, 2025-2032

Below are the anticipated enrollment projections, recognizing these may vary year to year, dependent on board recommendations, programmatic needs, and/or legislative requirements that may impact classes, staffing, etc.

Enrollment Projections, 2025-2032								
Year / Grade	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32
TK	40	40	40	40	40	40	40	40
K	88	110	110	110	110	110	110	110
1	115	123	123	123	123	123	123	123
2	120	132	132	132	132	132	132	132
3	134	132	132	132	132	132	132	132
4	128	130	130	130	130	130	130	130
5	128	130	130	130	130	130	130	130
6	120	104	104	106	106	106	106	106
7	94	104	104	106	106	106	106	106
8	75	100	100	102	102	102	102	102
Total	1042	1105	1105	1111	1111	1111	1111	1111

Anticipated Number of Students Per Classroom, 2024-2025									
TK	K	1	2	3	4	5	6	7	8
20	22	19	20	22	26	26	23	26	19
Average Student-to-Teacher Ratio 12.5									

Bullis Charter School's enrollment numbers have remained consistent, reflecting the community's strong and sustained demand for, and support of, the BCS educational program. Historically and currently, Bullis Charter School maintains a substantial waitlist.

Attendance

The school year begins annually in August. Teachers and staff return at the beginning of August to participate in staff development prior to the first day of school. BCS offers the same or greater number of instructional days as LASD. Since opening its doors, BCS has offered 180 student days each year.

Required a20

Longer School Day and More Instructional Minutes. The BCS bell schedule is created to best support student learning. TK and Kindergarteners attend school for the full day beginning at 8:15am until release at 3:05pm. 1-5 grade students attend school from 8:35 - 3:15pm each day. 6-8 grade students attend school from 8:00am - 3:30pm. A table below shows the instructional minutes at BCS compared to the minutes required by the California Department of Education:

Instructional Minutes Totals & Comparison		
	Required (per CDE)	BCS Actual
TK/Kindergarten	36,000	57,000+
Grade 1-3	50,400	60,600+
Grade 4-5	54,000	60,600+
Grades 6-8	54,000	68,000+

Additionally, Bullis Charter Schools provides ample time for students to participate in extended learning activities, through co-curriculars, and special programs such as world language, art, music, and drama, in addition to use of the Makerspace, a collaborative workspace with a dedicated, credentialed teacher, allowing students to explore STEAM through creative projects and problem-solving tasks

Students have access to extra-curricular activities at the end of each instructional day, in accordance with the Expanded Learning Opportunities Program (“ELOP”). Many staff participate in providing extra-curricular activities, alongside outside providers. For the 2023-2024 school year, Bullis formed a partnership with WayToGo, a Spanish-immersion after school program to help supplement the opportunities offered to all students for extracurricular activities. Bullis anticipates continuing and expanding this partnership for the 2024-2025 school year, with a full program offered for seven weeks during the summer of 2024.

Below is a breakdown of what the current start and end times look like, for each of the grade levels:

Daily Schedule.

TK/Kindergarten	Grades 1-5	Grades 6-8
8:15 am - 3:05 pm	8:35 am – 3:15 pm	8:00 am – 3:30 pm
Extracurricular Classes & ELOP		
TK-6 learners who elect to attend the ELOP program may have the option of staying at school until 5:30pm.		

Bell Schedules

Sample Kindergarten Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
8:15-8:40	Morning Meeting, Greeting, Calendar, Sight words	Morning Meeting, Greeting, Calendar, Sight words	Morning Meeting, Greeting, Calendar, Sight words	Morning Meeting, Greeting, Calendar, Sight words	Morning Meeting, Greeting, Calendar, Sight words
8:40 - 9:30	Math	Math	Math	Math	Assembly/Houses
9:30 - 10:20	Writing	Makerspace	PE	PE	Library/Handwriting
10:20 - 10:40	Recess	Recess	Recess	Recess	Recess
10:40 - 11:30	Drama	Social Studies/Science	Music	Social Studies/Science	SEL Skill Lesson
11:30 - 12:00	Mandarin	Mandarin	Writing	Writing	Mandarin
12:00 - 12:40	Lunch	Lunch	Lunch	Lunch	Lunch
12:20 - 12:40	Recess	Recess	Recess	Recess	Recess
12:40 - 1:00	Silent Reading/ELD	Silent Reading/ELD	Silent Reading/ELD	Silent Reading/ELD	Silent Reading/ELD
1:00 - 2:00	Phonics/Literacy Centers	Phonics/Literacy Centers	Phonics/Literacy Centers	Phonics/Literacy Centers	Integrated Play Centers
2:00 - 2:15	Recess	Recess	Recess	Recess	Recess
2:15 - 2:50	Integrated Play Centers	Integrated Play Centers	Integrated Play Centers	Integrated Play Centers	Art
2:50 - 3:05	Storytelling/Dismissal	Storytelling/Dismissal	Storytelling/Dismissal	Storytelling/Dismissal	Storytelling/Dismissal

Sample Second Grade Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
8:35-8:40	Attendance/Greeting	Attendance/Greeting	Attendance/Greeting	Attendance/Greeting	Attendance/Greeting
8:40 - 9:30	PE	Morning Meeting	Art	Morning Meeting	Assembly/Houses
9:30 - 10:20	Morning Meeting	Mandarin	Reading	Mandarin	Morning Meeting
10:20 - 10:40	Recess	Recess	Recess	Recess	Recess
10:40 - 11:30	Math	Math	Math	Math	Math
11:30 - 12:20	Drama	Reading	Music	Reading	PE
12:20 - 12:40	Lunch	Lunch	Lunch	Lunch	Lunch
12:40 - 1:00	Recess	Recess	Recess	Recess	Recess
1:00 - 1:25	Enhancement/ELD	Enhancement/ELD	Enhancement/ELD	Enhancement/ELD	Enhancement/ELD
1:25 - 2:15	Reading	Writing	Co-Curriculars	Writing	Writing
2:15 - 3:05	Social Studies/Science	Makerspace	Co-Curriculars	Social Studies/Science	Social Studies/Science
3:05 - 3:15	Class Jobs/Closing Circle	Class Jobs/Closing Circle	Class Jobs/Closing Circle	Class Jobs/Closing Circle	Class Jobs/Celebrations

Sample Seventh Grade Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 - 9:00	World Language	Science	World Language	Science	ELA
9:05- 10:05	Science	Fab Lab	PE	World Language	History
10:10 - 10:30	Advisory	Advisory	Advisory	Advisory	Advisory
10:30 - 10:50	Recess	Recess	Recess	Recess	Recess
10:50 - 11:50	Math	Math	Math	Math	Math
11:55 - 12:55	Drama/Music/Art	Electives	Drama/Music/Art	Drama/Music/Art	Science
12:55 - 1:15	Lunch	Lunch	Lunch	Lunch	Lunch
1:15 - 1:25	Recess	Recess	Recess	Recess	Recess
1:25 - 2:25	ELA	ELA	ELA	History	PE
2:30 - 3:30	History	History	History	PE	Clubs

Below is a copy of the academic calendar for the 2024-25 school year:

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Academic Calendar, 2024-2025.

Bullis Charter School Calendar 2024-2025																								
July 2024					Independence Day – 7/4					January 2025					New Years Day (Observed) – 1/1									
M	T	W	Th	F						M	T	W	Th	F	Winter Recess, con. – 1/2-1/3									
1	2	3	4	5								1	2	3	Staff Development – 1/6									
8	9	10	11	12						6	7	8	9	10	First Instructional Day – 1/7									
15	16	17	18	19						13	14	15	16	17	MLK Jr. Day – 1/20									
22	23	24	25	26	0 Instructional Days					20	21	22	23	24	18 Instructional Days									
29	30	31								27	28	29	30	31	19 Work Days									
August 2024					New Staff Development – 8/1-8/2					February 2025					Washington's Day (Observed) – 2/17									
M	T	W	Th	F	Staff Development – 8/5-8/13					M	T	W	Th	F	Lincoln's Day (Observed) – 2/18									
			1	2	First Instructional Day – 8/14					3	4	5	6	7	Mid-Winter Break – 2/19-2/21									
5	6	7	8	9						10	11	12	13	14	Data Day - Half Day - 2/7									
12	13	14	15	16						17	18	19	20	21										
19	20	21	22	23	13 Instructional Days					24	25	26	27	28	15 Instructional Day									
26	27	28	29	30	20/22 Work Days										15 Work Days									
September 2024					Labor Day – 9/2					March 2025					FLG Conferences - Half Day - 3/20									
M	T	W	Th	F	Data Day - Half Day - 9/20					M	T	W	Th	F	FLG Conferences - Full Day - 3/21									
2	3	4	5	6	FLG Conferences - Half Day - 9/26					3	4	5	6	7	Data Day - Half Day - 3/28									
9	10	11	12	13	FLG Conferences - Full Day - 9/27					10	11	12	13	14										
16	17	18	19	20						17	18	19	20	21										
23	24	25	26	27	19 Instructional Days					24	25	26	27	28	20 Instructional Days									
30					20 Work Days					31					22 Work Days									
October 2024					Data Day - Half Day - 10/25					April 2025					Spring Break – 4/7-4/11									
M	T	W	Th	F						M	T	W	Th	F										
	1	2	3	4							1	2	3	4										
7	8	9	10	11						7	8	9	10	11										
14	15	16	17	18						14	15	16	17	18										
21	22	23	24	25	23 Instructional Days					21	22	23	24	25	17 Instructional Days									
28	29	30	31		23 Work Days					28	29	30			17 Work Days									
November 2024					Veterans Day – 11/11					May 2025					Memorial Day – 5/26									
M	T	W	Th	F	Thanksgiving Day – 11/28					M	T	W	Th	F										
				1	Thanksgiving Break – 11/25-11/29								1	2										
4	5	6	7	8						5	6	7	8	9										
11	12	13	14	15						12	13	14	15	16										
18	19	20	21	22	15 Instructional Days					19	20	21	22	23	21 Instructional Days									
25	26	27	28	29	15 Work Days					26	27	28	29	30	21 Work Days									
December 2024					Winter Recess – 12/23-12/31					June 2025					Last Instructional Day – Half Day - 6/5									
M	T	W	Th	F	Christmas Day – 12/25					M	T	W	Th	F	Last Work Day for Teachers – 6/6									
2	3	4	5	6						2	3	4	5	6	Junteenth Independence Day – 6/19									
9	10	11	12	13						9	10	11	12	13										
16	17	18	19	20						16	17	18	19	20	4 Instructional Days									
23	24	25	26	27	15 Instructional Days					23	24	25	26	27	5 Work Days									
30	31				15 Work Days					30														
</																								

Attendance Policies. The process by which Bullis Charter School accounts for student attendance and reporting is as follows:

- Teachers take attendance at the beginning of the day for TK/Kindergarten through 5th grade, and at the beginning of every period for 6th, 7th and 8th grades.
- Registrar or front office team contacts families who have not indicated a reason for an absence and ensures all absences are correctly coded.
- Students who are part of independent study receive the appropriate coding in the student information system based on the verification sheets, detailing equivalent work completion.
- Teachers verify attendance accuracy weekly and sign attendance reports.
- Monthly attendance reports are created and reviewed by the Executive Director or designee.
- Monthly attendance reports are submitted to SCCOE.

Goals and Philosophy

What it Means to Be an Educated Person in the 21st Century

BCS believes that an “educated person” in the 21st century is a lifelong learner who has developed competence, self-motivation, confidence, and responsibility. The BCS program is built on developing the academic and personal attributes described below:

The *academic attributes* of an educated person in the 21st century include:

- | | | |
|--|---|--|
| - Knowledge of and ability to demonstrate solid skills in reading, writing, and speaking | - A core knowledge which includes cultural, mathematical, and scientific literacy | - Understanding of the design thinking process |
| - Knowledge of history | - Ability to think critically, creatively, analytically, and logically | - Ability to effectively use technology as a tool and understanding its uses |
| - Ability to gather and organize information | - Understanding of the mathematical process, including application | - Ability to critically assess data |
| - Ability to appreciate, enjoy and respect the visual and performing arts | | - An understanding of political process |

The *personal attributes* of an educated person in the 21st century include:

- | | | |
|--|---|--|
| - Concentration, focus and perseverance | - Ability to work cooperatively with others | - Adaptability |
| - A strong sense of connection to and responsibility for the world | - Valuing relationships, respect for others and authority | - Ability to honor differences, including cultural, ideological, and philosophical |

- Resourcefulness, confidence and motivation
- Enthusiasm, a sense of wonder and curiosity
- A passion for lifelong learning
- Clearly developed social-emotional intelligence
- Ability to communicate with respect and compassion
- A strong social conscience
- Celebrates diversity
- Ability to think logically, make informed evaluations, and problem-solve
- A global perspective

As part of Bullis Charter School's 2022 WASC accreditation activities, the school reviewed and updated the school's strategic objectives, which also reflect the schoolwide learner outcomes:

- All students will self-advocate, take agency, and become active listeners.
- All students will achieve academic success.
- All students will discover and pursue individual talents and interests.
- All students will model the six character pillars (respect, trustworthiness, caring, fairness, responsibility, and citizenship).
- All students will become self-confident contributors to the global society and demonstrate understanding of the interconnectedness of people and their environment.

As BCS approaches its 20th anniversary, the school anticipates continuing to use these objectives to guide future strategic plans, ensuring all students are prepared for a future-ready workforce. The Charter School pursues the objective of enabling pupils to become self-motivated, competent, and lifelong learners.

Educational Philosophy

The following are key elements of the educational philosophy that is the basis of the educational program at Bullis Charter Schools.

Standards-based Curriculum. The faculty and staff at BCS believe that a rigorous standards-based curriculum is the centerpiece of a successful education program. Standards help to unify the efforts of the school community and provide a common focus and collective purpose to educational activities.

Collaboration. BCS believes that learning best occurs in an environment of collaboration; therefore, collaborative relationships are developed both inside and outside the classroom. Inside the class, teachers leverage the learning opportunities students gain through working with others (adults and peers) to develop their potential for building knowledge and skills. Outside the classroom, a strong school community is paramount to the framework of the school; collaborative relationships among community members continue to be established. Professional development for faculty is available both in the format of an August pre-session teacher institute, as well as ongoing throughout the year. Opportunities for on-going collaboration at each grade level, across grade levels, and with other professionals in the Bay Area are provided. BCS parents collaborate and are committed to being meaningfully involved

on a variety of levels. Parents take part in classroom work, parent education and school governance, in addition to community building and fundraising.

Experiential Learning Environment. Research clearly shows that children learn best by doing and showing. Bullis believes in creating an experiential learning environment where students actively engage in hands-on projects and real-world scenarios. Project-based learning (“PBL”) is a fundamental aspect of the curriculum, enabling students to integrate skills across disciplines. Each learner, starting in Kinder, participates in PBL units. A PBL unit is characterized by its real-world relevance, interdisciplinary integration, student autonomy, collaborative learning environment, emphasis on investigation, opportunities for reflection and revision, authentic assessment methods, and sustained inquiry over an extended period. In this approach, students answer driving questions such as “How might we preserve natural habitats globally to allow plants and animals to thrive?” or “How can we as data scientists and engineers help solve a problem caused by weather?”, drawing upon knowledge and skills from multiple disciplines to come up with solutions. Learners work collaboratively in teams, guided by teachers who serve as facilitators. Through inquiry-based exploration, students develop critical thinking, problem-solving, and communication skills, while also gaining a deeper understanding of the subject matter. PBL unit assessments focus on the quality of students' final products or presentations as well as provide an opportunity for learners to reflect on their learning and process. This sustained engagement in projects fosters a love of learning, curiosity, and a sense of ownership over one's education, preparing students for success in the dynamic challenges of the 21st century. More on PBL units can be found in the Project-based learning section below. In addition to PBL units, teachers use a diverse array of strategies, including role-playing, debates, discussions on current events, demonstrations, field trips, guest speakers, and classroom visits, to bridge the gap between theoretical knowledge and its practical application in everyday life.

Individualized Student Achievement. BCS is committed to differentiated instruction, ensuring that each and every child in the classroom has goals and assessments that demonstrate individual achievement and learning. Individual student achievement plans and assessments, differentiated instruction, and teaching to the whole child are all modalities utilized, with learning tied to meaningful, measurable outcomes. In addition to standardized tests, local measures of learning, such as portfolios, student demonstrations and anecdotal records, are also incorporated. Enabling this paradigm shift from teaching one lesson to all to facilitating learning for each student at the appropriate instructional level requires ongoing professional development.

Reach Beyond Themselves to Achieve Full Potential. A dialogic approach to education and the establishment of a constructivist classroom, where knowledge is co-constructed by students and teachers, give voice to each and every child. Experiential learning opportunities that allow children to manipulate, experiment, and draw their own conclusions are offered to naturally engage our students. BCS teachers are challenged to look for ways to create interdisciplinary lesson plans and to incorporate the performing and fine arts into their curriculum. Teachers model and encourage action research to address challenges in the classroom and promote an attitude of learning from asking questions, exploring possible answers, and evaluating assumptions.

Global Perspective. BCS realizes that the school community is but one small community in an interconnected system of world communities. BCS teachers incorporate global perspectives both in the classroom, through academic disciplines of social studies and language arts, as well as outside the classroom through conflict mediation and solutions teams. As a member of Take Action Global, BCS partners with schools around the world to engage in collaboration around climate action education - more on this is below. BCS's diverse cultural profile provides numerous opportunities to bring the world into the classroom. Curriculum is adopted to allow for the development and integration of an international perspective. This includes recognition and inclusion of cultures in classroom libraries, the celebration of traditions in classrooms, and PBLs that focus on communities and perspectives outside of the school. Additionally, language is a great avenue to develop a global perspective linguistically and culturally. For example, students in TK-5 learn Mandarin; once they reach middle school, they are given the choice of continuing with Mandarin instruction or switching to learning Spanish.

Interconnectedness of Communities and Their Environments. BCS believes that its students and schools are contributors and connected to the local Los Altos community as well as across the South Bay. BCS seeks opportunities for students to learn about the history of what is indigenous to this area in terms of people, environment and biodiversity. In third grade, for example, a PBL unit centers on the Ohlone peoples, who have resided in the San Francisco Bay region for over 10,000 years - more information is shared in the Thematic, Integrated Curriculum section below. At Bullis, learners are given multiple opportunities through projects, design-thinking modules, field trips to local museums, and research, to explore and apply their understanding of the interconnectedness of these domains. Furthermore, learners are encouraged to cultivate systems-thinking skills for enhancing the environment and infrastructure of the city. They engage in project-based learning designed to delve into themes of social justice and entrepreneurship, sharing their insights with the local community and stakeholders.

Regarding climate change education, BCS was one of the first schools in California to join Take Action Global as a Climate Action School. This partnership provides students with 10-month, school-wide climate education learning experiences that include educator certifications and an online Community of Practice, cross-curricular resources, guided schoolwide data collection, school-to-school international virtual exchanges, and a student-led schoolwide climate project.

BCS places a strong emphasis on direct interaction with the environment and biodiversity, recognizing the significant impact on communities and daily lives. For instance, learners actively participate in co-curricular gardening classes aimed at maintaining the school gardens. Additionally, middle school cooking intersession classes incorporate herbs cultivated in the garden to craft healthy dishes. Furthermore, the middle school leadership club takes initiative by organizing garden clean-up events. Through these efforts, BCS is actively advancing awareness and understanding of sustainability and promoting a healthy lifestyle.

Mutual Respect and Civic Responsibility. At Bullis, teachers and staff are committed to fostering a harmonious and socially responsible community. BCS uniquely cultivates a sense of belonging and joy among staff, families, and learners. Emphasis is placed on civic responsibility, encouraging active engagement in community issues and the development of responsible citizenship. The fundamental goal is to nurture children into positive global community

contributors. Students learn to recognize and appreciate diverse perspectives through classroom jobs, campus beautification projects, and various community service activities. A comprehensive social-emotional program reinforces positive traits, fosters respect for diversity, and equips students with tools for problem-solving and conflict resolution.

Our Middle School provides ample opportunities for leadership development through participation in clubs such as the Leadership Club, Coding Club, Cooking Club, Sewing Club, and First Lego League (“FLL”). Students have the chance to engage in school governance starting in elementary school, allowing them to express their voice, develop critical thinking skills, and understand the importance of participating in the democratic process. These leadership opportunities not only enrich students' educational experiences but also empower them to become effective leaders and contributors to their school community.

A Lifelong Love of Learning. A love of learning is best fostered by nurturing a culture of exploration, both within and beyond the classroom. BCS’s child-centered approach, identifying and challenging individual interests, not only engages students but also nurtures a lifelong passion for learning. BCS uniquely positions itself to cultivate a community of learners committed to exploration, learning, and innovation, equipping all learners with the essential future-ready skills needed for success in an ever-evolving world. In addition, teachers at BCS are also expected to continuously challenge their own knowledge and skills through ongoing professional development and action research, sharing their insights with others to contribute to the collective growth of the learning community. Co-curricular and extracurricular courses (such as Student Council, Broadway Dance, Improv, Eco-Champions, etc.) as well as intersessions - focusing on design-thinking, entrepreneurship, etc. - allow learners to explore other areas of learning and develop their passions. These experiences complement the academic curriculum, providing students with opportunities to delve deeper into subjects of interest, collaborate with peers, and apply their knowledge in real-world contexts. By fostering a holistic approach to education, BCS empowers students and adults to become lifelong learners, critical thinkers, and innovative problem-solvers.

How Learning Best Occurs. Bullis firmly believes in the academic potential of each child, recognizing the uniqueness of every student. It is the BCS philosophy that learning best occurs in classrooms led by skilled teachers, proficient in diverse teaching techniques and equipped with specialized materials based on research, data, and evidence. This approach ensures tailored instruction to meet the varied instructional and social-emotional needs of each student. Impactful assessment methods, including norm-referenced screeners, diagnostic assessments, and locally created standards based assessments are used to guide the selection of optimal teaching strategies for individual students. A robust, three-tiered support system and Multi-Tiered System of Supports (“MTSS”) has been implemented to ensure targeted learning for all. BCS’s belief is rooted in creating learning environments that offer meaningful content choices, ample time, space, and materials, prompt and constructive feedback, progress benchmarks, enriched surroundings, and collaborative learning opportunities within safe settings.

To this end, all BCS programs incorporate Essential Elements:

- (1) High Expectations. Academic rigor; exceed state standards; highly qualified staff; intensive professional development; prepare students for high school and beyond regardless of environment; contributing role in society and life.
- (2) Personalized Learning. Personalized Learning Plans; self-development (develop passions, find voice, agency, social-emotional development); life skills assessed and emphasized (learn how to learn, technological competence, career/vocational opportunities).
- (3) Integrated Learning. Collaborative teaching; interdisciplinary studies (curriculum transcends multiple subject areas, opportunities for inquiry); flexible scheduling (time for depth & mastery & project-based learning); authentic assessment (exhibit mastery across curriculum).
- (4) Real World Applications. Increase student engagement through meaningful learning immersion, relevance through action, application to reinforce learning; “Interession” (learning beyond classroom; synthesizes previous learning; PBL driving questions; applies learning to new experiences); global education; biliteracy pathways.
- (5) Community Supported Learning. Utilize technology & resources; global awareness & participation; participation in the “Take Action Global” as California’s first Climate Action School (providing learners with 10-month, school-wide climate education learning experiences); service learning; local and regional partnerships; (see description of the Interconnectedness of Communities and Their Environments above).

Standards-Based Curriculum. BCS bases all curriculum on the Common Core State Standards for California (“CCSS”), Next Generation Science Standards (“NGSS”), the remaining State Content Standards, English Language Development (“ELD”) Standards, and the State’s frameworks (e.g., History/Social Science, VAPA, World Language, etc.), competency standards and frameworks (e.g., P21 Framework for 21st Century Learning, CASEL Framework, amongst others) as well as social justice standards (collectively, “Standards”). Standards provide a basis for articulation among teachers, clarify understanding, and promote persistence and collective purpose.³ BCS follows the lead of prominent researchers such as Marzano⁴ and Schmoker⁵ who demonstrated the success of Standards-based curricula. At BCS, priority Standards undergo regular review and revision based on data collected from local and state assessments, aligning with evolving state expectations. Working within and across grade level teams, teachers use these standards, assessment tools, and the current literature on best educational practices to design dynamic curricula that address students’ specific needs. Teachers’ schedules are created so that they can meet on a regular basis to share ideas and resources, observe peers, and discuss instructional strategies relative to meeting state standards. Long term curricular planning is completed by teachers at the beginning of the school year and adjusted throughout the school year in order to outline their class’s course of study and to ensure completion of the required curricula.

Differentiated Instruction. Within the classroom, teachers use a variety of instructional techniques to meet individual student learning styles. BCS trains teachers to deliver individualized instruction based on a thorough assessment of students’ academic needs. Research has shown that differentiated instruction is particularly effective in elementary grades to increase

³ Rosenholtz, S. (1989). Teachers’ workplace: The social organization of schools. New York: Longman.

⁴ Marzano, R. J. (2010). Formative assessment & standards-based grading. Solution Tree Press.

⁵ Schmoker, M. (2018). Focus: Elevating the essentials to radically improve student learning (2nd ed.). ASCD.

student learning.⁶ Strategies such as direct instruction, peer-assisted learning, cooperative learning, flexible grouping, and student-initiated learning are used as determined by the teacher based on the objectives of the lesson and the needs of the students. Teaching assistants and associate teachers support student learning by working with small groups of children in various curricular areas.

Throughout each day, classroom teachers use a variety of grouping strategies to maximize the learning in the classroom: whole-group, small-group, individualized. Much of the time, students are involved in cooperative learning activities that require them to utilize individual strengths to complete a task together. The discourse required during such activities caters to the needs of all students, including English Learners and Special Education (“SpEd”) students.

Student-Driven Learning. Bullis Charter School is replete with opportunities for student-initiated activities. Providing students with choice across the curriculum allows them to develop and apply knowledge and skills in a relevant context in which they can maintain interest. As there is no single medium that works for every learner, Bullis teachers create lessons based on the principles of Universal Design for Learning. In doing so, teachers promote students’ understanding of information, concepts, relationships, and ideas. In turn, learners are offered multiple choices to engage in and represent their learning. This is true both in and out of the classroom, across all subject areas, before, during, and after school, and in every grade level. For example, in 5th grade Social Studies, learners use choice boards to determine how to represent their learning of the American revolution. They could choose to read an article, listen to a podcast, or watch a carefully curated video. Learners have the choice to engage in the content that works best for them in order to prepare for a collective class discussion. While they are required to complete a broad range of activities, they are also allowed independence in choice to suit their interests and learning style.

The BCS staff utilize a range of research-based teaching practices to encourage student-centered learning. In English Language Arts, teachers use data to plan differentiated skill-based small groups that are specifically tailored for each student. Even within these small groups, teachers offer a wide variety of student-directed choices. For example, to practice fluency skills, learners can choose to participate in readers theater, record their reading on iPads, read with a partner, or engage in repeated reading of short passages.

A love of reading and an ability to discuss literature collaboratively is developed through the use of literature circles in the classrooms. Literature circle discussions are student initiated and student-led, with some facilitation by teachers. Writing curriculum is interdisciplinary and integrated with reading, allowing students multiple opportunities to research and write on self-chosen topics and class texts. Students collaborate with teachers to develop rubrics that encompass conventions and craft, learning to critique their own work throughout the writing process and track their progress towards achieving their goals. In Math, teachers maintain math centers, wherein students can choose from a variety of math-based games and activities. Optional

⁶ Tomlinson, C. A., Brighton, C., Hertberg, H., Callahan, C. M., Moon, T. R., Brimijoin, K., Conover, L. A., & Reynolds, T. (2003). Differentiating Instruction in Response to Student Readiness, Interest, and Learning Profile in Academically Diverse Classrooms: A Review of Literature. *Journal for the Education of the Gifted*, 27(2-3), 119-145.

math choice boards that provide a different take on math skills are commonly provided to students who enjoy a challenge. The two core math programs both require students to work collaboratively and to be actively engaged in their learning: Eureka 2.0 Math (K-5) encourages problem-solving and looking at multiple ways of addressing programs, and CPM (6-8) with the teachers taking on the role of a coach, guiding, supporting and summarizing.

Beyond the realm of academics, students have still more input as to how their education unfolds. Class meetings provide students with an opportunity to shape both the academic and social climate of their classrooms and, through their student council representative, the school. Outside the classroom, many of our students participate in a variety of clubs, and are in turn responsible for making decisions that effect change outside the classroom. In middle school, students can either lead or join a student-interest club that meets once a week, with teachers serving as facilitators. Club examples include video engineering, debate and critical thinking, soccer, and woodworking. Additionally, the middle school offers students an opportunity to be part of a Leadership Club. This group not only engages in community service/outreach opportunities for students, but also organizes student and school-facing events, including heritage month celebrations, spirit weeks, talent shows, food drives, etc.

The Middle School Intersession is a hallmark of the program at BCS. These two-week units that happen three times a year consist of integrated, interdisciplinary, design-thinking units that promote future-ready skill building, with a focus on competency development such as creative and critical thinking, communication, and teamwork. The structure of intersession allows BCS to create environments where middle-school students are already getting to practice these skill sets outside of the “traditional” classroom setting. Students are empowered to take advantage of the flexible schedule and self-selected area of interest, allowing them to be accountable for their learning through goal-setting, providing evidence, and self-evaluation. Intersession themes target future-ready skills such as entrepreneurship, business development, financial literacy, robotics and coding, cooking, woodworking, and sewing.

Self-learning experiences lead to the last Intersessions in the 6th, 7th and 8th grade year when the culminating projects provide opportunities for the students to organize a performance or exhibitions and participate in oral presentations to community members. All units are interdisciplinary and standards-based, and community resources including experts and mentors are utilized as positive adult advocates for the students. Examples of intersession content are included below.

Technology Integrated Instruction. The BCS Technology Program, guided by the NETS (National Educational Technology Standards) and the BCS Technology Plan referred to by classroom teachers, is designed to increase student achievement through technology integration. Instructors seamlessly apply technology as a tool for the curriculum and student learning. Technology skills are taught in the context of project-based units integrated with curricula so that students can apply these skills in real-life learning. For example, Kindergarteners use apps such as Learning without Tears to trace the letters of the alphabet while SeeSaw and Teaching Strategies Gold are used for tracking assessments and collecting achievement data; 2nd graders create podcasts to teach others about the plight of the Leatherback Turtles; 3rd graders create movies based on their research of prominent Americans; 7th graders utilize online applications to

track their reading progress; and 8th graders design and code educational apps using the design thinking process; and all students manage their e-portfolio using either Seesaw or Google Classroom to track their learning and to communicate their progress on their Focused Learning Goals (“FLG”). Technology continues to be used as a tool and seamlessly integrated into the middle school curricula. Students use GarageBand to compose scores for the student-produced play and Google Sketch Up to draft their woodworking projects as well as online programs such as GiveThx in Advisory to cultivate a growth mindset.

As a team, teachers ensure that all technology skills, projects, and programs as well as the teacher and student-designed rubrics to evaluate them are aligned to the grade level standards. Students and parents are directed to links to educational sites that can be used to reinforce and/or enhance student learning. For example, in middle school math courses, parents and students are given access to the class OneNote notebook where they can see the work their children do in class and what our expectation of work looks like; homework is posted for classes on Google Classrooms; and Mandarin students have access to curriculum such as the *Better Chinese* online program to practice Mandarin outside the classroom.

Thematic, Integrated Curriculum. BCS teachers proactively integrate subject matter across curricula to make learning come alive. Numerous studies by Glatthorn⁷ and others have shown the effectiveness of thematic instruction. To operationalize thematic instruction, teachers create project-based learning units that span multiple subjects and creatively use local resources. To illustrate, 3rd grade students engage in an integrated science and social studies project-based learning that revolves around the driving question: How can we foster sustainability in the Los Altos community while honoring the Ohlone way of life? This PBL unit centers on the Ohlone peoples, who have resided in the San Francisco Bay region for over 10,000 years. Students delve into various aspects of the Ohlone culture, exploring their cultural values and how these were manifested in their daily lives, as well as the natural resources they utilized for food, housing, tools, and more.

A crucial component involves a visit to Coyote Hills, the ancestral homeland of the Tuibun Ohlone people, providing students with firsthand insights into the historical lifestyle of the Ohlone. Using this knowledge, learners decide whether to craft a game, a model, or a digital poster as a response to the driving question. Additionally, they compose an opinion essay supported by evidence gathered from research and learning expeditions. The culminating writing pieces and projects are then shared with parents and the broader BCS community, fostering a collaborative celebration of the students' achievements.

In 4th grade, students also participate in a Gold Rush simulation unit. As members of mining teams, they experience the excitement, hardships, and the challenges of a 19th century gold rush. Teams must overcome obstacles and make difficult decisions regarding things such as disease, lack of food, harsh weather, and crime while they continue learning about the Gold Rush and trying to "find" gold for their team. This unit culminates with an overnight field trip to Sacramento and Coloma ("Gold Country"), where learners visit the Capitol building and Sutter's Fort to see and absorb California history up close. They also visit Marshall Gold Discovery Park,

⁷ Glatthorn, A. A. (1994). Constructivism: Implications for Curriculum. *International Journal of Educational Reform*, 3(4), 449-455.

which has a museum and replica of Sutter's Mill, not far from the site where gold was originally found in 1848. At the campground, they participate in six workshops that provide hands-on learning opportunities related to the Gold Rush and pioneer era, including gold panning, a Mountain Man demonstration, and tinsmithing. Fifth grade students attend a multi-day outdoor science school where they learn about conservation and the sustainable ecosystem while being surrounded by the natural environment. Opportunities for hands-on, experiential units such as these allow students to not only benefit from environmental education, but also allow them to witness, first-hand, how they can affect positive change in their school and local community (character development) through practical applications of learned knowledge and real-life problem-solving skills.

BCS has also adopted curriculum materials that emphasize project-based learning. Programs, such as Junior Achievement (“JA”) and College Preparatory Mathematics (“CPM”) are used because they emphasize problem-solving, inquiry, and working cooperatively. BCS also provides a plethora of supplementary materials in order to provide hands-on, experiential, higher order thinking activities for students.

Co-Curricular classes take students out of their regular classrooms once a week to work with teachers in areas that promote this type of thinking as well. For example, in the Game of Life! Learning about Jobs and Expenses, 3rd-5th grade students learn how to create a budget, understand taxes, create a savings account, track expenses, and make investments. Students then learn how to analyze real-world data and prices in order to make informed and rational decisions about purchasing and budgeting. Learners work together throughout this real-world course to design personalized portfolios and present them at a culminating event. Additional information on co-curriculars can be found in the Multiple Intelligences section below.

Community Supported Learning. A key factor contributing to BCS's success is the robust involvement of parents and the community. Parents, deeply aligned with our school mission, regularly take on responsibilities and collaborate closely with staff on projects that directly enhance learning opportunities for our students, both within and outside the classroom. In-class involvement includes activities like reading to students, managing centers, and coming in as guest speakers on topics connected to the curriculum. To illustrate examples: for the middle school intersession, parent experts contribute by presenting on topics such as design thinking, sustainable architecture, and entrepreneurship. They actively participate in panels to offer insights on student designs for the School of the Future Intersession and serve as guest speakers, sharing expertise on engineering, sustainable design, and architecture. Parent experts have covered a multitude of topics from teaching about cultural festivals like the Mid-Autumn Moon Festival and Dia de los Muertos, to providing expertise in Chinese calligraphy, Native American traditions, local government roles, and Shakespearean drama.

Beyond the classroom, parents play a pivotal role in organizing school-wide events such as the Diversity Celebration, a full-day festival held in the spring. Families representing the diverse fabric of our school are invited to set up booths showcasing samples of traditional food, costumes, games, and clothing from their home countries. Children and caregivers from around the local community enjoy sampling the delicious flavors of so many different types of cuisine and listening to the music and dance from these countries. This entire event is parent-run and

sponsored. In addition, parents organize cultural events like Diwali and Lunar New Year, bringing in food and games to classrooms. The BCS gardens and libraries are run entirely by parent volunteers who dedicate hours of their time to ensure these spaces are beautiful and well-stocked with the latest books and supplies.

A large number of BCS alumni remain engaged in the school community. For instance, high school students return regularly to support play productions, such as running the lights for the recent performances of "Lion King" and "Mean Girls." They also train 5th and 6th grade students in drama tech crew, ensuring that their knowledge is passed down from when they were part of these musicals. In addition, BCS alumni frequently participate in project-based learning activities and intersessions, serving as panelists, providing feedback to learners on their designs and models, and supporting the teachers. Most recently, several BCS alumni joined the new financial literacy intersession. These high school and college students served as case studies for the financial literacy simulation, offering first-hand knowledge and advice to 8th graders.

Teachers also utilize community resources for curriculum support. Notable examples include 3rd grade students organizing a bake sale to promote community sustainability, raising \$111, which was donated to GreenTown Los Altos. In return, GreenTown Los Altos volunteers reciprocated by giving a Zoom presentation for all 3rd grade classes. Additionally, the 4th grade team partners with Educational Discovery Tours to organize and implement a multi-day trip to Gold Country. Other instances of field trips enhancing grade-level curricula include visits to the Tech Museum, Redwood Grove, the SFMOMA, the Marine Science Institute, and Fire & Police stations. During these outings, personnel with expert knowledge contribute to the learning experience for students.

BCS also benefits from some special community partnerships that allow the Charter School to provide innovative and unique learning experiences for students. Many teachers attend the KCI Merit Program at Foothill College; Santa Clara County Fire Department offers a special fire and life safety program for elementary students; BCS's relationship with the Leatherback Trust affords students the opportunity to learn about seven biospheres as well as assist in the preservation of the Leatherback Turtles. When developing the 7th and 8th grade program, BCS partnered with Stanford University's "Center for Adolescence" and "School of Education" to create a model middle school that encompasses the qualities that develop adolescents' sense of purpose. Psychologists have observed that when young people find nothing to dedicate themselves to while growing up, it becomes increasingly difficult for them to acquire motivating belief systems later in life^{8,9}. The result is a sense of "drift" that can lead to personal as well as social pathologies. Research has shown that the personal effects of purposelessness may include self-absorption, depression, addictions, and a variety of psycho-somatic ailments; and the social effects may include deviant and destructive behavior, a lack of productivity, and an inability to sustain stable interpersonal relations¹⁰. Compelled by this research and under the guidance of

⁸ Erikson, E.H. (1968). *Identity: youth and crisis*. Norton & Co.

⁹ Marcia, James. (1980). Identity in adolescence.

¹⁰ Damon, William & Mariano, Jenni & Cotton Bronk, Kendall. (2003). Damon W, Menon J, Bronk KC. The development of purpose during adolescence. *Applied Developmental Science - APPL DEV SCI*. 7. 119-128. 10.1207/S1532480XADS0703_2.

Matthew Andrews and Dr. William Damon, BCS developed innovative middle school programs such as Mentoring, Advisory, and Intersessions.

In addition, BCS was one of the first schools to partner with a team at Stanford University to develop the first large systematic exploration of peer tutoring in the classroom. BCS has supported the efforts of EdTech start-ups in the Bay Area such as AirReading with school tours, pilot demos, and providing teacher feedback. BCS values these innovative partnerships and seeks opportunities to be at the forefront of educational research.

Multiple Intelligences. In its use of FLGs and differentiated instruction, the staff at BCS acknowledge the importance of multiple intelligences in learning as described by Howard Gardner.¹¹ The staff looks widely for opportunities to tap into students' multiple intelligences. To this end, BCS offers a wide range of Co-Curricular courses. These are classes taught by staff that address, but also enhance, the state standards and allow students to grow academically, socially, and emotionally. All learners in grades 1-5 are enrolled in two, mixed grade level Co-Curricular courses each semester that fall into one of the following categories: Visual/Performing Art, Math/Science/Technology, and Global Citizenship. For example, a child might be enrolled in a Performing Arts course as well as a Global Citizenship course. These classes happen during the school day. The purpose of Co-Curriculars is to ignite student curiosity and promote student engagement. Co-Curriculars provide opportunities for students to take ownership over their learning, pursue passions and interests, and develop skills, knowledge, and attitudes necessary for high school, college, and beyond. Co-Curricular courses allow learners to dive more deeply into California State Standards. These standards-based courses provide an opportunity for them to learn and apply content in a more integrated manner alongside peers with whom they may otherwise not have a chance to work. Courses may include content such as: Student Council, Broadway Dance, American Sign Language, Art and Garden Club, Improv 101, Eco-Champions, and many more.

In order to provide students with personal growth opportunities that will lead to discovery and pursuit of individual talents and interests, Extra-Curricular classes are offered after school. Also taught by staff, students may participate in classes such as team sports, French, Jewelry Making, Yoga, Keyboarding, Strings, Gardening, Homework Club, and many more. One of the most popular after school courses are the BCS school plays and musicals. The most recent production, "Willy Wonka and the Chocolate Factory," had over sixty Grade 2-5 students in the cast (with over 20 upper grade students providing support as the stage/audio-visual crew, make-up and costumes assistants, and props/sets helpers). A multitude of offerings before, during, and after school at BCS provides students choices in the areas of student leadership, fine and performing arts, foreign language, physical education, technology, and academic enrichment and support.

Instructional Design

Curriculum and Instructional Methods

Bullis Charter School's curriculum provides a rich, student-centered, project-based learning program designed to help children become independent problem solvers and critical thinkers who draw upon a solid foundation of basic skills in order to solve challenging problems and complex tasks. With a thorough grounding in the Standards, and by following the grade level

¹¹ Gardner, H. (1983). *Frames of Mind: A Theory of Multiple Intelligences*. New York: Basic Books.

standards in all curricular areas, we ensure that all students receive a balanced curriculum in English Language Arts, Math, Science, and Social Studies as well as Physical Education, Art, Music, Drama, Engineering & Technology, and World Language (Mandarin and/or Spanish). Standards for what each student will master and expected learning outcomes provide a basis for articulation among teachers and successful transitions each year for students. Working within grade level teams, teachers use these standards, a variety of assessment tools, and current research on educational practices to design dynamic curricula to meet students' specific needs, ensuring that every student has equal access to the same delivery of content and opportunity for success.

While curriculum aligns with state standards, it embodies the essence of the school's vision and charter. Rooted in high expectations, individualized learning, interdisciplinary inquiry-based approaches, real-world applications, and community-supported learning, it serves as a robust framework for fostering the '4Cs' of 21st-century learning: critical thinking and problem-solving; communication; collaboration; creativity and innovation. Curriculum is designed to accommodate diverse learning styles and instructional levels through flexible grouping strategies. It integrates with other subject matters, incorporates technology, and employs authentic assessment tools. Emphasizing experiential, hands-on, and collaborative learning, the educational program is tailored to the assessed individual needs of students, aligning with the core mission of the school.

BCS is dedicated to staying at the forefront of educational best practices, actively engaging in regular curriculum review cycles in alignment with the latest research findings. A commitment to continuous improvement led BCS to embark on piloting a new English Language Arts (ELA) curriculum in the 2023-24 school year. This initiative reflects the resolve to provide students with the most effective and relevant learning experiences possible. By embracing innovative approaches to curriculum development, BCS aims to cultivate a dynamic educational environment that nurtures the academic growth and success of every student at BCS.

Please read below for an example of the common programs and pilots currently used at BCS.

Communication Programs		
Program	Grade level	Purpose/Info
Teaching Strategies Gold	TK	Communication tool & way to track evidence of student learning
Seesaw	K-2	Communication tool & way to track evidence of student learning
Google Classroom	3-8	Communication tool & way to track evidence of student learning

Math Core Curriculum

Program	Grades	Purpose/Info
Eureka 2.0	TK-5	Core Curriculum
CPM	6-8	Core Curriculum
Silicon Valley Math Initiative Resources	TK-8	Math curricula resources
Math Supplemental Curriculum		
ST Math	TK-8	<p>Tier 1/2/3 Curriculum Used for individualized learning, reteaching and differentiation. Specific standards can be assigned to individual students through NWEA integration.</p> <p>A PreK-8 visual instructional program that leverages the brain's innate spatial-temporal reasoning ability to solve mathematical problems.</p>
Kathy Richardson Math	TK-3	Tier 3 intervention for students who are far below grade level.
Eureka Equip	TK-5	Tier 2 and 3 intervention for students who need enhancements in math.
Exemplars	TK-5	Tier 1 tool to support enrichment.
Delta Math	TK-5	Tier 2 and 3 intervention for students who need enhancements in math.

ELA Core Curriculum		
Program	Grades	Purpose/Info
UFLI	K-2	<p>Tier 1/2/3 Curriculum UFLI is used for whole class phonics lessons in grades K-2. It is also used to support students receiving tiered interventions.</p>
Heggerty	TK-2	Tier 1 Phonemic Awareness
Fish Tank ELA+	K-5	Tier 1 Curriculum
Units of Study Reading (with Shifts implemented and focus on using complex text.)	6-8	<p>Tier 1 ELA Curriculum This continues as the Tier 1 curriculum for the 24-25 year with shifts</p>

		implemented to align with Science of Reading (additional curriculum to be piloted in the 24-25 school year)
ELA Supplemental Curriculum		
Lexia Learning	TK-8	Tier 2 and 3 Use for language, phonics, vocabulary, comprehension and fluency. To be used during literacy centers, enhancement learning time and for independent study.
Razplus RazKids	K-2 3	To be used for reading groups, differentiated reading levels, comprehension, fluency, and independent study.
CommonLit	3-8	Supplemental ELA curriculum for grades 3-8. Assigns text-dependent questions and tracks progress with given reporting opportunities.
Listenwise	6-8	Improves students' listening comprehension through podcasts that are built into standards-based lessons.
Membean	6-8	Provides guided, engaging, multimodal vocabulary instruction.

Writing Core Curriculum		
Program	Grades	Purpose/Info
Fish Tank ELA+	K-5	Tier 1 Curriculum
Units of Study Writing	6-8	Core Curriculum Source* This continues as the Tier 1 curriculum for the 24-25 year with shifts implemented to align with Science of Reading (additional curriculum to be piloted in the 24-25 school year)
Handwriting Without Tears	TK-3	Primary Curriculum Source for handwriting and cursive. Used to teach explicit letter formation, provide practice time, and give immediate feedback to students.

Typing Club	2-4	Students learn to touch type quickly and efficiently from a large selection of comprehensive courses.
Step Up to Writing	K-5	Tier 2 and 3. A supplemental intensive program for students who need support with writing.

ELA Core Language		
Program	Grades	Purpose/Info
Words Their Way	3-5	Tier 1 Curriculum
Lexia Learning	TK-2	Used for language, phonics, vocabulary, comprehension and fluency during literacy centers, enhancement learning time and for independent study.
Flocabulary	K-5	Videos and instructional activities that promote literacy and spark creativity with grammar and language skills.
NoRedInk	Gr. 4-8	Builds stronger writers through interest-based curriculum, adaptive exercises, and actionable data.

Enhanced Learning: Small Group ELA Support		
Program	Grades	Purpose/Info
Lexia Learning	K-2	Used for language, phonics, vocabulary, comprehension and fluency during literacy centers, enhancement learning time and for independent study.
Read Naturally	3-5	Fluency support for struggling readers in Grades 3-5.
RazKids	K-3	Used for reading groups, differentiated reading levels, comprehension, fluency, and independent study.
SIPPS	K-3	Tier 2, 3 program. Phonics and Reading intervention groups
Leveled Literacy Intervention	K-8	Tier 2, 3 program. Used for students who need support with reading

		comprehension.
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Designated ELD		
Program	Grades	Purpose/Info
Hands on English	TK/K	To provide specific lessons around designated ELD.
Launch to Literacy/Links to Literacy	1-6	To provide specific lessons around designated ELD.
RazKids	K-2	To provide additional practice and resources for our ELs.
Lexia Learning	3-5	Used for language, phonics, vocabulary, comprehension and fluency during literacy centers, enhancement learning time and for independent study.

Social Science		
Program	Grades	Purpose/Info
EEI	K-5	Core Curriculum Source
TCI	6-8	Core Curriculum Source
Rosebud Resource Group	K-8	Supplemental materials to include the native experience, includes ethnic studies support materials.
Core Knowledge	K-8	Supplemental open source materials
Facing History & Ourselves	6-8	Supplemental materials with cultural relevance, supporting specific topics
Investigating History	5-7	Supplemental open source materials

Science		
Program	Grades	Purpose/Info
Foss	TK-8	Core Curriculum Source
Generation Genius	K-5	Used to expand PBL units and reinforce

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		concepts, if needed.
OpSciEd	6-8	Free online science resources for teachers, addressing all middle school NGSS Standards

Socio-Emotional & Digital Citizenship Learning Programs

Program	Grades	Purpose/Info
Conscious Discipline	TK-5	Primary SEL Curriculum Source
K-5 Second Step	K-5	Tier 1 weekly lessons to support learners' socio-emotional growth
Middle School Second Step	6-8	Primary Curriculum Source to support learners' socio-emotional growth
Common Sense Education	TK-8	To support students in becoming ethical, responsible, and active digital participants

Foreign Language, Health, Visual & Performing Arts

Program	Grades	Purpose/Info
Chinese: Better Chinese Chinese: Integrated Chinese, Volume 1 Spanish: Descubre, 3 rd Edition, Volume 1	TK-5 6-8	Core Curriculum
<i>Health</i> Teen Talk, Health Connected	5th, 8th	Core Curriculum
<i>Visual and Performing Arts</i> Standards-Based Units of Instruction	TK-8	Teacher designed units of instruction

Courses

English Language Arts. Strong foundational skills are the backbone of Bullis's reading program. Having strong literacy skills is essential for college and career readiness. The reading program is an integrated literacy program, and so in the classroom, reading is taught alongside writing, speaking, listening, and language skills.

Developing confidence and a love of reading is the heart of any successful reading program. To do this, students engage in reading across all subjects, reading a balance of fiction and nonfiction, with an increasing focus on informational texts. To develop independent, self-directed readers, students analyze strengths and weaknesses in reading and, in conjunction

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with parents and teachers, set reading goals. This allows each student to be challenged in the area of reading regardless of their reading ability.

Primary grade teachers focus on developing strong foundational skills using phonics, phonemic awareness, and reading comprehension lessons. Data is collected through comprehensive screeners, diagnostic assessments and progress monitoring tools to determine specific skill-based small groups. Learners at all grade-levels read and analyze rigorous, complex text. Access to and engagement with complex texts are fundamental components of the BCS literacy program. Exposure to challenging materials not only enhances critical thinking but also cultivates a deeper understanding of diverse subject matters. According to research conducted by the National Center for Education Evaluation and Regional Assistance (“NCEE”), students who regularly read complex texts demonstrate improved comprehension, vocabulary acquisition, and analytical thinking skills. These skills are essential for navigating the complexities of the modern world and succeeding in various academic and professional pursuits.¹² Teachers are equipped with the strategies and tools necessary to support all learners, including English learners and students with special education needs. Strategies include close reading, asking text-dependent questions, and read-alouds. Learners as early as Kindergarten engage in textual analysis through rich discussion and written responses. For developing readers, these complex texts are read aloud to model fluency and comprehension strategies and allow all learners to analyze more rigorous texts than they could independently. Citing evidence from the text and referring back to the text when engaging in discussion about reading is a key expectation meant to build foundational literacy skills for all students.

At the early elementary level, students receive a combination of whole class and small group instruction in a structured literacy model to teach decoding, language comprehension, and reading comprehension skills. CCSS-aligned materials and decodable readers are used to support developing readers. Teachers also use rhymes and playful songs to develop phonemic awareness. In addition, repeated readings of predictable texts are used to support fluency.

To further develop reading skills, older students engage in whole class novel studies. Students learn how to annotate text for specific standards and skills such as determining the gist or main idea which allow for deeper discussions in literature circles. Learners are taught to participate in meaningful, self-directed discussions, citing specific evidence to support their discussion and opinions.

Bullis Charter School’s Middle School English program is based on an integrated model of literacy. Reading, writing, thinking, speaking and listening are interrelated processes that support students’ understanding of texts, development of complex ideas, and creation of original products. To this end, one teacher teaches both English and History to the same set of students to increase integration and support for students with frequent collaboration with other content teachers. Literacy is taught across all content areas with a focus on nonfiction reading skills and strategies.

¹² Graham, S., Bollinger, A., Booth Olson, C., D’Aoust, C., MacArthur, C., McCutchen, D., & Olinghouse, N. (2012). Teaching elementary school students to be effective writers: A practice guide (NCEE 2012- 4058). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from http://ies.ed.gov/ncee/wwc/publications_reviews.aspx#pubsearch.

The English Language Arts program at Bullis uses the Common Core State Standards to help guide instruction so that students leave Bullis with the skills that are essential for success in high school, college, career, and life. The program focuses on creating independent self-directed learners who think critically and ask questions of the world around them, communicate effectively, both orally and using written language, and use technology and digital media effectively.

Middle school students refine and expand their skills in language through structured study and independent reading of complex literary and informational works. When writing, students take task, purpose, and audience into careful consideration, choosing words, information, structures, and formats deliberately. They learn how to use technology strategically and safely when creating, refining, and collaborating on writing and become skilled at gathering information, evaluating sources, citing material accurately, and reporting findings from their research and analysis of sources in a clear and logical manner. As part of the program, collaboration and communication skills are highlighted, since discussion is an essential part of rigorous and effective intellectual work. Students use technology to collaborate with their peers and others around the world and for creation purposes.

To support differentiation in the classroom and in learning, teachers use a variety of techniques. Students take ownership over their learning through self-analysis of strengths and weaknesses, goal setting, and regular reflection. This allows all students to be challenged and supported. Formative and summative assessments allow teachers to target instruction, and technology is used to help assess, differentiate skill instruction and reading levels, and give feedback on student progress. In addition, office hours are offered four days a week and provide a space for students to collaborate, ask for help, receive pointed feedback, and work with the teacher on their specific learning needs.

Mathematics. The Kindergarten through Grade 8 math program at Bullis Charter School follows the Common Core State Standards in Mathematics (“CCSSM”), as outlined by each grade level’s content standards and the K-12 Standards for Mathematical Practices. The TK curriculum is aligned to the California Preschool Learning Foundations and California Preschool Curriculum Frameworks. Everything from the adopted curricula, supplemental CCSS-aligned resources, assessments, trainings and professional development, teaching philosophy, membership organizations, and course offerings are firmly grounded in CCSSM.

The School uses The Mathematics Framework Chapters for Kindergarten through Grade 8 as guidance on how to best implement and teach the standards using developmentally appropriate language, strategies, methodologies and instructional practices to successfully meet the needs of all our students. To that extent, the primary programs that are used at BCS include:

- Eureka 2.0 Math (Great Minds) for grades TK/Kindergarten through 5
- College Preparatory Math (Core Connections, Algebra 1, Geometry) for grades 6 through 8.

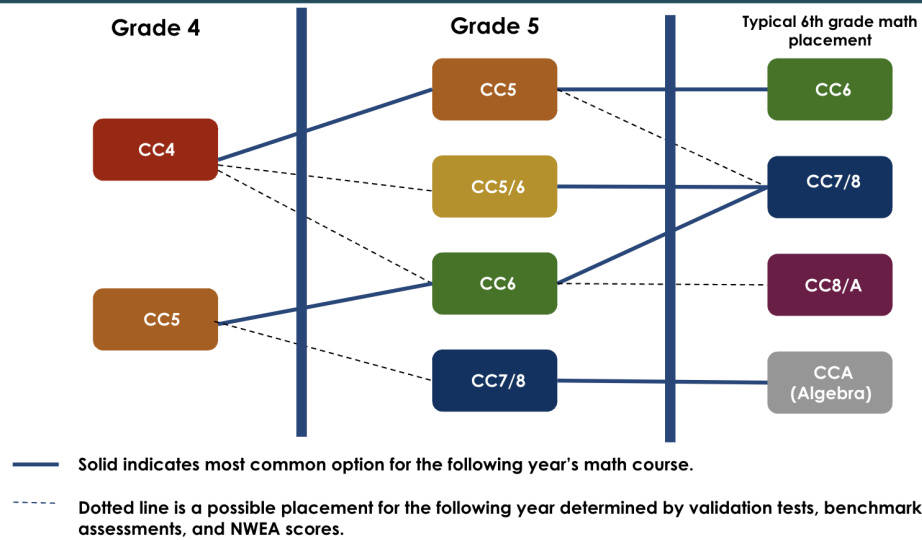
Both are adopted programs through the State of California and both share a philosophy grounded in problem-based learning that scaffolds learning in an experiential environment that results in mastery of core concepts and skills over time. Teachers are able to provide students multiple learning opportunities through lessons that are accessible at every math ability level. Both Eureka 2.0 and College Preparatory Math ensure that concept-development is rooted in uncovering the “whys” and the “hows” through real-world math problems with tangible applications.

Programs alone are not enough to meet the rigor of CCSSM. Investment in supplementary math resources such as Zearn, ST Math, and a National Council of Teachers of Mathematics (“NCTM”) membership help keep students’ engagement in math high and rich with quality standards-based materials. Students’ learnings are ever-evolving and, as a result, BCS meets that need by fostering and developing the professional needs of teachers’ growth and learning as well. For that, Bullis Charter looks to the Silicon Valley Math Initiative (“SVMi”) to help it successfully navigate CCSSM for children and families. The Silicon Valley Mathematics Initiative has over 150 members across California and throughout the United States. Each year, a team of BCS teachers participate in their lesson study program. Lesson study is a collaborative professional development approach where teachers work together to plan, observe, and analyze a lesson, with the aim of improving teaching practices and student learning outcomes.

To focus on building deeper levels of conceptual understanding, BCS has chosen programs that provide open-ended problem-solving tasks, link mathematics to everyday situations, and include hands-on activities and mathematical exploration while providing the practice necessary to develop arithmetic skills. Teachers differentiate instruction within their classrooms, within entire grade levels, and across grade levels to provide instruction that fits the needs of each student with careful attention paid to struggling and advanced students while giving everyone access to the grade-level CCSS curriculum.

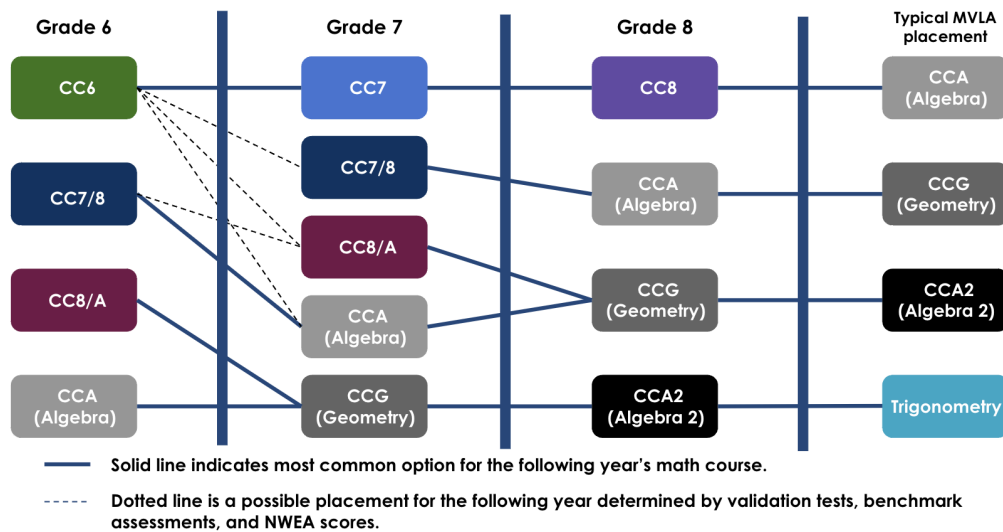
In the 2023-24 academic year, Bullis implemented new math pathways to accommodate both accelerating students, those students performing at grade level, and those students who need additional support to achieve grade level standards. A Math Parent Advisory Committee was also formed, to support the development of updated pathways that reflect the school desire to focus on deep conceptual understanding in math and an environment where math can be viewed as joyful, meaningful, and rigorous in all classrooms and course offerings. Below are the anticipated pathways for the 2024-25 school year. In all, Bullis offers 9 comprehensive and rigorous courses that allow students to learn new standards. These pathways and the relevant criteria will be revisited each year for any potential updates.

24-25 Elementary Math Pathways at BCS



Please note that course offerings are continuously updated based on student data and need.

24-25 Middle School Pathways at BCS



Please note that course offerings are continuously updated based on student data and need. In order to align with UC requirements, we are not able to offer Geometry prior to seventh grade. CC Algebra is the highest Math level allowed for 6th graders.

Currently, as seen in the chart, math pathways span from 4th grade to 8th grade. All learners in Grade 3 are given an end of year benchmark assessment as part of their class curriculum. This benchmark assessment measures mastery of current grade level standards. Learners who score 90% or higher on the grade 3 benchmark assessment in the spring can opt into a validation assessment that measures 4th grade standards. Learners who score 85% or higher on the 4th grade validation test will be placed into 5th grade math for the 24-25 school year.

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All learners who are in their grade level courses (CC4 and CC5) are given an end of year benchmark assessment as part of their class curriculum. This benchmark assessment measures mastery of current grade level standards. Learners who score 90% or higher on the benchmark assessment in the spring can opt into a validation assessment that measures the following year's standards. Performance on the validation assessment will determine student course placement for Grade 5 and Grade 6 math.

While these are the most common pathways for 4th-8th graders, there are students who do not fall on these paths. Based on student needs, BCS works to accommodate all options in order to meet all needs. For students who are struggling, teachers provide small-group instruction focused on addressing common misunderstandings based on formative assessment data while providing CCSS grade-level instruction; it's important to address misconceptions while strengthening conceptual understanding to challenge each student. The math leadership team of teachers representing these courses meets regularly to analyze data, calibrate on assessments, review curriculum, and make adjustments to the math pathways and criteria, when necessary. In addition, a committee of parents, several of whom are experts in the field of mathematics, meet regularly to inform school leadership on current research, and give input on the status of math programs at BCS.

Besides these adopted programs in the homerooms, co-curricular math classes are offered during the school day to students in Grades 1-5 to bolster their arithmetic and problem-solving skills and to build confidence and make math fun so that students build positive attitudes about it. An example of one such course is Brain Boosters which provides students in Grades 1 and 2 the opportunity to focus on the use of logic to solve puzzles and play games in a cooperative learning setting. Building a mathematical board game is another such option that learners can opt into. While students get to choose their co-curriculars, teachers also encourage students to register for courses that will either provide more practice in the areas in which they exhibit weakness or push them to explore new levels of understanding in areas in which they excel. The school also participated in opportunities for extension outside of the classroom such as Mathcounts. In 2023-24, the BCS Mathcounts team placed 1st in the Peninsula Chapter competition and 6th in the Northern California competition.

Science. Since 2015, all staff have received training in the NGSS. Each August, teachers participate in professional development sessions during inservice, focusing on the nuances of NGSS and effective curriculum implementation. Below are some of those professional learning sessions:

- 2015: Next Generation Science Standards, CA ELD Standards
- 2016: Creating Engineering Challenges in Your Classroom, Implementing the NGSS, Environmental Science - NGSS
- 2017: Integrating NGSS into Specialists Content Areas, NGSS and Global Citizenship
- 2018: K-5 NGSS
- 2019: NGSS FOR K-2, NGSS for 3-5
- 2021: FOSS & Science Exploration Day (K-5)
- 2022: Using and Improving FOSS
- 2023: NWEA Science, CAASPP, and FOSS

The NGSS are currently implemented in all grade levels, TK-8. NGSS-aligned FOSS materials have been purchased to facilitate implementation. The NGSS are embedded within TK-8 PBL and design-thinking units as well as middle school intersessions. FOSS was chosen as the core curriculum for all teachers from TK to 8th grade. Science at BCS is not merely a subject; it's an immersive experience. Fun, engaging, and hands-on projects form the basis of our science education approach. The integration of NGSS has not only elevated the quality of science education at BCS but has also made it dynamic and enjoyable for both students and educators alike.

History-Social Science. BCS Social Studies curriculum is based on the California History-Social Studies Framework and is closely linked to the mission. The current state-adopted textbook used by our Kindergarten-5th grade teachers is California Education and the Environmental Initiative History-Social Science, and in 6th to 8th grades teachers use Facing History and Ourselves and History Alive! However, textbooks are merely the foundation of our Social Studies program because teachers make the curriculum engaging for students through the project-based learning units they create throughout the year. The goal of the Social Studies curriculum is for students to gain cultural knowledge and understanding and learn about democracy and civic values. In addition, a significant focus of the Social Studies curriculum is ensuring that students embrace a global perspective. BCS realizes that the school community is but one small community in an interconnected system of world communities. Bullis teachers incorporate systems thinking when teaching social studies and BCS's diverse cultural profile provides numerous opportunities to bring the world into the classroom.

In addition, another focus of the Social Studies curriculum is ensuring that students understand the interconnectedness of communities and their environments. The local community provides students with experiential opportunities to learn about the environment and make real-world connections to contextualize their learning. For example, students have the opportunity to clean up creek systems, maintain local nature trails and develop gardens and do fieldwork to include the study of habitats, ecosystems, and agriculture, all of which links to the History-Social Science Framework but also connects with NGSS.

The BCS Social Studies curriculum teaches mutual respect and civic responsibility, for it is a fundamental desire that all of our children grow to become positive members of the global community. BCS influences this outcome by promoting a sense of service and responsibility to the community, classroom jobs, campus beautification projects, and a variety of community service activities as a part of Social Studies lessons.

Visual and Performing Arts ("VAPA"). Bullis Charter School is committed to integrating Visual and Performing Arts into all grades, TK-8. This commitment stems from the school vision and the strategic plan. The strategic plan includes several "statements of belief" that support the development and integration of a comprehensive VAPA program. They include: Learning has no boundaries; Equal opportunity is necessary for all members of the community to reach their full potential; Every student will continue to discover and pursue individual talents and interests; Build innovative educational programs that enrich the academic experience and inspire the

individual student. Staff hold themselves accountable for actualizing these beliefs through all programs, including the Visual and Performing Arts.

There are several structures, policies and guidelines in place to support staff in successfully implementing the strategic plan that includes a master schedule that ensures all children receive VAPA instruction weekly, built in time for teacher collaboration within and across disciplines and grade levels, and ample professional development for teachers.

All students receive instruction or take courses in VAPA. In fact, Bullis has a flexible master schedule that provides access to direct instruction in all four VAPA disciplines for every child. The Bullis master schedule demonstrates that all students in Grades 1-6 attend weekly 50-minute classes in drama, art, and music. TK and Kindergarten students attend 30-minute classes in drama, art, and music as well. Dance is offered through co-curricular and extra-curricular classes and is also integrated into music and drama courses. Extra-curricular VAPA classes are part of the fabric of the school. Many of our students have participated in at least one extracurricular production or performance during their time at BCS.

In addition to providing core VAPA courses, co-curricular VAPA courses, and extra-curricular VAPA courses, teachers also integrate the arts across instructional content through project-based learning. The school administration also provides cross-curricular planning and collaboration time for all teachers, including VAPA teachers. Teachers are provided with common planning time during in-service, at monthly meetings, and during weekly prep time.

There are mechanisms in place to coordinate the efforts of certificated Arts specialists, community-based teaching artists, and generalist teachers. Teachers are encouraged to build relationships with external organizations and Arts specialists for the betterment of students and programs. Many VAPA teachers at Bullis take part in professional arts organizations and invite guests to campus to interact with students. These partnerships have led to thriving relationships with several community-based Arts organizations such as Risibi Creative Space who helps with the yearly MakersFaire or Shakespeare on Tour from the San Francisco Shakespeare Festival.

Bullis Charter School Middle School has a robust, standards-based VAPA program that includes all four Arts disciplines. In addition, students have a choice of weekly electives in the four VAPA areas, which include such courses as speech and debate, advanced art, play production and design, and choreography lab. VAPA areas of study are further expanded by opportunities to explore specific areas of Arts learning through extracurricular activities that take place both before and after school. These include plays, concert band, string orchestra, pop-up arts construction, choir, Broadway, tap, and jazz dance, and dance team.

The curriculum and instruction in all of these VAPA courses are aligned with State and National VAPA Standards. In 1st grade drama, for example, students are introduced to improvisational theater and acting exercises (Theatre Content Standards 1.1, 2.1, 2.2). In music, students in all primary grades receive discrete instruction in folk dances (Dance Content Standard Strand 3: Historical and Cultural Context) while mastering music content standards. In addition, students have the option of choosing among many VAPA related classes during co-curriculars. For example, there is beginning Ukulele; 4th & 5th Grade Band; Woodwind Ensemble; Treble Voices

(2/3 choir); G-Clef (4/5 choir); Elements of Art; Broadway Dance I & Broadway Dance II; Improv 101; Bullis Improv All-Stars; Theatre Games & Creative Movement for Young Actors; Sing, Say, Dance, and Play with Stories.

All VAPA courses include standards-based opportunities for students to perform, listen to, read and write about the arts. This is also true for discrete arts instruction that takes place through programs such as Word of the Week (“WOW”) assemblies—student composed and performed presentations about the school’s words of wisdom and word of the week (Visual and Performing Arts Standard Standards 1, 2, & 5).

VAPA instruction also includes applied, project-based, and contextual learning experiences for all students. For example, Middle School students participate in a theater PBL titled Forum Theater. The essential question is how can social issues be addressed through theater performance and participation? The standards covered include Th.Cr2.a., TH: Pr6., 7.TH. Re9 b. and 7. TH Cn10. The process begins with a student generated list of social issues. The students then go through a series of rounds, voting for which topics should be explored more through forum theater. The teacher has no part in the voting. The students have an organic discussion about the social issue including anything that they know about it, questions they might have, and stories that relate to the issue. A topic might start off as a discussion on discrimination and then gear towards gender equality as seen in classrooms. The teacher acts as facilitator to ensure that the students aren’t talking over one another. Generally, after this, students review the discussion and look for what questions they might have, maybe some things they learned from the discussion or some things that they thought were brought up that were very important. Students also think about what research they might need to do or whether an idea for a performance has come out of it. At this point, experts are invited to help the students understand the issue in more depth. Then the class comes up with a concept to build the script around. The students complete any research necessary to make sure that the performance is supported by facts. They decide on an appropriate audience, and continue to work on the script and performance. Finally, the students perform for an invited audience and their scenario is presented. The audience then gets to be involved by joining in on a discussion following the performance or can join the actors onstage to act out an idea.

Additionally, at Bullis, in every grade level, there are curricular connections between VAPA instruction and Common Core State Standards in English Language Arts, Mathematics, social studies, science, and technical subjects.

As is best practice, instructors include written plans of unit and lesson development, assessments of student learning, and instructional delivery using research-based strategies that include discrete, standards-based, integrated arts instruction. For example, Bullis’s music long-term plan incorporates the best practices from active music making approaches including Orff, Kodaly, Gordon and Dalcroze. The visual arts program has a similar long-term plan that is based on California State and Common Core Standards. It includes a scope and sequence that helps scaffold student learning over the year. The long-term plan for theater is based on California State Standards with an emphasis on vocabulary, observing and critiquing theatrical forms, and performance projects in different theatrical styles. To promote collaboration across grade levels and content areas, all these documents are posted on our school’s internal network. All staff

members have access to this network and utilize it when planning. All VAPA units integrate various types of formal, informal, and authentic assessments. Teachers use data from assessments to reflect on their practice together at team meetings throughout the year.

Physical Education. All learners participate in an equitable and inclusive Physical Education (P.E.) curriculum at Bullis Charter School. The P.E. curriculum specifically emphasizes the five components of health-related fitness: muscular strength, muscular endurance, cardiovascular endurance, body composition and flexibility. These aspects of fitness promote habits that encourage a healthy, active lifestyle and are in alignment with the California Physical Education Model Content Standards. BCS administers Physical Fitness Testing (“PFT”) once each trimester, or three times per school year, for all learners ranging from 3rd to 8th grade. The Charter School administers the FITNESSGRAM annually for fifth and seventh graders.

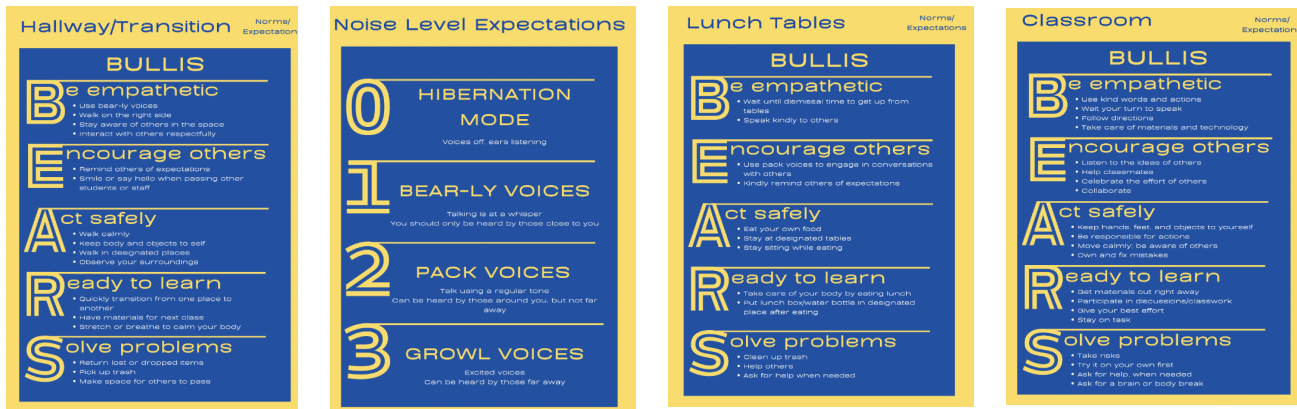
Learners also cultivate habits through traditional and non-traditional sports - such as archery and golf -, manipulative and rhythmic skills, self responsibility as well as SEL group dynamic scenarios that develop the whole child. Additionally, material covered across other subject areas of our learners’ academic experience are integrated into P.E. with project-based learning initiatives. For example, 3rd graders play Ohlone Games that intersect with their Native American PBL and 4th and 5th graders have integrated a mini-golf PBL into P.E. Finally, 6th graders participate in a “Create Your Own Game” PBL where they work collaboratively to design a game that focuses on fitness and health related skill components. They are actively engaged in the design process to create a game with clear rules, objectives, and skills.

Social-Emotional Learning (SEL)

Bullis Charter School embraces a comprehensive approach to Social and Emotional Learning, deeply rooted in the Charter School’s educational philosophy and mission. The dedication to SEL goes beyond curriculum; it permeates every facet of students' development within a collaborative, experiential learning environment. This involves nurturing students' strengths while supporting areas where they need growth, fostering integrity and character development through the six pillars—respect, fairness, trustworthiness, caring, responsibility, and citizenship. Teachers act as models of good character, championing empathy and guiding students through social interactions. The Charter School actively teaches and demonstrates social and emotional competencies, including self-awareness and relationship skills, empowering students to make ethical decisions confidently and develop empathy. Within classrooms, students are taught to embrace challenges, fostering resilience and develop a growth mindset through goal setting, monitoring, and reflection.

Aligned with the mission to nurture collaborative learning and individual growth, BCS has instituted the BEARS Expectations for learners, utilizing the Positive Behavior Interventions and Supports (“PBIS”) framework. By adhering to these expectations, classrooms evolve into spaces not only for academic instruction but also for fostering resilience, promoting risk-taking, and facilitating ethical decision-making. Supplementing this framework is the Second Step curriculum, equipping students with social skills and emotional intelligence. Shared expectations are present across the school community, fostering positive behavior and acknowledging students for their contributions to a conducive learning environment. Initiatives like the “No Bully”

program reinforce the zero-tolerance policy for bullying and harassment, empowering students to stand up for themselves and others and fostering a culture of kindness and empathy.



Restorative practices serve as the cornerstone of the Charter School’s educational approach, deeply ingrained in the commitment to nurturing a supportive and inclusive community. The Charter School acknowledges the importance of fostering healthy relationships and addressing conflicts in a constructive manner. Embracing learners means not only recognizing their strengths but also providing them with the tools and support necessary to navigate challenges and learn from mistakes. Opportunities for dialogue and reflection are prioritized, allowing students to take ownership of their actions and work towards repairing any harm caused. By engaging in restorative circles, mediation sessions, and community-building activities, a culture of respect, understanding, and responsibility is cultivated among students. Moreover, the implementation of restorative practices extends beyond individual interactions to encompass the broader school community. Staff participate in comprehensive, ongoing training to effectively facilitate restorative processes and integrate them into daily school life. Lead staff members - trained in solutions teams - support running restorative circles and having students lead the problem-solving process.

In addition to the focus on restorative practices, Bullis Charter School is dedicated to promoting the overall well-being of the students and staff. The school's Wellness Committee plays a vital role in this effort, addressing not only physical health but also mental and emotional wellness. Through initiatives such as wellness workshops, mindfulness activities, and access to counseling services, we prioritize the holistic development of our students, ensuring they have the resources and support they need to thrive.

Enhancement Block

At BCS, the commitment to providing comprehensive educational support extends to English Language Learners and students with academic needs through the Enhancement Block. This dedicated period offers a structured framework where ELs engage in Designated English Language Development (“D-ELD”) sessions facilitated by trained teachers, allowing them to focus on language acquisition and proficiency. Simultaneously, learners requiring academic support receive targeted instruction tailored to their individual needs. This ensures that every student, regardless of their language proficiency or academic level, receives the necessary attention and support to thrive academically. While students participate in small group sessions,

the remainder of the class is actively engaged in adaptive learning applications like Lexia and ST Math, promoting independent learning and reinforcing essential skills. Teachers utilize progress monitoring data to gauge the effectiveness of interventions and determine when students are ready to transition out of enhanced support, ensuring a data-driven approach to student success. Additionally, the Enhancement Block encompasses students in Special Education who require academic support, fostering inclusivity and equity by providing all learners with access to tailored educational opportunities.

STEAM (Science, Technology, Engineering, Arts, and Math)

Bullis Charter School believes real learning and success happens at the intersection points between disciplines, which is why it is important to teach all subjects in an integrated manner. BCS strives to teach students about the interconnectedness of the world around them, and fundamentally believes that it starts with the integration of curriculum across different subject areas, beginning in Elementary School.

That core belief was the impetus for the design and implementation of the marquee Science, Technology, Engineering, Art, and Math (“STEAM”) program as part of the core curriculum for grades TK-8. Bullis is particularly proud to have art and design (the “A” in STEAM) fully integrated into the science and engineering program. As detailed in the descriptions above, all students have access to weekly VAPA content - including drama, art, and music - starting in TK. STEAM has been a part of the fabric of the Charter School since inception, and BCS works to continually develop and improve upon the program.

The goal of the STEAM program is to make innovative, engaging, rigorous education available to all students at all levels, allowing for students to gain a deeper conceptual understanding of the State standards and other concepts in a meaningful way. STEAM is delivered through instructional methods like project-based learning and design thinking, where students apply their knowledge to create solutions for real-world situations, pulling together information they have learned across different disciplines in one meaningful project.

Like the Partnership for 21st Century Skills, BCS believes that in order for students to “successfully face rigorous higher education coursework, career challenges and a globally competitive workforce, they must have the ‘4Cs’ in core classroom instruction: critical thinking and problem solving; communication, collaboration; and creativity and innovation” (p21.org). PBLs and Design thinking in the STEAM program allows for the incorporation of these 21st century skills into every child’s education.

STEAM is part of the core curriculum in every grade level, starting in TK. In order to implement this school wide initiative, the entire staff (including associate teachers and specialists) are provided with on-going opportunities to collaborate and receive professional development in areas that enhance STEAM related learning for students including PBL, Design Thinking, and technology training.

In preparation of launching a new PBL or Design-Thinking unit in STEAM, teachers work together with their grade level teams to develop a comprehensive unit that maximizes student learning outcomes. Every STEAM unit is tied to the Standards, including NGSS.

Teachers are given the freedom and flexibility to design and execute their grade level STEAM curriculum. For example, teachers can work individually or in grade level teams to determine how much time should be spent working with which resources, and they also work together to design unique units that fit their students' needs and content standard objectives. Teachers are supported with resources they need throughout the year, including supplies, collaboration time, and professional development.

The BCS STEAM program offers students the use of the FabLab (digital fabrication laboratory) and the MakerSpace. These spaces are available as resources to support and enhance the PBLs but students also attend classes there for direct instruction in coding, designing, and using a variety of tools like soldering iron, 3D printers, laser cutters, sewing machines, etc. A sample scope and sequence for student learning in the Middle School FabLab is included below. The resources available at BCS allow for students to design and test their solutions to a real-world situation by using the latest technology available, such as 3-D printing and simulation. Instead of using cardboard and paper to create a model, they now have access to the same innovative tools that are being used in the business world. With dedicated teachers in these spaces - along with materials and resources - homeroom teachers are able to collaborate and create opportunities to expand student learning in the Makerspace and Fab Lab. This may include developing prototypes for a PBL unit or developing a final product to answer a driving question. Makerspace and Fab Lab teachers have flexibility in their schedules to bring students into the lab spaces in alignment with core content in the classroom. This partnership between the homeroom teacher and dedicated Makerspace/FabLab teacher allows for design-thinking to truly take place.

A highlight of the STEAM program is the MakersFaire, held annually in the spring. This event offers students a space to exhibit their creative expression and interests. Students present projects, processes, and ideas using various materials and technologies. Like all BCS events, participants, both students and adults, are expected to adhere to the character pillars of respect, caring, responsibility, trustworthiness, fairness, and citizenship. Additionally, it's important to recognize that many students are taking risks by participating, so there is an acknowledgment that not every presentation or exhibit will be perfect or expected to be. A MakersFaire is not solely about showcasing shiny, finished products but also about sharing excitement with others. Unfinished projects are just as welcome as completed exhibits. Children are encouraged to take the lead in teaching others! Students present and showcase their projects either with friends or individually. The focus of the school MakersFaire is on sharing and showcasing, rather than selling items. Furthermore, the MakersFaire serves as an opportunity to highlight the outstanding robotics and First Lego-League program at BCS. Throughout the year, BCS hosts FLL teams that compete in state and national competitions. Learners also have the chance to engage in robotics activities, including Bot Balls, during FabLab, Makerspace and Co-curriculars throughout the year.

Below is a table that details the general scope and sequence and opportunities middle school students have to access FabLab resources and core components of the space:

	3D- Modeling	Laser-Cutting	Coding/Robotics/ Circuitry
Resources	TinkerCAD Sketch-Up On-Shape/ Infusion 360	InkScape	Spike-prime (block coding) Junior Bot Ball (Java script coding) CodeX (Python) Drones (Python)
6	Intro 3D-Modeling	Intro- how to use the tools. Design own logo (digital and Cricut)	Spike-prime (block coding) Junior Bot Ball (Java script coding) Larger scale project (zoo animals) Python intro (Firia labs/CodeX)
7	Designing an object that helps a person	Designs that benefit the community	CodeX (Python)
8	Passion Projects Engineering and Design Process		
Electives	Coding and Robotics First Lego League opportunities Coding and Robotics Drones (Python)		

Project-based learning units serve as the premier method for delivering state standards at BCS, not only due to the facilitation of a deeper exploration of concepts but also because of the ability to ignite student engagement and excitement for learning. PBL units immerse students in authentic, real-world problems or challenges, providing them with opportunities to apply their knowledge and skills in meaningful contexts. This approach not only enhances students' understanding of the subject matter but also fosters critical thinking, collaboration, and problem-solving skills essential for success in the 21st century. Presently, BCS teachers implement a variety of PBL units, each guided by a driving question that sparks inquiry and drives the learning process forward. These driving questions serve as the focal point of exploration, guiding students as they embark on their learning journeys. Below are driving questions currently shaping PBL units at BCS, each designed to inspire curiosity, creativity, and deeper understanding.

Project-Based Learning Units - Driving Questions	
K	<i>How might we preserve natural habitats globally to allow plants and animals to thrive? How can we as data scientists and engineers help solve a problem caused by weather at BCS?</i>
1	<i>How can we create a welcoming, inclusive classroom community? How can we use what we know about plant and animal adaptations to solve a human problem?</i>

2	<i>How Are My Ancestors Like Me?</i> <i>How can we, as environmental scientists, help the Leatherback Sea Turtle?</i> <i>What makes a community a desirable place to live?</i>
3	<i>How might we promote sustainability in the Los Altos community that honors the Ohlone way of life?</i> <i>How does the declining bee population affect our community, and what can we do to help the bees?</i>
4	<i>How can we use storytelling to create feelings?</i> <i>How can we make change happen in our community?</i>
5	<i>How do we, as artists, create a museum experience that connects our community with the people of the American Revolution?</i> <i>How can we help others prepare for natural disasters?</i> <i>What do we need to know to plan, design and build a sustainable lunar base that supports independent human living?</i>
6	<i>How can we, as writers, affect change in the world with our words?</i> <i>How can we design a space that allows the user to have a safe and warm place to sleep?</i> <i>How can we, as data analysts, gather data on a chosen topic and draw a conclusion based on multiple interpretations to help affect change?</i> <i>How do we create/design a solution for sustainable tourism in a post pandemic world that respects the people, culture, resources, and environment of a particular area/region?</i> <i>How can we use our 21st century understanding of thermal energy and early civilizations to construct a shelter to protect from temperature extremes and weather events?</i> <i>How can we use our passions and interests to create a product and/or service that affects change in our communities?</i>
7	<i>Do individuals or groups of people have more influence on history? How did Islamic scholars, historians, and researchers contribute to science and historical studies?</i> <i>How does MesoAmerican culture impact the rest of the world?</i> <i>How cute can you make an ugly doll?</i> <i>How does food help us connect with the community around us?</i> <i>How do I take ownership of my own design?</i> <i>How are natural disasters and the impacts humans have had on Earth related?</i>
8	<i>How can we highlight the voices of those who are often oppressed?</i> <i>How can we move people through poetry?</i> <i>How can people living in the US impact the lawmaking process?</i> <i>How can we design safe and effective bumper cars?</i> <i>How come we don't die on Roller Coasters?</i> <i>How can we use non-contact forces to create small levitating devices?</i> <i>How can I use the FabLab to help my community?</i>

All PBL units not only adhere to the rigorous criteria of the "gold standard" set by the Buck Institute of Education ("BIE"), one of the nation's leading organizations for PBL training, but also ensure comprehensive coverage of state standards. For instance, in a second-grade PBL at BCS centered around the Leatherback Sea Turtle, students answer the driving question: "How can we, as environmental scientists, help the Leatherback Sea Turtle?" Throughout this interdisciplinary unit, learners explore various aspects of the leatherback sea turtle, including its physical characteristics, habitat, diet, and life cycle stages. They actively engage in research and inquiry, identifying and analyzing threats encountered by the turtle at each stage of its lifecycle. This multifaceted approach integrates art, Makerspace activities, science, reading, and writing,

providing students with a holistic understanding of the subject matter. In art class, students craft clay turtles, while in ELA, they compose informative paragraphs based on their research findings. Reading nonfiction texts enhances their comprehension and knowledge acquisition, while lessons on erosion shed light on the impact on nesting turtles. In the Makerspace, students embark on the creative process, designing prototypes aimed at safeguarding the leatherback turtle throughout its lifecycle. Through collaboration and iteration, students refine their designs based on peer feedback, culminating in the creation of real-life prototypes using recycled materials. To showcase their learning and innovations, students produce stop-motion videos demonstrating the functionality of their prototypes, honing their presentation skills in preparation for a showcase event attended by families and community members. This comprehensive and immersive approach to PBL not only fosters deep understanding and engagement but also equips students with essential skills for real-world problem-solving and communication.

Instructional Delivery

Working within grade level teams, teachers use the CCSS, a variety of assessment tools, the BCS elements, and current literature on educational practices to design a dynamic curriculum to meet students' specific needs. Delivery of curriculum is planned in the weekly grade level team and/or department meetings so that all students at each grade level are assured the same delivery of content, though the techniques and materials utilized by teachers may vary depending on the assessed needs of each class's students. Bullis maximizes its status as a charter school by researching and choosing curricula and materials that best meet the needs of specific populations rather than relying on the ones chosen by the state. Although the curriculum is coherent and meets the State standards, it also reflects the rigor of the specific school vision and the flexibility enjoyed as a charter school. Teachers facilitate flexible grouping strategies, provide opportunities for group and individual learning, accommodate a variety of instructional levels and learning styles, lend to integration with other disciplines (including, but not limited to, Technology, Character Development, Service Learning), and develop quality, authentic assessment tools.

Personalized Learning—Focused Learning Goals

The BCS educational program strives to light the fire in all students, inspiring them to reach their full potential by instilling a lifelong love of learning through the attainment of the BCS schoolwide learner outcomes.

Focused Learning Goals, developed annually to identify specific outcomes in the academic, social/emotional, and passion areas, are at the heart of how these schoolwide learner outcomes “come alive” for every student, grades TK-8. By implementing FLGs for all students, no matter what the grade or learning need, BCS is delivering on the school's strategic learning objectives. Developed by staff and parents through the BCS Strategic Planning process, the FLGs are not only grounded in research and best practices but are structured to intentionally develop the “whole child” and seamlessly lend itself to address the state's CCSS and NGSS academic and performance standards.

Dr. Carol Dweck's research on the importance of appropriate praise and the development of a growth mindset¹³ influenced the structure of the BCS FLG template and the verbiage used when developing and assessing the goals. In order to develop these competencies, some of the

¹³ Growth Mindset: <https://www.mindsetworks.com/science/>

strongest indicators for success later in life, Bullis incorporates social/emotional goals and passion goals into FLGs, providing students opportunities to develop and refine these skills in a safe school environment.

The FLG process is a documented practice used by every teacher, and is designed in a way that allows flexibility across different grade levels and varying student needs. Whether in special education, an English Learner or on a Section 504 plan, the FLGs process effectively addresses all learning needs and styles, delineating the means by which every student can receive the support needed to successfully learn and grow.

All BCS teachers are trained during the summer inservice on the FLG process, how to create and implement goals (assess, survey, differentiate instruction, etc.), and how to communicate outcomes with students and parents. Regular workshops are held throughout the year and on an as-needed basis; and the entire process is evaluated annually in order to continuously improve upon its effectiveness.

FLGs may be developed for students in the four core academic subject areas (Math, Reading, Writing, Social Studies/Science), as well as in the Social/Emotional/Behavior realms. Personal goals, designed to engage students in areas of passion or interest that may or may not take place at school are also set. At the beginning of the year, parents' and students' input is formally solicited and taken into consideration for FLG development. Parents, teachers, and students meet during the October Parent/Teacher conference to develop and review the FLGs. These conferences provide an opportunity to familiarize the family with the state and school standards, review the student's progress to date, discuss individual strengths and weaknesses, determine best learning styles, and work collaboratively to develop year-long goals that will continually and appropriately challenge the student to grow academically, socially, emotionally, and behaviorally. All FLGs are specific, measurable goals that are supported with data, and clearly delineate parties responsible for implementing, monitoring, and evaluating them.

For example, a 6th grade FLG may look like this:

Sample FLGs		
Goal #1 Academic	Goal #2 Academic OR Lifelong Learning	Personal Goal
May 2024, I will improve my precision in math as evidenced by having 2 or less minor errors on my 3rd trimester math assessments.	By May 2024, I will improve my typing skills of speed and accuracy as evidenced by reaching exercise 346 in Typing Club. (1 section per month)	By May 2024, I will have a book written with at least 7 chapters and publish it.
Means of Evaluation	Means of Evaluation	Means of Evaluation
May 2024, I will improve my precision in math as evidenced by having 2 or less minor errors on my 3rd trimester math assessments.	Complete up to or higher than exercise 600 in typing club.	I will have completed my goal when I have written 7 chapters and published it.
Action Steps	Action Steps	Action Steps
Do my choice board to study, take notes in class, listen in class, and take reassessments if I don't get a check. Fill out math tracker during the test. Share my math tracker with my family. By trimester 2, I will have 75% of my assessments with no ME the first time I complete them. I will double check my assessments. I will take my time during my assessments.	I will do 1 section per month, if I don't manage to do it, I will have to make up for it the next month. I will track it with a spreadsheet recording when I do typing (date) whether at home or at school.	I will write 1 chapter per month for the first 7 months and spend the last month figuring out how to publish on a site. (ex. amazon) I will ask my family to review my chapters once a month. I will set a time once a week to write at least 30 minutes. I will take some time to write a structure of the 7 chapters or a story arc.
Data Tracking	Data Tracking	Data Tracking
██████ - CC7/8 Standard Assessment Tracking Document	██████ Typing Club Record ██████ G 2023-24	██████ Personal FLG 2023-24

Since FLGs can be written to address any area a student needs targeted attention, they can be personalized for any kind of learner. English learners receive specifically crafted FLG goals connected to their ELPAC data. Goals can include speaking, listening, reading and writing. Students who exit the English Learners' program may continue to have additional FLGs in Writing and Speaking. Areas that do not meet the criteria for goals in an IEP but are vital for the overall success of special education students (i.e., developing self-control, time management, etc.) are also addressed using FLGs.

After the FLGs are created, the goals are reviewed by the student and the teacher on a regular basis, at least once a month, throughout the school year to ensure that every student continues to be aware of, and is actively participating in their expected learning results. Students take an active role in tracking and reflecting on their goals - from keeping a written log of steps taken towards their goal to writing a monthly reflection and creating next steps to reach their FLGs. Because methods of tracking and reviewing FLGs vary between classes and grade levels, time is allocated at staff or team meetings for teachers to share their strategies and insights with one another throughout the year.

The classroom teacher may use these goals to determine instructional groupings, programs and materials, and methodologies. Some classes and students may work on goals that have been broken down into daily strategies (e.g., "I will play with two new students today" for a student whose year-long goal is to take risks or to be more social) while others may check in less frequently (e.g., during their weekly conferences for students who may be working on developing and/or improving their writing skills); nevertheless, the goals for the students are being addressed in a consistent manner. As needed, goals are modified to meet the changing needs of the individual student.

FLGs are also supported through classes, teachers, or student groups outside of the student's homeroom class. A student with an FLG for developing leadership skills might specifically choose to be enrolled into a Co-Curricular such as Debate or Student Council to provide maximum opportunities to improve that area. A Writing FLG may be supported through co-curricular classes such as the Nonfiction Book Creator or the Poets Society where learners in grades 3-5 learn about poetry and write their own. Students are also responsible for working on and tracking their passion goals. For example, a student who is interested in running a 5K may be responsible for planning a training routine and committing to regular running practice. These can be documented in a running log or with pictures/videos and are submitted to their teacher upon completion of the goal as evidence.

In March, teachers, students, and parents have the opportunity to attend a second round of conferences to review the student's progress (is the student on track to meet goals? are the goals still appropriate?), and determine if goals have been met. In June, every FLG is evaluated on a 1-5 rubric based on the metrics agreed upon at the fall conferences.

Intersessions

The Middle School Intersession is a hallmark of the program at BCS. These two-week units that happen three times a year consist of integrated, interdisciplinary, design-thinking units that

promote 21st century skill building. The World Economic Forum's Future of Jobs Report¹⁴ and the National Association of Colleges and Employers¹⁵ identify creative thinking, critical thinking, communication, and teamwork as some of the most important competencies graduates can possess. The structure of intersession allows us to create environments where our middle-school students are already getting to practice these skill sets outside of the "traditional" classroom setting. This intersession model is invaluable in creating opportunities for students to build those future-ready skills, and to see students continue to fine-tune these skills in high school and beyond. Below are examples of the current driving questions, content, and competencies connected with our intersessions, though these may change over time.

Intersession	6th	7th	8th
1	Early Civilizations Design Challenge: Driving Question: How can we use our 21st century understanding of thermal energy and early civilizations to construct a shelter to protect from temperature extremes and weather events?	Sewing: How cute can you make an ugly doll? Cooking: How does food help us connect with the community around us? Woodworking: How do I take ownership of my own design?	School of the Future Design Competition: Driving Question: How might we develop an education model, design, and create a scale model of our school of the future?
2	Intro to Entrepreneurship: Driving Question: How can we use our passions and interests to create a product and/or service that affects change in our communities?	Application of the above skills to a passion project benefiting the community.	Financial Literacy: Driving Question: How might we model, explain, and identify the various aspects of life that impact financial planning and financial stability in order to create a financial plan for a college student?
3	Entrepreneurship Trade Show and Bear Den Competition	Application of above skills via a Midsummer's Night Dream production	Application of all skills in a final Bear Faire (passion project driven)

6th graders launch their intersession with the Early Human Design Challenge, exploring the question: "How can we use our 21st century understanding of thermal energy and early civilizations to construct a shelter to protect from temperature extremes and weather events?" This interdisciplinary project integrates ELA, history, math, and science standards while initiating students into the design thinking process. In a culminating showcase, students present their shelter designs and models, documenting their journey through video diaries. The second and third intersession shift focus to entrepreneurship with the "Engaging Entrepreneurs" program. Students select a UN Sustainable Development Goal and develop a business aimed at addressing it, receiving guidance from entrepreneurs like Mike Tyson, founder of Sweet Anchovies. They identify personal business strengths, grasp capitalization concepts, nurture an entrepreneurial mindset, and craft detailed business plans. Students then present their products in the third intersession to a panel of experts and community members in the "Bear Den."

¹⁴ Zahidi, S. (2023, May). *The future of jobs report 2023*. World Economic Forum. Retrieved from <https://www.weforum.org/reports/the-future-of-jobs-report-2023/>

¹⁵ National Association of Colleges and Employers. (2022, March 01). Competency gap - recruiters and students differ in their perceptions of new grad proficiency [Press release]. <https://www.proquest.com/wire-feeds/national-association-colleges-employers/docview/2636126809/se-2>

7th graders engage in intersessions focused on practical, technical skills such as woodworking, cooking, and sewing. During the initial intersession, students rotate through three-day sessions for each skill in specialized spaces within the Middle School Quad. For instance, those exploring woodworking have the option to construct boxes, while others in cooking prepare a diverse array of sweet and savory dishes, and those in the sewing group create dolls using sewing machines. Subsequently, students select which skill they wish to further develop in the second intersession, during which they collaborate to produce a community-benefiting product leveraging their newly acquired abilities. Past projects have included identifying campus needs and utilizing the woodworking room to craft benches, bookshelves, and stools. In the cooking group, students have crafted menus inspired by specific cuisines and prepared main courses, side dishes, and desserts for staff members. Similarly, the sewing group has utilized their skills to design and create products for local charities in need. In the final intersession, 7th graders work collectively to stage a student-run performance of "A Midsummer Night's Dream." They receive an introduction to Shakespeare, learn about each element of theater production, and manage the entire production process from inception to completion, including set creation, costume design, and prop fabrication, utilizing the specialized classrooms and skills acquired during the initial two intersessions.

8th graders participate in intersessions centering on design-thinking, financial literacy, and social entrepreneurship. The first intersession is centered around the SchoolsNEXT Competition. Learners begin by researching communities and conducting research to create a school that has a clearly defined mission statement, is environmentally friendly and is sustainable within their community context. 8th graders then create a model of their school using resources in the FabLab and present the model along with their reports to a panel of experts. The winning team is then invited to compete in the official SchoolsNEXT Competition. BCS learners frequently place among the top teams across the state. During the second intersession, 8th graders learn about and apply financial literacy skills. Each group develops a financial plan for a client that meets their financial objectives. In order to put together and present their plan, 8th graders learn how to build a budget, plan for savings, calculate take home pay, read and interpret a credit score, learn how to invest, and plan for retirement. 8th graders present their financial plan to a panel of experts for feedback and make adjustments based on the needs of their client. In the final intersession, 8th graders create a "Bear Faire," which is a specialty symposium. Using the knowledge and skills learners from their financial literacy intersession, 8th graders create a business plan and product that addresses a community need and raises awareness for their chosen cause. All of this work is documented in the student-run newsletter, the Bullis Bulletin, shared with the school and local community.

All learning and participation are assessed using a core competencies rubric, using the current competencies outlined below. Learners engage in meaningful self-reflection and receive feedback from instructors to guide each intersession module. Learners and families are encouraged to submit feedback after each intersession via Google Forms. This information and feedback are shared with grade-level teams to improve the intersession experience and program. Below is an example of what current intersession driving questions and output are for each of the grade levels - these intersession focus areas and questions may change year to year.

Interession Core Competencies

New Learning	Learner identifies and attains new learnings or skills that they did not know at the beginning of the project.
Application of Concepts	Learner appropriately applies expected concepts or skills.
Team Work	Learner works as a member of a team to complete a complex task.
Documentation and Reflection	Learner documents key processes and decisions of the project from start to finish. Learner consistently reflects on their progress and learnings.
Iteration	Learner uses data to create purposeful iterations of the project that will best meet the needs of their user/audience.
Communication	Learner communicates respectfully with peers, team members, and experts.
Presentation	Learner speaks confidently to an audience using appropriate eye contact, volume, and body language. Learner integrates multimedia and/or visual displays into presentations to clarify information and add interest for the audience/user.

Technology

In BCS's commitment to providing a dynamic and forward-thinking educational experience, our instructional program focuses on fostering the development of technology-related skills among students by serving both dimensions of technology adoption: BCS provides state-of-the-art technology (hardware and software) to students and provides all staff technology resources needed to optimally support an immersive learning experience. To ensure the seamless integration of technology into the instructional program, BCS prioritizes the alignment of staff and student technology resources with curriculum goals and state assessment requirements.

The BCS commitment to providing students with a well-rounded and technology-rich education is evident in the diverse range of technology tools available. Students have access to computer carts, tablets, and other devices, enabling them to explore various digital platforms and applications that enhance their learning experience. On the hardware side for instance, BCS provides students with access to devices such as iPads, Macbooks and Chromebooks, while classrooms are equipped with computers, iPads, Monitors and smart devices to support the learning experience of students.

The instructional program aligns with Standards to ensure that students acquire essential digital skills. Bullis is particularly proud to provide early digital and technological skills in our MakerSpace on both campuses, in which children learn technological skills such as robotics (e.g., via an App such as Scratch) and physics, starting as early as TK. Moving into Middle School, learners have scheduled time in the FabLab, in which they continue their journey in robotics and add coding, 3D printing, and laser cutting to their technological skill set.

Staff members are provided with ongoing professional development to effectively integrate technology into their teaching methods, aligning with curriculum objectives and preparing students for State-mandated and local assessments. To assess student proficiency, BCS integrates digital assessments into the curriculum, providing real-world scenarios that measure technological competency. For assessments, specifically, Bullis uses digital assessment tools

such as NWEA and STMath for both assessment and adjusting student levels based on their individual growth.

Recognizing the diverse needs of the BCS student population, including those receiving Special Education services, BCS has developed a comprehensive plan for providing adaptive technology. This plan encompasses specialized software, assistive devices, and other adaptive tools that cater to the unique requirements of special education students. Educators receive training to effectively integrate these technologies into individualized education programs (“IEP”), fostering an inclusive and supportive learning environment. For instance, Bullis widely uses annotation tools, text to speech and speech to text applications and dyslexia assessments to support SpEd learners, as appropriate.

Moreover, staff engage in continuous professional learning opportunities, staying abreast of the latest educational technology trends, and methodologies to enhance their teaching practices and effectively integrate technology into the curriculum. Approximately two weeks before each school year begins, teachers go through an intensive professional development program which includes the use of technology for an immersive learning experience as well as proficiency in their own technological use. Single classrooms will, in addition to the above, receive some pilot programs in testing new technologies and devices, such as touchscreen monitors and smart projectors.

Transitional Kindergarten

Starting the 2023-24 school year, Bullis transitioned from a half-day TK/K program to full day TK and Kindergarten. TK classrooms have access to a Teaching Assistant, who supports the lead teacher with supervision and curriculum. The Charter School adheres to adult-to-student ratios as set forth in Education Code Section 48000(g). TK students participate in all BCS specialist classes including Mandarin, drama, art, music, PE, and Makerspace. The TK program offers a balance of play-based centers as well as skill-based academic small group instruction. TK curriculum is aligned to the [California Preschool Learning Foundations](#) and [California Preschool Curriculum Frameworks](#). TK students are assessed at the beginning of the year on a multitude of standards to identify their levels in each subject area, allowing them to work in targeted academic groups during centers and small group instruction. For example, TK students work on their letter names and sounds in a reading center, on their letter formation in a handwriting center, and on their phonemic awareness skills in a rhyming center. In addition, learners participate in whole group math lessons using the Eureka 2.0 curriculum and phonics lessons.

A TK day might include a morning meeting, which offers structured time for learners to connect with each other through songs, chants, and fun group games. Students participate in daily integrated centers where they can choose between a variety of academic and play-based centers including things such as dramatic play, math, literacy, drawing & writing, and the art studio. After center time, students usually gather to reflect on their work through learning and feedback protocols. English learners are provided with prompts and language models and each learner has the opportunity to share their projects and tasks. Learners have time devoted to specialist classes (music, drama, art, makerspace, mandarin) every day. and an outdoor play to learn time. The day

concludes with storytelling/story acting or an afternoon circle. Throughout the day, learners are provided with “Brain Breaks” using GoNoodle and Conscious Discipline as needed.

Meeting the Needs of All Students

BCS is dedicated to cultivating an inclusive and supportive educational environment to address the diverse needs of our student body. Through proactive identification and comprehensive support strategies, BCS aims to create a learning environment that caters to students with disabilities, English learners, those achieving substantially above or below grade level expectations, homeless students, foster youth, and other special populations.

BCS has a robust system of multi-tiered supports in place to support all learners. The Multi-Tiered System of Supports (“MTSS”) is an evidence-based framework designed to impact educational outcomes for all learners by providing a wrap-around system of support that addresses academic, behavioral, and social-emotional needs. MTSS offers a proactive and tiered approach to intervention, ensuring that students receive the assistance they need based on their individual data and teachers receive the coaching and support needed to serve all students. This comprehensive framework considers the whole child, ensuring that students receive the necessary support to thrive academically and socially. MTSS at BCS promotes early identification of students who are at risk academically or behaviorally. By identifying struggling students as early as possible, educators can intervene promptly to address their needs, preventing academic and social-emotional difficulties from escalating. This early intervention is critical for maximizing student growth and reducing the likelihood of long-term academic gaps or behavioral issues. In order to inform these decisions, MTSS emphasizes the use of data to inform each tier of support. Educators collect and analyze academic, behavioral, and social-emotional data to identify patterns and trends, enabling them to make informed decisions about instructional strategies, interventions, and supports. This data-driven approach ensures that interventions are evidence-based and responsive to student needs, leading to more effective outcomes.

The approach to supporting students with disabilities involves a multi-tiered identification process. Teachers begin this process by filling out a pre-referral form. The members of the Student Response Team (“SRT”) meet weekly to review these referral forms and determine whether learners require a tiered intervention. Teachers are invited to attend SRT meetings to discuss and document interventions. After the intervention cycle is completed, families, teachers, and the SRT meet to discuss progress and next steps. When applicable, Individualized Education Programs are crafted to provide personalized accommodations, modifications, and support services, ensuring an inclusive and supportive learning experience.

For English Learners, methods include language assessments, home language surveys, and ongoing monitoring of language proficiency and academic progress. BCS implements specialized English Language Development programs, provides bilingual staff and resources, fostering an environment that facilitates language acquisition and academic success. More information on the English Learner program is found below.

Continuous assessments guide the identification of students achieving substantially above or below grade level expectations. Teachers regularly review data to understand student progress

and performance. Academically low-performing students may be discussed during SRT meetings and SMART goals are then created to guide instruction and enrichment activities, offering tailored support to meet diverse learning needs.

In collaboration with local agencies and services, BCS staff identify and support homeless students and foster youth. The approach prioritizes sensitivity and anonymity, with designated liaisons facilitating communication and coordinating support services, including flexible scheduling, transportation assistance, and counseling, when necessary. The Director of Community Engagement and Outreach works closely with families and the school to determine what services and supports may be necessary for students who qualify in these categories.

Remaining committed to identifying and meeting the needs of any other special student populations, BCS utilizes ongoing assessment, stakeholder collaboration, and targeted support services. This collective effort ensures that every student, regardless of their unique needs, receives the personalized support required for both academic and personal success.

English Learners

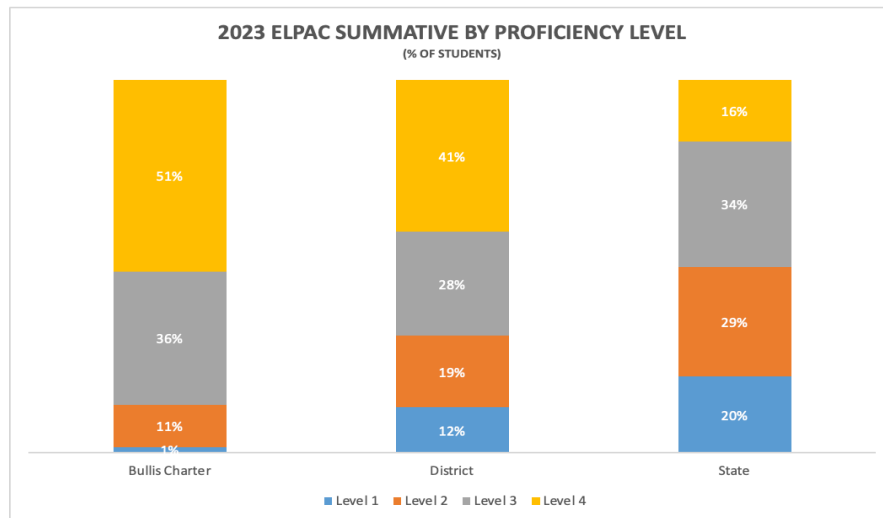
Bullis Charter School serves a diverse student population with over 32 languages spoken in students' homes including but not limited to English, Spanish, Vietnamese, Cantonese, Korean, Mandarin, Japanese, Farsi, French, German, Greek, Hebrew, Hindi, Hungarian, Italian, Russian, Tagalog, Arabic, Thai, Turkish, Gujarati, Telugu, Tamil, Kannada, Norwegian, Finnish, and other non-English languages.

The Charter School will meet all applicable legal requirements for English Learners ("EL"), including long-term English Learners or English Learners at risk of becoming long-term English Learners, as they pertain to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. The Charter School will implement policies to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents.

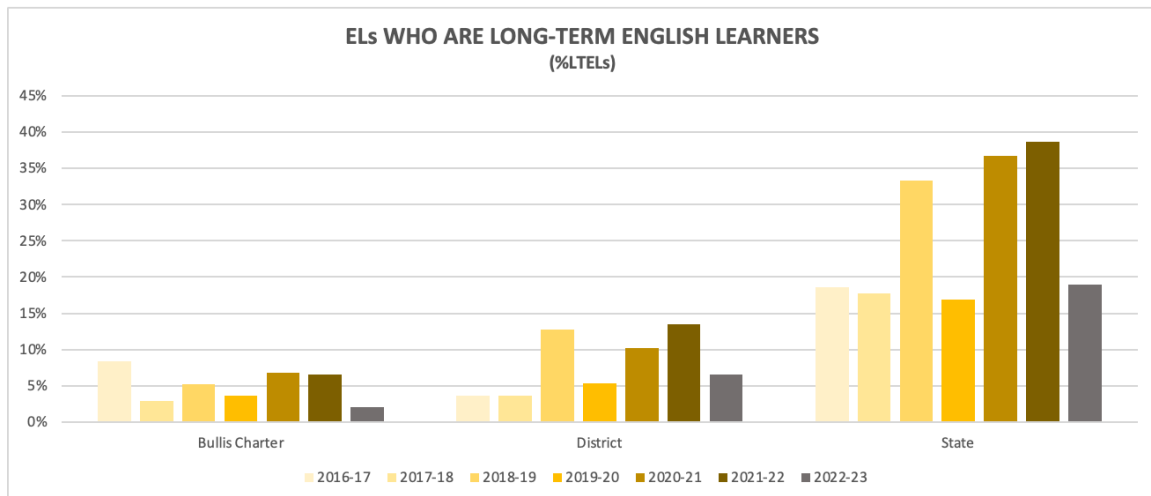
The goal of the EL program is for students to become proficient in English as rapidly as possible and to meet State academic achievement measures. In addition, the program provides intentional access to the core curriculum and all other programs, and prioritizes students ability to maintain their self-esteem and cultural identity. This is accomplished through specialized instruction in English in a safe, contextually rich small group setting (within the class or as a pull-out). Personal learning goals in the areas of Listening, Speaking, Reading, and/or Writing are developed via the FLG process. Teachers are trained in language acquisition strategies that will help their students progress in their English development. Some of these supports include Total Physical Response ("TPR"), visuals, sentence frames, anchor charts, adapted text, and language scaffolding using SIOP strategies. Technology, such as Lexia English, is also used to assist fluency, vocabulary development, grammar, and reading comprehension.

Bullis Charter School has been successful in their English Learner program and shows 87% of all Learners tested in the ELPAC 2023 in Level 3 and Level 4, another 11% of Learners in Level

2 and only 1% in the lowest achievement Level 1. The data below shows Bullis' data compared to the local district and the state [source: DataQuest English Language Proficiency Assessments for CA (ELPAC)]:



The reclassification rate shows a great success as few students (e.g. only 2% of English Learners in school year 2022-2023) count as Long-term English Learners while others make significant progress to become proficient in English as rapidly as possible.



The progress of English Learner students is consistently monitored using various assessment measures. The BCS leadership team utilizes this information to make informed, data-driven decisions concerning instructional plans, practices, professional development, and adjustments to the English Learner program. For example, the Enhancement block was developed at BCS to provide a common dedicated time for English Learners to receive ELD instruction. This 25-minute block of time is now included in the schedule of every teacher and learner in Grades 1-5. The objective of such decisions and changes is to ensure that EL students make yearly progress on standardized evaluations (1 level in at least 1 domain in their ELPAC scores) and

reach the highest possible levels of English Language and academic proficiency in the shortest time possible.

Bullis Charter School believes in preparing students to be globally competent. BCS values students who are multilingual with a strong belief in developing skills that will support students to become contributing members of the global world. With this value in mind, BCS is committed to ensuring that all English Learners acquire the skills and knowledge necessary to make them productive, responsible citizens, and lifelong learners. Emphasis is placed on providing students with the greatest possible access to appropriate and rigorous English language instruction through research-based core curriculum and designated and integrated ELD instruction, which ensures progress from limited English proficiency to fluent English proficiency. We strive to offer programs that assist English learners in becoming proficient in English in a timely manner. Bullis Charter School establishes the following goals of English learners Services:

- All English learners will master the English language as efficiently and effectively as possible.
- Parents of English learners will be engaged in their child's learning.
- English learners will have access to educational opportunities that will enable them to succeed.

Bullis Charter School will follow all applicable laws and regulations in serving its ELs as they pertain to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing and reporting requirements. Bullis will implement policies to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents.

It is also the goal of all school personnel, including classroom teachers, special education teachers, specialists, counselors, and administrators, to help each EL student make yearly progress on standardized evaluations and reach the highest possible levels of English language and academic proficiency in the shortest time possible.

All eligible students enrolled in the charter will receive appropriate English Learner services in accordance with applicable state and federal law.

Each student who is eligible to receive EL services will have individualized goals (FLGs) developed for them that addresses identified needs, which may include but are not limited to:

- English language proficiency (May be related to meaning making, language development, effective expression, content knowledge, foundational skills, interacting in meaningful ways collaborative, productive, or interpretive or in relation to their primary, designated language at the student's grade level)
- Academic experience
- Learning and behavioral factors
- Environmental factors
- Academic data (grades, attendance records, promotion/retention data)
- Classroom observations and anecdotal records by teachers
- Parent interviews (to identify environmental resources and/or barriers)

The Focused Learning Goals establish a course of action to eliminate barriers to achievement. On a semiannual basis, Bullis Charter School will evaluate and document the progress of each English learner in English language acquisition and academic progress and ensure that any changes to the plan are made based on data and multiple assessments. Monitoring of the student's progress will continue for a minimum of four years after the student is reclassified. The objective for every decision and change is to ensure that students make appropriate annual growth on standardized evaluations and reach the highest possible levels of English language and academic proficiency in the shortest time possible.

In addition to FLGs, all teachers who have English Learners will plan instruction to meet the language and learning needs of all ELs through implementing strategies such as Specially Designed Academic Instruction in English ("SDAIE") and Sheltered Instruction Observation Protocol ("SIOP") and the thoughtful planning of integrated and designated English Language Development instructional time. Teachers will use the FLGs for targeted instruction in small groups and one-on-one instruction as well as consistently use formative and summative assessment data to support instructional design, planning of small group and individual instruction to meet the changing needs of each English Learner.

Staff Members Providing English Learner Services are Appropriately Credentialed. All teachers providing English Learner Services at Bullis Charter School are required to obtain Cross-Cultural and Academic Development ("CLAD") authorization and are appropriately credentialed. Additionally, every Bullis Charter School faculty member is trained in understanding the current ELD standards and framework and have been trained in implementing designated and integrated ELD. Ongoing regular training for staff and teachers on implementation of best-practices and specific strategies for ELD is planned.

Process for Identifying English Learners. Upon initial enrollment in a California public school, and as a part of the registration process, parents must complete a Home Language Survey. When new students enroll at Bullis, every effort is made to determine previous ELAS status if a student attended a public school. The previous school is contacted, cumulative records are requested and ELAS status is looked up in the California Longitudinal Pupil Achievement Data System ("CALPADS"). If the student is new to California public education or entering the state or country, the Home Language Survey is used to determine the students' home language information. If the answers to any of the first three questions on the survey indicate that the student comes from an environment where a language other than English may have had an impact on the individual's level of English language proficiency, the student is referred to the EL program administrator for the appropriate identification of services.

The EL Coordinator and Chief of Academics will serve as the primary contact for the Charter School as well as the student's teacher, and the Teacher Leader of the grade level team that the student is in, if appropriate. Members of the school team will review all pertinent information on all English learners and make the determination regarding the EL services provided and reclassification.

BCS's responsibilities:

- Establish, review, and revise students' progress, program placement, and instructional plan at least twice per school year. The student's services will be data-driven and individual ELD goals will be established and embedded in the Focused Learning Goals to support a course of action to eliminate barriers to achievement.
- Ensure implementation of identification and monitoring procedures (identification, placement, etc.).
- Ensure implementation of Focused Learning Goals, designated and integrated ELD instructional time, and other EL services.
- Provide written notice to parents regarding EL program placement, alternative program options, instructional plan options, and parental responsibilities. (Notification will be made in a language and/or manner that the parents can understand.)
- Recommend and monitor the participation of English learners in any other applicable programs (potentially including co-curriculars and extra-curriculars).
- Reclassify and recommend exiting EL services when a student becomes proficient in English and has met exit criteria.
- Make recommendations to the classroom teachers concerning accommodations and strategies for English learners.
- Make recommendations to the administration, Board, and other school decision makers on professional development topics for staff workshops, parental involvement seminars to further student success, and changes to the EL Plan.
- Members of the leadership team including the EL Coordinator will access the student within ten days of the start of the school year to determine whether any difficulty in speaking, reading, writing, or understanding may deny the student the ability or opportunity:
 - o To meet the state's proficiency level of achievement (as determined by state and school assessments);
 - o To effectively attain a course of study standards in the classroom; or
 - o To participate in school and school-related activities.

A trained staff member will administer the English Language Proficiency Assessments for California ("ELPAC") to EL students within the first 30 days of initial enrollment, and at least annually thereafter between July 1 and October 31 until the student is reclassified as fluent English proficient. Parents will be notified by mail of their student's results within thirty days of receiving results from the publisher. If a student's initial assessment results indicate English language proficiency and their school/academic records indicate successful participation in the regular curriculum, parents will be notified by means of a letter that the student will not require English learner services (Initial Fluent English Proficient, or "IFEP").

As we administer the ELPAC and review ELPAC results, we keep in mind how these results reflect the ELD proficiency levels. Teachers use the ELPAC results and these levels to set specific ELD FLGs for students.

- Emerging: Students are learning to use English for immediate needs and beginning to understand and use academic vocabulary and other features of academic language

- Expanding: Students are increasing English knowledge, skills, and abilities in more contexts. Students are learning to apply a greater variety of academic vocabulary, grammatical structures, and discourse practices in more sophisticated ways, appropriate to age and grade level
- Bridging: Students are continuing to learn and apply a range of advanced English knowledge, skills and abilities in a wide range of contexts including comprehension and production of highly complex texts. The “bridge” is the transition to full engagement in grade level academic tasks and activities without specialized instructional support.

Parents of students identified by the means of the Home Language Survey are notified of the results of language proficiency assessment(s) and invited to participate in the English Learner Advisory Council (“ELAC”). Program details are provided to parents (orally and/or in writing) in a language that they can understand. At a minimum these details include:

- The reasons for identification of the students as limited English proficient and in need of placement in an EL program.
- The student’s level of English proficiency, how each level was assessed, and the status of the student’s academic achievement, to the extent known.
- The method of instruction to be used in the English language instruction educational program and how the program differs in content, instructional goals, and the use of English from “regular” programs in the school.
- How the program will specifically help the student learn English and meet age-appropriate academic standards for grade promotions.
- The right of parents to have their child immediately removed from the English language instruction education program.

Bullis Charter School staff members are fluent in a variety of foreign languages (presently Spanish, Cantonese, Mandarin, Japanese, Hebrew, French, German, Russian, Turkish and other languages) and are available, on an as needed basis, to translate for students and at parent meetings. Both BCS front offices also have access to translation software to use with families if a student or parent speaks a language that an on-site staff member cannot translate. The ultimate goal of the process is to provide parents who do not speak English with meaningful opportunities to participate in the education of their child. The interpreter or software may be used to help with enrollment, parent/teacher conferences, IEP meetings, etc. The Charter School will also ensure documents are translated regarding parent programs, meetings, and other activities, as necessary.

English Learner Advisory Committee. Bullis Charter School has an active English Learner Advisory Committee made up of parents or other community members who want to advocate for English learners. The purpose of the ELAC is to advise the Executive Director and school staff on programs and services for English learners and the development of the LCAP, with special attention to goals that pertain to English learners. The Charter School ensures that the percentage of the parents of English learners on the committee is at least the same as that of English learners.

An Acknowledgement of the Responsibility of the Charter School to Provide Access to Grade-Level Core Curriculum for English Learners. All students at Bullis participate in rigorous, hands-on learning that is inquiry-based and follows CCSS, NGSS, and the California ELD

standards that amplify California Common Core State Standards. Teachers use instructional methods such as project-based learning, STEAM, and discovery-based learning to engage all students and plan instruction to meet the needs of the full range of learners.

At Bullis, English Learner students actively participate in the grade-level core curriculum and instruction, receiving differentiated and individualized support through strategic planning of integrated and designated English Language Development instructional time. The Enhancement block is dedicated to designated ELD instruction, carefully planned and implemented by a trained ELD teacher. This approach allows EL students to fully engage in all core learning activities.

The core program places a high value on authentic learning, emphasizing connections to the real world and practical application. For example, when students work together in groups to solve a problem, research solutions, collaborate, share ideas and present findings to others, authentic learning occurs, engaging all students and developing the success skills needed to succeed in the future to become truly college and career ready. Through this authentic work, particularly in project-based learning units, teachers can plan ELD for students using the CA ELD standards as a guide.

The following is an example from a second grade PBL unit showing how ELD is integrated to support EL students. The leatherback sea turtle unit focuses students towards inquiry-based learning as students answer the driving question, “How can I, as a citizen of the environment, design a way to protect the leatherback sea turtle from the threats it faces throughout its lifecycle?” Within this unit, students engage in written, oral, and digital communication with peers and teachers as they use knowledge acquired from research to develop, justify, and give feedback on initial designs, and as they finalize prototypes and slideshows, which includes reflecting with peers on the whole process. As they work on this authentic, real-world problem, students are supported in language acquisition through integrated ELD strategies and work to meet CCSS and ELD standards such as those under Part I: Interacting in meaningful ways in the collaborative, productive, and interpretive areas.

Teachers leverage the standards, drawing upon their understanding of student performance levels (emerging, expanding, bridging) to plan the curriculum and integrated strategies. This strategic approach aids in purposeful planning of English Language Development instruction. This instance exemplifies our commitment to supporting English Learner students in rigorous, real-world learning. Moreover, it underscores how all EL students actively participate in the core program, with a dedicated focus on addressing their individual needs.

In addition to integrated STEAM and PBL units, EL students participate in all CCSS core curriculum such as integrated ELA, close reading, math curriculum and lessons using Eureka Math 2.0, or College Preparatory Math and supplemental curricular materials. Teachers employ instructional strategies to actively engage and provide access for all students.

Instructional strategies for English Learners encompass the use of both designated and integrated English Language Development practices. Designated ELD time involves small-group differentiated instruction, typically taking place during the Enhancement block or other

scheduled periods. The specific strategies employed vary based on grade level and the individual needs of students, identified through formative assessments and state tests such as ELPAC and CAASPP. In a first-grade classroom, for example, one might observe a small group of students focused on learning vocabulary that enhances their comprehension of the nonfiction text they are reading. Another group might be engaged in examining text structure in various mentor texts, receiving explicit instruction on informational text structure to support their own writing and comprehension of related texts within the unit of study. In a fourth-grade classroom, instructional strategies could involve one-on-one or small group support, with the teacher assisting students in examining grammar rules. This support aids students in applying these rules to develop an opinion writing piece. The goal is to reinforce correct sentence structure and grammar, enabling students to apply these concepts effectively in both spoken and written communication.

When teachers plan integrated ELD instruction, they align their plans with the CCSS while ensuring that they are meeting the needs of EL students by incorporating the California ELD standards in conjunction with CCSS. For example, a series of lessons planned for first-grade students, focus on teaching them how to retell details from a shared text. This skill is then transferred to students reading and retelling texts at their individual reading levels. Emphasizing the use of academic and domain-specific vocabulary, the teacher integrates ELD standards into the lessons, aligning them with CCSS expectations for all students. Additionally, a supportive strategy for EL students involves providing sentence stems to facilitate the initiation of retelling. These sentence frames serve as positive support scaffolds that can be gradually phased out over time, allowing students to learn how to retell with proper text structure. To further support EL students, teachers may integrate or conduct a designated lesson on the structure of texts. This can be done with the entire class or in small groups during dedicated ELD instruction time, depending on the overall needs of the class and EL students. Utilizing graphic organizers is another effective strategy to help EL students understand the structure of text, subsequently aiding in retelling and eventually enabling them to independently write their own texts. These strategies are crucial in fostering the essential connections needed for the progression of English language skills.

Curriculum and Materials Utilized in Instruction of English Learners. Teachers at Bullis have access to a variety of programs and resources to support English learner students through integrated and designated ELD instruction. D-ELD teachers use materials from programs such as Hands-On-English and Launch/Links to Literacy. All programs used are aligned to the CA ELD standards. Teachers receive specialized training on these curricula during our inservice days in August and January and are closely coached and monitored by our EL Coordinator. In addition, teachers use supplemental materials from Raz-ELL and Lexia English in skill-based small groups in the classroom. Teachers at Bullis have been trained in SIOP and are expected to use this model as part of their integrated ELD instruction.

How English Learners will be Reclassified and How English Learners will be Monitored. On a semiannual basis, Bullis Charter School will evaluate and document the progress of each English learner in English language acquisition and academic progress. Monitoring of the student's progress will continue for a minimum of four years after the student is reclassified and exits the program. EL records will be maintained for each EL student in their cumulative folder. This folder may contain the following information:

- Home Language Survey
- ELPAC data
- English Language Performance Level Survey data
- CAASPP Test results (if applicable)
- Student Focused Learning Goals

Bullis Charter School's method for evaluating the effectiveness of its program for limited English proficient students is as such:

NEED: close the achievement gap across content areas for English learners so that they can meet state accountability standards and achieve academic standards.

ACHIEVEMENT OBJECTIVE: all EL students will show progress on the ELPAC increasing scores by one level in at least 1 domain.

Bullis Charter School evaluates and monitors state assessment results and data of disaggregated populations (including EL and reclassified EL students). The progress of individual students is monitored by the regular classroom teacher at least once every 6 weeks. The information obtained is used to make data-driven decisions regarding instructional plans and practices (at the classroom and school level), professional development, and changes to the EL Plan. The objective of every decision and change is to ensure that students make yearly progress on standardized evaluations and reach the highest possible levels of English language and academic proficiency in the shortest time possible.

There is no limit for participation in the EL Program. Need is a determining factor and a student may participate as long as members of the leadership team determine the student is eligible.

Process for Reclassification of English Learners. Once English learners take the summative ELPAC, the EL Coordinator and team begins the process of identifying students for reclassification as fluent in English. A student can be reclassified as fluent in English when they have achieved the following objective exit criteria (as appropriate for placement and grade level):

- Achieve proficiency in English-language skills in listening, speaking, reading, and writing (as measured by the ELPAC for English learners) with a minimum level of 3 (moderately-developed) in listening, speaking, reading, and writing and with a minimum overall score of 4 (well-developed).
- Teacher evaluation, including, but not limited to, a review of the pupil's curriculum mastery.
- Parental opinion and consultation.
- Comparison of the performance of the pupil in basic skills against an empirically established range of performance in basic skills based upon the performance of English proficient pupils of the same age, that demonstrates whether the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.
- Achieve proficiency on state assessment (as appropriate by grade level) with a minimum level of met on SBAC.

- Demonstrate proficiency by means of academic success in the classroom as measured by local benchmark assessments, grades, anecdotal records, English Language Performance Survey data, and teacher(s)'s recommendation.

The criteria have been established to ensure that students can meet high academic standards in the classroom and attain proficient levels of achievement (as measured by state assessments, NWEA Reading, Language, and Fluency (K-5), local benchmark assessments and English Language Performance Survey). The reclassification recommendation will be considered and decided by the EL Support Team. If the team recommends reclassifying, the student's parents will be asked to grant permission to proceed and a reclassification record will be signed by the site administrator or designee, student's teacher, and parent. Following the reclassification meeting and once a signed reclassification record has been completed, the EL Support Team will notify the data team to input reclassification status and date into CALPADS for state reporting.

When a student exits EL services and is reclassified, members of the team will monitor their progress for four years to ensure their continued academic success. At the end of four school years, a student who is achieving at grade level will officially exit the program.

Steps in reclassifying:

- EL Coordinator, Principal, or teacher refers the student for reclassification.
- Data is reviewed and readiness to be reclassified is determined based on criteria above.
- Reclassification meeting is held with administrator, teacher, and parent(s)/guardian who sign the Reclassification Form
- If permission is granted, the student is observed for two weeks and monitored for four years to ensure continued academic success.
- Reclassification date and data is entered into CALPADS for state reporting.
- English learner's reclassification record will be completed and filed in the student's cumulative record file.

Each student who is reclassified will be closely observed for two weeks to confirm that the student is adjusting and succeeding academically and sustaining the criteria used to exit from EL services and be reclassified as fluent English. The student will then be monitored for four years. Members of the leadership team will consult with the classroom teacher to evaluate the student's progress, review student's work samples, grades, and state assessment results (if applicable). If there is any indication that the student is experiencing difficulty without the support of EL services, the student may be interviewed and parent/teacher conferences may be called. The information gathered from these resources will be submitted to the EL Support Team so that they can recommend EL services or suggest alternative plans to meet the needs of the student.

Students with Disabilities

Overview. Bullis Charter School complies with all applicable state and federal laws in serving students with disabilities, including, but not limited to, Section 504, the ADA and the IDEA.

Bullis Charter School is categorized as a public school of the Santa Clara County Office of Education for purposes of special education, in accordance with Education Code Section 47641(b).

Bullis Charter School complies with all state and federal laws related to the provision of special education instruction and related services and all SELPA policies and procedures and shall utilize appropriate SELPA forms.

Students with special needs are included in all areas of school life, including the lessons and projects in which students practice the 21st century skills that will serve them as they move through their careers as students, and later, as professionals. All students, including those with special needs, are provided opportunities to accurately show what they know and can do. Close attention is given to the modifications and accommodations directed in IEP and Section 504 plans for assignments and test taking. Students are allowed to work on assignments and take tests in smaller groups or one on one, have directions and test items read to them, given extended time for completion on both assignments and assessments, answer fewer questions, and/or receive assignments with formats which have been modified (e.g., bigger fonts, extra spacing, etc.).

Other accommodations available to our students include access to typing out responses on a keyboard, dictating responses, and for our EL students, acceptable answers may be in the form of pictures, pointing to the correct word or letter, or demonstrating through TPR. Students are also provided with textbooks to take home in order to support their learning.

In addition, staff such as the Special Education Teachers, Counselors, School Psychologists, Speech and Language Pathologist, Behaviorists, Occupational Therapist, and the Student Response Team provide wrap-around support by checking in with teachers regularly and providing ongoing consultation and coaching.

California's framework for MTSS, including the SRT, is at the heart of our intervention program. This framework provides structure for teachers to identify and address the needs of all students, thus supporting all students to meet the challenges of standards-based curriculum.

The SRT meets to provide support and assistance to classroom teachers and parents seeking alternative intervention strategies for working with students who are experiencing difficulties (no matter what the ability) due to academic, behavioral, emotional, motivational, physical, and/or family problems. Regular members of the SRT team are the Chief of Academics, Principal, School Psychologist, School Counselor, Special Education Teacher, Speech and Language Pathologist, Behavior Specialist, classroom teacher, specialist teacher(s), and parents.

Other persons who may participate include the student and appropriate support professionals from the community. Through collaboration, dialogue, and data a specific plan is developed for meeting the student's particular needs. The goal for the majority of these students is short-term remediation and continued integration into the mainstream classroom. When the SRT team feels that there is an indication of a disability impacting the student's academic and/or social functioning, the team formalizes a plan of action and, in consultation with the parents and with their permission, determines the appropriate tests to administer. Once the areas of needs are determined, the special education staff develops the IEP, works with the classroom teachers to modify instruction and assignments, and coordinates support programs as necessary. These may include the use of laptop computers for those students who have difficulty with writing, extended

time for tests, modified homework assignments, additional time working with an instructional aide, preview of upcoming units, extra copy of textbooks and/or materials for the family, etc. Reviews on the progress of IEP goals occur tri-annually with a formal assessment annually, each entailing written reports that are sent home to parents. The use of differentiation and continued coaching around Universal Design for Learning (“UDL”) allows teachers to meet the diverse needs of all students in all classes offered at Bullis Charter School.

All students with special needs are taught through a collaboration of staff efforts and the use of flexible groupings in ‘push in’ and ‘pull out’ models to best meet students’ IEP goals. The Resource Specialist program is designed to fit the individual needs of the students in the least restrictive environment. For example, the Resource Specialist may work with identified students teaching them to use graphic organizers to begin the writing process and then go into the classroom to support these students as they apply the strategy in a classroom assignment. BCS expects special education students to have equal access to the core curriculum and will utilize assistance from outside resources to ensure that specific needs are being met. The objective is to mainstream the student in the regular classroom as much as possible by integrating every one of their goals into the grade level curriculum. The Speech and Language program is primarily a direct service model. Students who demonstrate difficulties with articulation, voice, fluency or language processing work with the therapist on identified goals. Specific strategies or signals that a student is utilizing are also communicated to the classroom teacher and home so that everyone is using a consistent system.

When students are tested and found ineligible for special education services, the Section 504 Team may be convened to develop an accommodation plan that may include, but is not limited to, changes in the physical arrangement of the room, lesson presentation, assignments and worksheets, and test taking arrangements to ensure that all students have equal access to the core curriculum. Assistance from outside resources may also be utilized and ongoing collaboration and communication among all concerned parties ensure that specific needs are met. Section 504 Plans have also been created for students who have physical or mental impairments that affect one or more major life activities. Most of these health-related Section 504 Plans are accommodations for students who have severe allergies, diabetes, etc. These plans are written by the Section 504 team, composed of the parents, Principal, student (if appropriate), and teacher(s) and are monitored throughout the year by the Principal and the school health personnel.

Teachers at BCS firmly believe that understanding and supporting all aspects of a child, including home life, is crucial in their success. All students receive FLGs that are reviewed closely by the following-year teacher, fostering continuity. New FLGs are generated for each student every year. Academic, social, emotional, behavioral, and personal goals are set in concert with parent and student input. As delineated in FLGs, support services are aligned to meet the individual student's needs. For example, Speech, Occupational Therapy, and other special education services, as well as enrichment groupings and opportunities for our gifted and talented students, and extra- and co-curricular classes are created as needed. When it was noticed one year that a high number of goals would have to be written for students in the area of communication skills in a 2nd grade class, a series of classes in effective communication skills taught by our Speech and Language Pathologist was initiated proactively.

Services for Students under the “IDEA”. Bullis Charter School is committed to collaborating with SCCOE so that SCCOE can provide special education services for Bullis students. Bullis promptly responds to all SCCOE inquiries, complies with reasonable SCCOE directives, and allows SCCOE access to students, staff, facilities, equipment and records as required to fulfill all SCCOE obligations under this Agreement or imposed by law. Bullis Charter School assumes that the allocation of responsibility for the provision of services (including but not limited to referral, identification, assessment, case management, IEP development, modification and implementation) shall be divided in a manner consistent with the allocation between SCCOE and its other school sites.

Staffing. All special education services at Bullis Charter School are delivered by individuals or agencies qualified to provide special education services as required by California’s Education Code and the IDEA. SCCOE is responsible for the hiring, training, and employment of site staff necessary to provide special education services to its students. This includes, without limitation, education specialists and paraprofessionals unless SCCOE and Bullis Charter School agree that Bullis may hire site special education staff. In this instance, Bullis Charter School will ensure that all special education staff hired by is qualified pursuant to SCCOE and SELPA policies, as well as meets all legal requirements. SCCOE may review the qualifications of all special education staff hired by Bulls and may require pre-approval by SCCOE of all hires to ensure consistency with SCCOE and SELPA policies. SCCOE is responsible for the hiring, training, and employment of itinerant staff necessary to provide special education services to Bullis students, including, without limitation, speech therapists, occupational therapists, behavioral therapists, and psychologists.

In addition, Bullis Charter School allocates 1 FTE to oversee the Special Education Program and coordinate with SCCOE. This administrator’s duties include meeting regularly with Special Education staff to ensure all aspects of student IEPs are followed, attending IEP meetings, communicating with SCCOE about requests for assessment, ensuring all timelines are met, and generally overseeing the day-to-day operations of the Special Education program.

Professional Development for Bullis Charter School Staff. Regular and Special Education teaching staff, as well as other appropriate faculty and staff members, attend professional development and/or training meetings necessary to comply with state and federal special education laws, including those sponsored by the SCCOE or SELPA.

Bullis Charter School seeks professional development opportunities for its staff through potential trainings facilitated by SCCOE, by private companies or agencies, and utilizing the expertise of the Special Education staff. Annually, Special Education staff provide professional development for Bullis teachers on the steps in the process for identifying students who may qualify for Special Education and the role of the classroom teacher in the process. Special Education staff also provide professional development on the ways to meet the needs of learners with specific disabilities, such as autism and ADHD, and provide training on specific accommodations and modifications that can be made to ensure every student with an IEP accesses the core curriculum and has their needs met.

Notification and Coordination. Bullis Charter School follows County policies as they apply to all SCCOE schools for responding to implementation of special education services. Bullis Charter School adopts and implements SCCOE policies relating to notification of SCCOE for all special education issues and referrals.

When a special education student enrolls, becomes eligible, ineligible, and/or leaves Bullis Charter School, as applicable, the district of residence and chartering district is notified via email or US mail.

Bullis follows SCCOE policies as they apply to all SCCOE schools for notifying SCCOE personnel regarding the discipline of special education students to ensure SCCOE pre-approval prior to imposing a suspension or expulsion. Bullis Charter School assists in the coordination of any communications and immediately acts according to SCCOE administrative policies relating to disciplining special education students.

Identification and Referral. Bullis Charter School has the responsibility to identify, refer, and work cooperatively in locating enrolled students who have or may have exceptional needs that qualify them to receive special education services. Bullis Charter School implements SCCOE and SELPA policies and procedures to ensure timely identification and referral of students who have, or may have, such exceptional needs. Bullis Charter School complies with the Child Find mandate in the IDEA, which requires all schools to identify, locate and evaluate all children with disabilities, and determine if general education interventions provide a free appropriate public education to the student in question. SCCOE provides Bullis Charter School with any assistance that it generally provides its schools in the identification and referral processes.

Bullis Charter school has a Multi-Tiered System of Supports model which allows early identification and support of students with learning and behavior needs. The process at Bullis begins with Tier I, which is high-quality instruction in the general education classroom. In Tier I all students are monitored to establish an academic and behavioral baseline and to identify struggling learners who need additional support. Students identified as not meeting benchmarks receive differentiated instruction during the school day in the classroom.

Struggling learners who are not meeting Benchmarks are moved to Tier II, and are referred to the Student Response Team so an action plan for the student's success can be developed. The action plan may include targeted interventions and academic supports such as small group instruction, and support from an Associate Teacher. Students who do not show adequate progress with Tier II interventions, are referred to Tier III. At this level, students receive individualized, intensive interventions that target the student needs. Students who do not achieve the desired level of progress in response to these targeted interventions are then considered for eligibility for Special Education services. A student shall be referred for Special Education only after the resources of the general education program have been accessed.

In the event that the Bullis Charter School receives a parent written request for assessment, Bullis works collaboratively with SCCOE and the parent to address the request. Bullis and SCCOE provide the parent with a written assessment plan within fifteen days of receipt of the

written request and hold an IEP within sixty days of parent's consent to the assessment plan to consider the results of any assessment.

Assessments. The term "assessments" has the same meaning as the term "evaluation" in the IDEA. SCCOE determines what assessments, if any, are necessary and arrange for such assessments for referred or eligible students in accordance with SCCOE's general practice and procedure. Bullis Charter School works in collaboration with SCCOE to obtain parent/guardian consent to assess students.

IEP Meetings. Bullis Charter School and SCCOE collaborate to arrange and notice IEP meetings. IEP team membership will be in compliance with state and federal law. Bullis has the following individuals in attendance at IEP meetings: the Principal and/or a designated representative with appropriate administrative authority as required by the IDEA; the student's special education teacher; the student's general education teacher; the student, if appropriate, and any other Bullis representatives who are knowledgeable about the student.

Bullis Charter School and SCCOE collaborate to arrange for the attendance or participation of all other necessary staff that may include, but are not limited to, a speech therapist, psychologist, education specialist, occupational therapist and behavior specialist; and document the IEP meeting and provide notice of parental rights.

IEP Development. The decisions regarding eligibility, goals/objectives, program, services, placement, and exit from special education is the decision of the IEP team, pursuant to SCCOE's IEP process. Programs, services and placements are provided to all eligible Bullis students in accordance with the policies, procedures and requirements of SCCOE and of the SELPA and State and Federal law.

Bullis promptly notifies SCCOE of all requests it receives for reimbursement, compensatory education, mediation, and/or due process whether these requests are verbal or in writing.

IEP Implementation. SCCOE is responsible for all school site implementation of the IEP. Bullis Charter School staff assists and collaborates with SCCOE in implementing IEPs. SCCOE and Bullis Charter School are jointly involved in all aspects of the special education program, with SCCOE holding ultimate authority over implementation and supervision of services.

As part of this responsibility, Bullis provides SCCOE and the parents of students with IEPs with timely reports on the student progress as provided in the student's IEP at least as frequently as report cards are provided for the Bullis's students without IEPs. Bullis also provides all home-school coordination and information exchange.

Bullis Charter School provides all curriculum, classroom materials, classroom modifications, and assistive technology unless directed otherwise by SCCOE. Bullis complies with directives from SCCOE as relates to the coordination for IEP implementation. This includes but is not limited to adequate notification of student progress and immediate notification of any considered discipline of special education students; in such matters, Bullis will notify SCCOE of relevant

circumstances and communications immediately and act according to County administrative authority.

Delivery of Special Education Services. Bullis Charter School assumes full responsibility for appropriate accommodation to address the needs of any student with an IEP and complies with the federal mandate of the “least restrictive environment.” Bullis Charter School mainstreams all of its students as much as is appropriate according to each individual IEP, offering a comprehensive inclusion program.

Each student’s IEP requires different types of modifications to instruction and services, therefore the educational strategies in the IEP are built around the student’s needs and how these fit within the general educational program of the school. The instruction outlined in each student’s IEP is delivered by personnel qualified to do so. Bullis teachers work collaboratively with SCCOE special education staff to ensure the needs of students with IEPs are met. Specialized academic instruction and services are available to students with IEPs at Bullis Charter School as needed and indicated in the student’s IEP. Services are provided as push-in or pull-out, individual or group, depending on student need, and classroom accommodations are implemented as outlined in the IEP.

Designated Instruction and Services are provided as needed, and include, but are not limited to speech and language therapy, audiological services, occupational therapy, mental health services, extended school year or summer school, and transportation to and from school. Bullis provides special education instruction and related services to the students enrolled regardless of students’ district of residence.

Non-Public Placements / Non-Public Agencies. In some exceptional cases, when a student may require a placement in a more restrictive setting a referral to a non-public school (“NPS”) may be considered. SCCOE shall be solely responsible for selecting, contracting with, and overseeing all non-public schools and non-public agencies used to serve special education students. Bullis Charter School does not hire, request services from, or pay any non-public school or agency to provide education or services to special education students without the prior written approval of SCCOE.

Interim and Initial Placements of New and Voluntarily Disenrolling Bullis Charter School Students. Bullis Charter School complies with Education Code Section 56325 with regard to students transferring into the Charter School within the academic school year. For students who enroll in Bullis Charter School from another school district within the State, but outside of the SELPA with a current IEP in the same academic year, SCCOE and Bullis Charter School provide the student with a free appropriate public education, including services comparable to those described in the previously approved IEP, in consultation with the parent, for a period not to exceed thirty (30) days, by which time SCCOE and Bullis Charter School shall adopt the previously approved IEP or shall develop, adopt, and implement a new IEP that is consistent with federal and state law.

In the case of an individual with exceptional needs who has an IEP and transfers into Bullis Charter School from a district operated program under the same special education local plan area

of SCCOE in the same academic year, SCCOE and Bullis Charter School will continue, without delay, to provide services comparable to those described in the existing approved IEP, unless the parent and SCCOE agree to develop, adopt, and implement a new IEP that is consistent with federal and state law.

For students transferring to the Charter School with an IEP from outside of California during the same academic year, SCCOE and Bullis Charter School will provide the student with a free appropriate public education, including services comparable to those described in the previously approved IEP in consultation with the parents, until SCCOE conducts an assessment, if determined to be necessary by SCCOE, and develops a new IEP, if appropriate that is consistent with federal and state law.

If a student with an IEP dis-enrolls from Bullis Charter School, Bullis will send the student's Special Education file, to include their IEP, to the school in which the student will enroll.

Non-Discrimination. It is understood and agreed that all children have access to Bullis Charter School and no student shall be denied admission nor counseled out of Bullis Charter School due to the nature, extent, or severity of their disability or due to the student's request for, or actual need for, special education services.

Procedural Safeguards. Parents or guardians of students with IEPs at Bullis Charter School must give written consent for the evaluation and placement of their child, be included in the decision-making process when change in placement is under consideration, and be invited, along with teachers, to conferences and meetings to develop their child's IEP.

Any concerns or disagreements raised by parents are acknowledged by the school within five days, after which a meeting between the parent and school will be scheduled to seek resolution of the disagreement. If a disagreement or concern persists, parents or guardians have the right to initiate a due process hearing to challenge a decision regarding the identification, evaluation, or educational placement of their child. Bullis Charter School will immediately notify SCCOE of any concerns raised by parents. In addition, Bullis Charter School and SCCOE will immediately bring to the other's attention any concern or complaint by a parent/guardian that is in writing and/or which involves a potential violation of state or federal law.

SCCOE's designated representative, in consultation with Bullis Charter School's designated representative, will investigate as necessary, respond to, and address the parent/guardian concern or complaint. Bullis Charter School will allow SCCOE access to all facilities, equipment, students, personnel, and records to conduct such an investigation.

Bullis Charter School and SCCOE will, in a timely manner, notify the other of any meetings scheduled with parents/guardians or their representatives to address the parent/guardian concerns or complaints so that a representative of each entity may attend. SCCOE, as the LEA, has the ultimate responsibility for determining how to respond to parent concerns or complaints, and Bullis will comply with SCCOE's decision.

The school will provide the parent with a written Notice of Procedural Safeguards, which will include information on the procedure to initiate both formal and informal dispute resolutions, at least once per year. Bullis Charter School will utilize the Notice of Procedural Safeguards used by SCCOE or SELPA in which it is a member.

SELPA Representation. SCCOE represents Bullis Charter School at all SELPA meetings and reports to Bullis about SELPA activities in the same manner as is reported to all schools within SCCOE.

Funding. Bullis Charter School understands that the MOU with SCCOE governs Special Education funding. For purposes of the Charter Petition, Bullis Charter School anticipates, based upon State and Federal law, that the fiscal relationship is summarized as follows:

Bullis Charter School receives the state aid portion of the charter school's total general-purpose entitlement and categorical block grant directly. Funding shortfalls will be the responsibility of Bullis Charter School; however, any debt issuance by or on behalf of the Bullis must be reported to SCCOE staff assigned for fiscal review and monitoring of SCCBOE-approved charter schools.

SCCOE retains all state and federal special education funding allocated for Bullis Charter School students through the SELPA Annual Budget Plan, and is entitled to count Bullis Charter School students as its own for all such purposes.

Bullis Charter School acknowledges that if special education expenses encroach on general funds, Bullis will be fiscally responsible for its fair share of the expenses.

Dispute Resolutions Among Members. In the event of a disagreement among local educational agencies or local education agencies and the Administrative Unit regarding the distribution of funds and/or governance activities, the disputing LEAs shall first attempt to arrive at a settlement. Either party may request the direct assistance of the SELPA Director, Chair of the Executive Council or the services of a neutral mediator from outside of the SELPA. If the process fails, the parties may pursue a hearing on the issues and a resolution through the Executive Council. The Executive Council shall hear the facts of the dispute and shall render a written decision on the matter, which shall be binding on all parties.

Implementation of Section 504 of the Rehabilitation Act. Bullis Charter School is solely responsible for its compliance with Section 504 and the ADA. Recognizing that Bullis operates in a District-owned facility, the facilities to be utilized by the Bullis shall be accessible for all students with disabilities.

Bullis Charter School recognizes its legal responsibility to ensure that no qualified person with a disability is, on the basis of disability, excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program at Bullis Charter School. A student who has a physical or mental impairment that substantially limits one or more major life activities, has a record of such an impairment, or is regarded as having such an impairment, is eligible for protections under Section 504.

A Section 504 team will be convened and will include the parent/guardian, the student (where appropriate) and other qualified persons knowledgeable about the student, the diagnosis, the evaluation data, placement options, and accommodations. The Section 504 team will review the student's existing records; including academic, social and behavioral records, and is responsible for making a determination as to whether an evaluation for Section 504 services is appropriate. If the student has already been evaluated under the IDEA but found ineligible for special education instruction or related services under the IDEA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation will be carried out by the 504 team, which will evaluate the nature of the student's disability and the impact on the student's education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The Section 504 team may also consider the following information in its evaluation:

- Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.
- Tests and other evaluation materials including those tailored to assess specific areas of educational need, and not merely those which are designed to provide a single general intelligence quotient.
- Tests are selected and administered to ensure that when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the student's aptitude or achievement level, or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual or speaking skills.

The final determination of whether the student will or will not be identified as a person with a disability is made by the Section 504 team in writing and notice is given in writing to the parent or guardian of the student in their primary language along with the procedural safeguards available to them. If during the evaluation, the Section 504 team obtains information indicating possible eligibility of the student for special education per the IDEA, a referral for assessment under the IDEA will be made by the Section 504 team.

If the student is found by the Section 504 team to have a disability under Section 504, the Section 504 team will be responsible for determining what, if any, accommodations or services are needed to ensure that the student receives a free and appropriate public education ("FAPE"). In developing the Section 504 Plan, the Section 504 team will consider all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by Bullis's professional staff.

The Section 504 Plan will describe the Section 504 disability and any program accommodations, modifications or services that may be necessary.

All Section 504 team participants, parents, guardians, teachers and any other participants in the student's education, including substitutes and tutors, will be given a copy of the student's Section 504 Plan. The site administrator will ensure that teachers include Section 504 Plans with lesson plans for short-term substitutes and that they review the Section 504 Plan with a long-term substitute. A copy of the Section 504 Plan will be maintained in the student's file. Each student's

Section 504 Plan will be reviewed at least once per year to determine the appropriateness of the Plan, needed modifications to the plan, and continued eligibility.

High Performing Students

Equal attention is paid to ensuring that gifted and talented students are challenged and inspired. Teachers consistently review data at key points in the year - including NWEA data - to identify students who may be considered high-achieving. Math pathways have been redesigned to support all learners, including students who excel in the area of mathematics. New courses, such as a 5/6 combination math class, have been designed to support the needs of these learners. As students' dance and musical abilities improve, more advanced classes such as Dance Team and Advanced Choir are offered in our co-curricular program in the elementary school and our elective program in the middle school. Students who excel in Mandarin are challenged to compete in Speech and Writing competitions. FLGs and differentiated instruction within the classroom provides independent studies and other opportunities for gifted and talented students to explore new areas or delve deeper into the subject matter being taught in their home classroom. Regular monitoring and feedback are provided by the teacher and communicated to the parents and administration.

Teaching assignments are also structured to meet students' needs. Team teaching, credentialed specialists for music, art, P.E., Makerspace, Mandarin, and combining classes and teachers for large group activities (e.g., dance, Lego Robotics) enable BCS to tap into the strengths of each teacher to maximize student learning experiences. New staff is hired as the needs of the students and the priorities of the school change.

Students in Other Subgroups

BCS is committed to serving diverse student populations, reflecting its dedication to creating an inclusive and supportive learning environment where every student can thrive, regardless of their background or individual challenges. Currently, the Director of Community Engagement and Outreach serves as our Homeless Liaison and directly works with any families who need additional assistance in or outside of school to help identify their needs and connect them to the appropriate supports. This includes foster youth, homeless students, and socioeconomically disadvantaged students. Wrap-around supports may include specialized counseling, mental health services, family outreach, transportation support, etc. The school ensures all supplies are provided for students who may have financial constraints and works with families to identify if there are opportunities for additional supports that could be beneficial at home (e.g. access to a computer or hotspot to use in the home setting).

Professional Development

Just as teachers continuously assist students in measuring their progress towards meeting state standards, BCS teachers and staff continuously receive feedback on their performance to develop professionally. Administrators routinely visit every classroom and provide teachers with formal and informal written observations, including commendations and suggestions. BCS believes that the purpose of teacher supervision and evaluation goes hand in hand with professional development, aiming to help each teacher grow in their craft. The evaluation process begins each fall with the development of student-centered SMARTIE (Specific, Measurable, Achievable, Realistic, Time-bound, Inclusive, and Equitable) goals. Each teacher drafts two of these

complex, rigorous goals based on data from their classrooms. Additionally, each teacher completes a needs assessment that outlines their areas for growth and development in their teaching practice. Teachers meet with their evaluator to review school goals and strategic objectives/strategies to ensure that individual goals align with these, as well as with the class's student data, FLGs, and the teacher's previous professional goals. Once set, teachers must also identify the means by which each goal will be monitored, the evaluation process, and tools by which the attainment of the goal is measured, and the evidence of student outcomes that will be collected for support (e.g., student work samples, test scores, portfolios, student surveys, videos, etc.). During these initial meetings teachers are given an opportunity to discuss their plans for the year, clarify their needs, and express their desires for support from the administrator. The goals are then finalized and approved for the year.

Formal observations may begin with a pre-observation meeting to review lesson plans, desired outcomes for the lesson, and individual professional goals. This meeting is crucial as it allows the teacher to provide an overview of their objectives, the administrator to ask questions, and an opportunity to express mutual expectations. After the lesson, the administrator and teacher hold a post-evaluation conference to evaluate the lesson, recognize what went well, and discuss any areas for improvement. This process is repeated twice for all teaching staff and optionally a third time for teachers who need to demonstrate growth in a specific area. The evaluators use specific BCS "look fors" that focus on the following areas to evaluate teachers: evidence of a well planned lesson, evidence that student learning is visible, evidence that a culturally responsive lens is used, evidence that social emotional competencies are being taught, and finally evidence of data informed instruction. Teachers pick a specific focus area for the observation and the evaluator gives feedback and sets an action research goal for the teacher to complete before the next formal observation begins. Examples could include increasing equitable discourse, alignment between objective and tasks, or increasing the rigor of a particular lesson to meet and exceed a grade-level standard.

At the end of the year, each teacher conducts a self-evaluation on their SMARTIE goals to determine if each was met. Bullis currently leverages [TeachBoost](#), a customized teacher evaluation platform that ensures a common application of evaluation measures across all teachers. Additionally, it helps teachers stay informed on their own progress toward reaching their SMARTIE goals. Once teachers have uploaded their materials to TeachBoost, a meeting is held between each teacher and the Principal, during which each goal and accompanying evidence is reviewed.

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 Chief of Academics along with the Executive Director, Principals, and Team Leaders plan the yearlong calendar for staff development, prioritizing areas based on strategic and school goals as well as teacher input. Regularly scheduled time is allotted for staff, team, and curriculum meetings, where the staff discusses test scores, collaboratively writes or reflects on school goals, evaluates programs, plans staff development, prioritizes budgetary spending, etc.

Designed into the BCS school calendar are in-service 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 Chief of Academics and the school site principals. These staff development days are also ideal for the entire staff to receive training in areas that are central to the vision of the BCS philosophy in a cohesive manner. Training in programs and processes such as project-based learning, design thinking, Science of Reading, NGSS, and restorative practices are vital to ensuring teachers have the skills to differentiate for the learning styles and instructional needs of their students. Summer inservice offers sessions around social emotional learning, curriculum development, LGBTQ cultural competency, and innovative teaching methods. For example, Conscious Discipline Professional Development is a comprehensive training program designed to empower educators with the knowledge and skills needed to create a positive and inclusive learning environment. Rooted in the principles of social-emotional learning, Conscious Discipline PD focuses on fostering self-regulation, emotional intelligence, and interpersonal skills among both teachers and students. The training equips educators with practical strategies to proactively address behavior challenges, build strong teacher-student connections, and cultivate a classroom community where everyone feels valued and supported. By integrating the Conscious Discipline approach, educators gain valuable insights and tools to create a harmonious and engaging learning atmosphere that promotes social-emotional well-being and academic success.

During the course of the school year, several data days are scheduled to provide time for the staff development recommendations that were determined by the teachers and administrative team. This day is an opportunity for staff to come back together to continue working on year-long initiatives. For example, in the past, after a summer training in Standards Based Grading, a consultant was hired to provide additional support for the teachers to ensure that they were effectively updating their long-term plans, assessments, and priority standards reported out on the report cards.

Common planning times are scheduled so that teachers have the opportunity every week to meet with their grade level teaching partners; schedules are coordinated so that all teachers in the Induction program can meet together with their mentor and observe peer classrooms. Finally, BCS makes use of its summer staff in-service to bring the entire staff together for community building through training. Whether it's a day learning about the rich history of South Bay through a scavenger hunt, or a movie screening of "The Right to Read" and a discussion of literacy practices across the United States, or engaging in team-building activities, these unique experiences allow our staff to build relationships and better collaborate to implement programs for our students.

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 several days at the new teacher in-service. Each new teacher may be assigned a team leader or new teacher mentor whom, along with an administrator, provide ongoing, yearlong support. Working with the Silicon Valley New Teachers Project, BCS provides a new teacher Induction Mentor and administrators to support all teachers going through the program. Having the time to reflect and

work with someone on staff has proven to be a successful model and BCS continues to see retention and growth of teachers who have taken part in the induction program.

In addition to the staff development opportunities during the year through the staff and team meetings and staff development days, teachers at BCS are encouraged to seek out off-site training opportunities to support their professional goals that are set as a part of their annual evaluation. Each teacher at BCS also chooses an area of interest or for development (as part of their SMARTIE goals for their evaluation) and joins a Professional Learning Community for the year. Teachers are encouraged and supported to 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. For example, after the Grading for Equity team attended a workshop offered by SCCOE on equitable grading practices, they were able to support the update of the Middle School report card.

All teachers are supported in their area of expertise and interest through staff development, involvement with cadres and conferences, and access to resources and materials. For example, the reading specialist and members of the literacy leadership team have attended the Berkeley Center for Reading to learn new research-based strategies to support learners' literacy acquisition based on the Science of Reading. Technology enthusiasts have attended classes at the Krause Center for Innovation and the Future of Education Technology conference; Music specialists have attended trainings like the Orff/Schulwerk national conference; Associate Teachers, while credentialed and with teaching experience, are mentored by the teachers in whose classes they work; several teachers are currently pursuing certification in diverse areas, including environmental education and additional single-subject credentialing; and faculty members are encouraged to attend the state and national charter school conferences. As a result, teachers are continuously informed of the most current best practices in teaching and learning and, as such, will become a source of high-quality, well-tailored staff development site trainers. This wealth of cutting edge knowledge available to BCS teachers, combined with the existence of multiple means of sharing one's learning, results in a process of continual collection and dissemination of current research, which will in turn, directly have a positive impact on instructional strategies and student achievement.

Professional Development in Analyzing Schoolwide Data

A major focus of professional learning for teachers has been on analyzing schoolwide data to meet each learner's individual needs through effective implementation of standards, including the CCSS and CA ELD standards. Below are examples of professional development sessions during each academic year since 2015.

2015: Differentiating for Grades 4-8 Learners, The Real Reading Workshop, Fact Fluency & Differentiation

2016: ELD Instructional Strategies, Using Data to Plan Differentiated Instruction, Reading Workshop, Writers Workshop, Integrating Writing in Science, Teaching Literary Elements with Artwork, Using Data in Specialist and Content Areas

2017: Every Child a Reader/Every Child a Writer, Meeting Student Needs, ELD Standards, Units of Study in Reading, Units of Study in Writing

2018: MTSS & Data Gallery Walk, K-5 Focus on MTSS & Literacy Interventions, 6-8 ELA Tools & Interventions, Math Intervention Workshop, K-8 Curriculum Mapping, ELD Instructional Strategies

2019: Data Gallery Walk, K-8 Curriculum Mapping, Design a Classroom in which All Students Thrive, Looking Closely at Student Work/Interventions, Integrated & Designated ELD

2020: Units of Study for Teaching Reading and Writing, SIPPS, MTSS/RTI, Feedback, and Data Collection, Looking Closely at Student Data, EL Learning

2021: Looking Closely at Learner Data

2022: Building data analysis skill set: Training with Harvard's Data Wise Cycles, Using intentional looking at student work protocols, NWEA analysis, Setting up MTSS tiers and cycles

2023: Relay Graduate School of Education: Analyzing Student Work, Vertical Team Analysis Focus on Data, Full MTSS Cycle and Data Analysis Meetings, Summer Institute with Marie Alcock: Focus on assessments 2.0 and 3.0, creating self-navigation tools, Training on Integrated/Designated ELD and developing EL Success Plans,

2024: Data-driven feedback, creating standards-aligned rubrics, analyzing ELPAC data, curriculum mapping, CAASPP data analysis, creating interim writing assessments

Bullis organizes staff development around priority areas that match professional learning with measurable outcomes. This is an example of what professional development may look like at Bullis:

Priority Area 1: Bullis Charter School Vertical Alignment Initiative	
Professional Learning: 15 PD hours to design, implement, and align best practices around PBL 18 PD hours on best strategies designated/integrated ELD 30 PD hours for E-team on Portrait of a Learner	Measurable Outcomes: Vertical alignment demonstrated in all grade levels through a common PBL unit framework with at least 20% instructional time spent on class-wide PBL in all grades. Designated ELD delivered during Enhancement block to increase EL data as measured by NWEA, ELPAC, summative and formative assessments.

Priority Area 2: Foundational training around Science of Reading (K-2)	
Professional Learning: 10 PD hours around foundational literacy skills 10 <i>optional</i> PD hours K-8 Book Study: Shifting the Balance	Measurable Outcomes: Shift to personalized literacy instruction through use of skill-based small groups connected to MTSS action items, tier 1 phonics implementation, daily read alouds, shared reading, and interactive writing opportunities. Increased literacy data as measured by NWEA screeners, DRA benchmarks, and formative assessments.
Priority Area 3: Raising the Bar! (3-8)	
Professional Learning: 10 PD hours around defining grade-appropriate tasks and just-in-time scaffolds for students with special education plans and multilingual learners	Measurable Outcomes: All students will meet or exceed expectations on the California dashboard (green or blue performance). All students will meet or exceed their SPGs as measured by CAASPP/NWEA.
Priority Area 4: MTSS implementation and data wise cycles	
Professional Learning: 5 PD hours around adjustments in MTSS 15 PD hours of data-wise training delivered during Data Days Literacy and resource specialists to attend specific training around co-teaching and inclusive practices 3 PD hours on new SMARTIE goals	Measurable Outcomes: Student growth data will increase as measured by formative and summative assessments. Students will meet and exceed their focused learning goals.
Priority Area 5: Focus on Culturally Responsive Teaching/Socio-Emotional Learning	
Professional Learning: 5 PD hours around culturally responsive teaching and new look-fors 5 PD hours on restorative response through Circle Forward and PBIS	Measurable Outcomes: There will be 0 incidents reported of bullying. Incident reports will decrease at least 20% with use of restorative practices.

Elements B and C: Measurable Student Outcomes and Student Progress Measurement

“The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the charter school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the charter school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all pupil subgroups served by the charter school, as that term is defined in subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served by the charter school.” (Education Code § 47605(c)(5)(B).)

“The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card.” (Education Code § 47605(c)(5)(C)).

Student Outcomes in the State Priorities

In accordance with Education Code Section 47605(c)(5)(B), a reasonably comprehensive description of the Charter School’s outcomes, schoolwide and for all numerically significant student subgroups, is included in its Local Control and Accountability Plan (“LCAP”), attached as Appendix E.

Yearly School-wide Focus to Meet Needs of All Learners

Each school year, Bullis has developed an instructional focus to ensure the needs of all learners were met, with data analysis being an underlying theme in all foci and driving the decisions for each school year. In 2016-17, the school-wide focus was on the differentiated curriculum, particularly for ELs. In 2017-18, the school-wide focus was using data to improve listening and speaking skills for all learners because when analyzing the 2017 CAASPP data, a relative weakness was noticed in the Speaking and Listening claim. In 2018-19, the focus was differentiation based on assessment data, which was the result of the first Data Gallery Walk in August of 2018. Bullis also began administering the NWEA MAP Growth assessments across all classes at each grade level this year as well. Based on analyzing the initial growth data from the NWEA MAP Growth assessments, the focus was growth in literacy for all learners in 2019-2020. As a result of the COVID pandemic in 2020-2021, the focus was differentiating instruction to meet the needs of all learners, regardless of remote, hybrid, or in-person. The focus for the 2021-22 school year was re-engaging the community, given that many in the community hadn’t been to our school sites for 1.5 years.

In 2022-2023 with the addition of the Chief of Academics, focus shifted to include three categories: Data, Rigor, and Joy. The priorities for 2022-2023 were the following:

1. Creating a common framework for analyzing data. All staff were trained in the Harvard Data Wise cycles.
2. Executing a comprehensive MTSS/SRT system and ensuring that all learners receive research-based tiered support along with a full assessment screening system that includes

Required a90

diagnostic follow-up assessments designed to identify specific skill gaps in math and reading.

3. Selecting and training teachers on integrated and designated ELD. The Enhancement block (a daily 25 minute designated time in every 1-5 grade schedule) was created to ensure there was time blocked for D-ELD and small group tier 2 intervention to occur.
4. Cultivating a culture of restorative practices and socio-emotional learning.
5. Aligning curriculum and assessment planning using the UDL framework and backwards design.

In 2023-2024 BCS continues solidifying and improving these systems and supports for all learners. A senior teacher leader was promoted to MTSS Coordinator and, along with the Chief of Academics, is responsible for codifying and refining the MTSS/SRT process. The Reading Specialist and academic interventionist meet regularly with learners in tier 2 and 3 intervention groups. NWEA Fluency was added to support the identification of specific reading skills and flags for dyslexia. Additionally, the Reading Specialist and Chief of Academics are trained in implementing the RAN/RAS for more specific data on dyslexia indicators. The MTSS framework continues to evolve to meet the needs of all learners. Teachers at BCS meet regularly in grade level and vertical meetings to analyze learner data and develop concrete strategies and action steps. Each of these layers of support is routinely monitored and analyzed through progress monitoring tools such as the NWEA progress monitoring passages.

Developing Goals Based on School-wide Achievement Data

During the WASC self-study process in Spring 2022, a schoolwide action plan was developed, that included the goals below:

Goal 1: Develop and implement an established cadence of data analysis that includes assessment, reflection, action planning and evaluation of effectiveness.

Beginning in 2018, BCS has engaged staff in data gallery walks to identify trends, gaps, and needs. During these data gallery walks, student and parent survey data is analyzed as well as CAASPP and NWEA data. These analyses - which take place during annual August Professional Learning - have helped develop the yearly school-wide focus for each year since 2018.

Additionally, since there has been more emphasis placed on engaging staff in the analysis of school-wide achievement data to inform instruction and to promote growth in all learners, BCS began administering the NWEA MAP Growth assessments in 2017-18. Each year since, BCS has engaged the staff in analyzing NWEA data to notice trends and to differentiate instruction to meet learners' needs. Since the MAP Growth assessments are given at the beginning of the year, teachers use the data from them to set goals for their learners as well as professional goals for themselves. They are also administered in the middle and end of the year to gauge growth for all learners across TK-8.

In the absence of CAASPP data from the 2019-20 school year, attention was turned to the NWEA MAP Growth data to analyze the instructional program, particularly during the time of 100% remote learning and the mix of remote/hybrid/in-person learning for the majority of the 2020-21 school year. BCS took a particularly close look at growth data for English Learners

given that ELD had been a focus for several years and recognizing concern for the effect learning during the pandemic would have on their growth.

Beginning in the 2022-2023 school year, full staff development data days, occurring throughout the academic year, were added to the Charter School calendar. The purpose of these data days is to provide dedicated time for staff to analyze data using specific protocols. Data days are focused on analyzing local, state, and screener growth data and using this information to create and update FLGs for all learners, refine lesson plans, and establish specific tiered supports for all learners. Special attention is given to English Learners and Neurodiverse learners. In the 2023-2024 school year, NWEA fluency was added to the assessment to obtain more specific skill-based literacy data, as well as NWEA Science.

NWEA Growth Data continues to show growth for our English Learners in Reading, Language, and Math.

NWEA Growth Data from Fall 2021-Spring 2022 showed that most ELs met or exceeded their growth projections at a rate greater than the overall population on the Math and Reading subtest and almost met on the Language tests.

	Math	Reading	Language Usage
% of ELs who met /exceeded growth projections	57%	61%	58%
% of all learners who met /exceeded growth projections	57%	55%	59%

NWEA Growth Data from Fall 2022-Spring 2023 showed that most ELs met or exceeded their growth projections at a rate greater than the overall population on the Math and Reading subtest and almost met on the Language test.

	Math	Reading	Language Usage
% of ELs who met /exceeded growth projections	75%	70%	60%
% of all learners who met /exceeded growth projections	62%	55%	62%

BCS continues to have a high reclassification rate for returning English Learners. In the fall of 2023, 52% of ELs were reclassified based on their Spring 2023 Summative ELPAC data and reclassification criteria. As of fall 2023, there are 90 English learners. 33 ELs were brought forward from the 2022-2023 school year. The majority (60%) of ELs are in TK/K.

Goal 2: Ensure that there is alignment, content mastery, and rigor within and across all classrooms by providing intentional and frequent professional development on curriculum design.

Goal 2 focuses on ensuring alignment, content mastery, and rigor within and across all classrooms through intentional and frequent professional development on curriculum design. Due to the unique culture and learning environment at BCS, professional learning is a combination of sessions conducted internally with expert staff members and outside consultants. The Chief of Academics and Educational Services develops a scope and sequence for all professional learning, including curriculum design and development. Professional learning days for staff include dedicated time for grade-level teams to collaborate on long-term plans rooted in standards, fostering alignment across TK-8. This planning time includes a focus on designing assessment strategies and learner-centered instruction to support diverse learners. Examples of professional development supporting curriculum and alignment include Highly Effective Teaching, Setting Measurable Learning Objectives, Standards-Based Grading, UDL, and backwards planning.

To further support curriculum design, teachers were surveyed about existing assessments, and in January 2023 a Relay training session was conducted on analyzing student work, emphasizing its role in informing instruction. Additionally, professional development on supporting students with autism and SIOP training were implemented to enhance curriculum design and delivery with a special focus on supporting our English Learners and Students with IEPs.

To ensure alignment across both our campus and TK-8 classrooms, the leadership team engages in regular learning walks using the BCS look-fors to guide observations. Feedback from these learning walks is shared with the broader instructional team. This comprehensive approach to professional development reflects the commitment to providing educators with the tools and strategies necessary for effective curriculum design and instructional practices that meet the diverse needs of learners.

BCS also supports teachers' growth as teacher leaders through leadership opportunities including being a vertical team lead (K-2 team lead, 3-5 team lead, 6-8 team lead, and specialist team lead), hosting student teachers as a supervising teacher, and working as an Induction Mentor to support new teachers in their first two years of teaching.

Goal 3: Ensure alignment of curriculum and assessment practices across sites, grade levels, and content areas.

Goal 3 is dedicated to ensuring the alignment of curriculum and assessment practices across sites, grade levels, and content areas. Commencing in the 2022-2023 school year, teachers were invited to participate in the literacy leadership team and the math leadership team. Led by the Chief of Academics, these teams embarked on a multi-year process to review and enhance the core curriculum. A spring 2023 needs assessment revealed specific objectives, including the necessity for an aligned tier 1 literacy curriculum, especially in early elementary classrooms, and a refreshed math curriculum.

Starting in the fall of 2023, all teachers in grades TK-5 transitioned from Eureka to the latest version of the curriculum from GreatMinds, known as Eureka 2.0. This updated curriculum provides increased support for English Learners, students with learning disabilities, and

advanced students. Simultaneously, the process of updating the ELA curriculum commenced within grade-level teams with support from a literacy consultant. In 2023-2024, 1st-5th grade teachers conducted official pilots of Science of Reading-aligned curriculum. The literacy leadership team utilizes feedback from teachers and the parent literacy advisory to determine a new literacy curriculum, scheduled to commence in 2024-2025.

To ensure alignment and cross-grade collaboration, teachers convene in monthly vertical teams. The leadership team strategically determines meeting topics using data collected from staff surveys, along growth areas identified from local and state data. This collaborative effort facilitates ongoing improvements in curriculum and assessment practices.

In response to the need for a transparent and consistent Multi-Tiered System of Supports system, a comprehensive review and adjustments were initiated in the 2022-2023 school year, with subsequent annual reviews. To formalize this system and educate staff on appropriate referral processes and academic interventions, a comprehensive MTSS guidebook was developed.

Goal 4: Create programs and opportunities that ensure all learners – particularly subpopulations – have additional support to access content and develop the agency needed to engage in rigorous tasks.

Goal 4 is centered on the creation of programs and opportunities that ensure all learners, with a particular focus on how subpopulations receive additional support to access content and develop the agency required for engaging in rigorous tasks. Over the course of this initiative, several key actions have been implemented, each contributing to the overarching goal.

Firstly, efforts have been focused on supporting English Learners in two ways: developing a strategic plan to assist families and improving teacher training. To enhance engagement among families of English Learners, a strategic plan was formulated, including new translating services, parent workshops, bilingual outreach, and clear messaging. The impact of these efforts is evident in the increased participation of parents in the English Learner Advisory Committee. Topics covered include sharing current EL data, providing feedback around EL FLG goals, and communicating specific integrated and designated English Language Development strategies with parents. Recognizing the importance of family feedback, this initiative also introduced additional feedback loops and parent advisories. Parent curriculum chats and town halls were established, providing families with opportunities to learn about new programs and initiatives at BCS and a space to ask questions and share input. Two new parent advisory groups, focused on math and literacy, were developed to gain valuable parent insight around curriculum choices. Representation from parents of English Learners and students with special needs is paramount to the success of these committees.

To ensure access to content for our English Learners, all BCS teachers have undergone training in SIOP and integrated English Language Development. Professional development is facilitated by the school English Learner Coordinator and Chief of Academics, in collaboration with consultants from various educational institutions. Teachers, including specialist staff, are expected to provide language scaffolds using strategies learned from these workshops at all times. For instance, the music teacher utilizes Total Physical Response and realia to introduce

rhythm and beat, posts vocabulary words to the word wall, employs sentence frames for partner talk, and incorporates numerous opportunities for student dialogue as part of the music lesson. Additionally, the leadership team regularly engages in school site visits, including trips to other charter schools across the South Bay, to observe standards-aligned instruction and designated ELD practices.

A similarly rigorous approach has been applied to supporting the coaching and development of teacher knowledge regarding students in special education. Starting during the August in-service, teachers receive coaching from the Director of Special Education and team on how to read an Individualized Education Program and prepare the necessary accommodations and modifications to the curriculum. Additionally, staff undergo training in Universal Design for Learning and how to offer voice and choice to all learners. Examples of training that Bullis staff have participated in include Managing Difficult Behaviors in the Classroom and Functions of Behavior. These sessions delve into the roots of behaviorism, discuss the difference between behavior modification and behavior management, how to support neurodivergent students, and provide teachers with the opportunity to analyze the function of behavior and the corresponding interventions needed to support a child with learning differences.

Collectively, these efforts showcase a holistic approach to creating inclusive programs and opportunities that cater to the diverse needs of learners, ensuring their access to content and fostering the agency required for engaging in rigorous tasks.

During the previous WASC cycle, additional goals were set and their progress can be seen below:

Goal 3: Implement the Next Generation Science Standards and STEAM strand in all TK-8 homeroom and specialist classes.

Since 2015, all staff have received training in the NGSS. Each August, teachers participate in professional development sessions during inservice, focusing on the nuances of NGSS and effective curriculum implementation. Below are some of those professional learning sessions:

2015: Next Generation Science Standards, CA ELD Standards

2016: Creating Engineering Challenges in Your Classroom, Implementing the NGSS, Environmental Science - NGSS

2017: Integrating NGSS into Specialists Content Areas, NGSS and Global Citizenship

2018: K-5 NGSS

2019: NGSS FOR K-2, NGSS for 3-5

2021: FOSS & Science Exploration Day (K-5)

2022: Using and Improving FOSS

2023: NWEA Science, CAASPP, and FOSS

The NGSS are now being implemented in all grade levels TK-8. NGSS-aligned FOSS materials have been purchased to facilitate implementation. The NGSS are embedded within TK-8 PBL and design-thinking units as well as middle school intersessions. FOSS was chosen as the core curriculum for all teachers from TK to 8th grade.

The California Science Test (“CAST”) data serves as the most reliable metric for assessing our progress in implementing the Next Generation Science Standards (NGSS). It offers a comprehensive reflection of our efforts and effectiveness in aligning curriculum and instructional practices with the NGSS framework. This data not only informs our instructional strategies but also guides targeted interventions to support students' science proficiency and overall academic success. Below is the current and historical performance of Bullis 5th and 8th grade students on the CAST:

	2022-2023	2021-2022	2020-2021	2018-2019
Grades 5 & 8 Standard Met or Exceeded	82.86%	87.32%	80.58%	82.2%
Grades 5 & 8 Standard Exceeded	54.29%	53.99%	44.17%	45.55%
Grades 5 Standard Met or Exceeded	79.23%	86.4%	80.47%	81.55%
Grade 5 Standard Exceeded	50%	50.4%	50%	46.6%
Grade 8 Standard Met or Exceeded	88.75%	88.64%	80.77%	82.96%
Grade 8 Standard Exceeded	61.25%	59.09%	34.62%	44.32%

Based on feedback from teachers teaching remotely during the 2019-20 and 2020-21 school years, it is known that implementing instruction aligned to the NGSS remotely, particularly in Grades K-5, was a challenge; that could be why the percentage of students meeting or exceeding standard on the CAST in 2020-21 is lower than the percentage of students meeting or exceeding standard on the CAST in 2018-19. Since implementing instruction aligned to the NGSS across all grade levels is necessary for learners to exhibit mastery of the standards by the time they leave BCS, time was devoted in August 2021, before the start of the 2021-22 school year, for K-5 teachers to explore all of the NGSS-aligned FOSS materials and plan units of instruction for the year aligned to the NGSS during a FOSS & Science Exploration Day (K-5). This focus on NGSS and Foss was continued as a professional development topic during the 2022-2023 school year. Bullis added the NWEA Science screener in the fall of the 2023-2024 school year to use as comparative data in preparation for better preparation for CAST outcomes.

Goal 4: We will strengthen our students’ global competency through our foreign language program and Biliteracy Pathway Awards program.

Bullis continues to have learners receive the Biliteracy Attainment Awards (Grade 5 and Grade 8) each year. In addition, all learners who have been in the world language program for at least two years receive a participation certificate as part of the Biliteracy Pathways Awards program.

2016	2 Biliteracy Pathway Awards (Mandarin) 1 Middle School Biliteracy Attainment Award (Spanish)
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2017	2 Biliteracy Pathway Awards (Mandarin) 6 Middle School Biliteracy Attainment Award (3 Spanish, 3 Mandarin)
2018	7 Biliteracy Pathway Awards (Mandarin) 1 Middle School Biliteracy Attainment Award (Mandarin)
2019	3 Middle School Biliteracy Attainment Award (1 Spanish, 2 Mandarin)
2020	2 Biliteracy Pathway Awards (Mandarin) 1 Middle School Pursuit of Bilingualism (Mandarin) 3 Middle School Biliteracy Attainment Award (Mandarin) 1 Middle School Biliteracy Attainment Award (Spanish)
2023	13 5th graders Biliteracy Attainment Award (Mandarin) 6 Middle School Students Biliteracy Attainment Award (Mandarin) 7 Middle School Students Biliteracy Attainment Award (Spanish)

For the 2021-22 school year, the approach to Mandarin instruction in Grades 4-8 changed to meet the variety of needs that exist for those grade levels. Instead of making Mandarin instruction optional before school for Grades 4 and 5, which it had been prior, all students in Grades 4 & 5 receive instruction during the regular school day. Also, to address the fact that students have mastered Mandarin at a variety of levels in Grades 4-8, including those who are new to BCS in those grade levels and those who study Mandarin outside of school, schedules were adjusted for Mandarin teachers so that multiple sections of Mandarin for each of those grade levels occur simultaneously, allowing them to group students across classes to meet the needs of the wide range of proficiency levels in each cohort. BCS offers Mandarin as a core content in all grades levels from TK-8 at Bullis. TK-5 students currently take Mandarin two-three times a week, while students in Middle School can choose between Spanish or Mandarin as their language.

In 2022, the use of the AAPPL language exam was added as an option for Bullis students to qualify for a pathway award. As a result, the number of students who received an attainment award tripled.

Summative and Formative Assessments, and Assessment Calendar

2023-2024 BCS Assessment Calendar

BCS aims to implement a comprehensive assessment system, incorporating diverse methods for collecting evidence of student learning to guide instructional strategies. Instructors employ daily formative assessments, such as observation and work sampling, alongside unit-based and performance assessments. This approach enables them to assess overall student performance in specific subjects and track the progress of student subgroups relative to the entire student body. Additionally, it facilitates the identification of curricular gaps and informs professional development needs. Data is systematically recorded in a centralized location on the staff intranet data matrix for the 22-23 and 23-24 academic years, serving as a foundation for instructive decision-making and the establishment of Focused Student Learning Goals.

Teachers at BCS are dedicated to:

Collecting Comprehensive Data:

Gathering data to construct a holistic understanding of each student by utilizing information from diverse sources, including satellite data (e.g., state and national assessments), map data (e.g., performance-based assessments), and street-level sources (e.g., student interviews and surveys).

Effective Communication:

Providing relevant, purposeful, timely, and specific information about students' performance and progress to educators, students, and families.

Alignment with Standards:

Creating measurable assessments that align with educational standards.

Data-Informed Instruction:

Utilizing data to make informed instructional decisions and identify opportunities for differentiated instruction.

Metacognitive Development:

Fostering students' metacognitive understanding of their own learning.

Cultivating Positive Environments:

Supporting rigorous, joyful, and data-informed teaching practices and classroom environments.

Participation in MTSS Meetings:

Actively participating in formal Multi-Tiered System of Supports (MTSS) meetings to enhance overall educational support.

There are three main assessment windows at BCS:

Fall: generally August through September

Winter: generally December through January

Spring: generally April through May

It is important to note that **screeners and diagnostic** assessments connected to the MTSS process are expected to be administered during this window of time. It is expected that teachers are progress monitoring and collecting specific data on learners throughout the year.

MTSS meetings at BCS:

Each homeroom teacher generally participates in MTSS meetings to discuss the progress of their learners who have been identified as needing a tiered intervention. In addition, teachers may have a check-in meeting to review progress. Below is an example of what this data cycle may look like.

When:	September (after screeners are done)	November Scheduled as needed.	January (after screeners are done)	March Scheduled as needed.	May (after screeners are done)
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What:	MTSS 1 BOY Data Review and Action Plans	Progress Monitoring (T2/T3 goal check-in)	MTSS 2 MOY Data Review and Action Plans	Progress Monitoring (T2/T3 goal check-in)	MTSS 3 EOY Data Review and Action Plans
Who:	Homeroom teacher and specialist if needed <i>Counselor Chief of Academics Reading Specialist MTSS Coordinator Principals</i>	Homeroom teacher Principal *T3 Specialist *Counselor	Homeroom teacher and specialist if needed <i>Counselor Chief of Academics Reading Specialist MTSS Coordinator Principals</i>	Homeroom teacher Principal *T3 Specialist *Counselor	Homeroom teacher and specialist if needed <i>Counselor Chief of Academics Reading Specialist MTSS Coordinator Principals</i>

Below are examples of possible assessments given by grade level, and the anticipated timelines with which they are given over the course of an academic year:

Transitional Kindergarten				
Subject	Assessment	Fall Window	Winter Window	Spring Window
ELA	Work Sampling Gold	ongoing	ongoing	ongoing
	Heggerty Phonemic Awareness	By 9/22 Form A	By 1/22 Form B	By 5/15 Form C
	NWEA fluency	By 9/22	By 1/22	By 5/15
	DRA	N/A	N/A	N/A
Math	Work Sampling Gold	Ongoing	Ongoing	Ongoing
	Kathy Richardson number sense screener	<i>As needed as a diagnostic follow-up assessment.</i>		

Kindergarten				
Subject	Assessment	Fall Window	Winter Window	Spring Window

Required a99

ELA	BPST (phonics section only)	By 9/22	By 1/22	By 5/15
	Heggerty Phonemic Awareness	By 9/22	By 1/22	By 5/15
	Letter Names: Lower Case Upper Case	By 9/22	<i>Retest students who missed 5+ in the fall.</i>	<i>N/A</i>
	Letter Sounds	By 9/22	<i>Retest students who missed 5+ in the fall.</i>	<i>N/A</i>
	Sight Words	By 10/6	<i>By 1/22</i>	<i>By 5/15</i>
	NWEA Reading	By 9/22	By 1/22	By 5/15
	NWEA Reading Fluency	By 9/22	By 1/22	By 5/15
	DRA	<i>As needed as a diagnostic follow-up assessment for students who are coming out at-risk in NWEA and the other phonics screeners.</i>		
Math	Math Benchmark Test	By 9/22	<i>Optional</i>	By 5/5
	Eureka Math Embedded Formative Task-Based Assessments	<i>Four per unit, in accordance with Scope and Sequence</i>		
	Eureka Math Summative Assessments	<i>Unit Summary tasks for specific units (Fall, Winter & Spring)</i>		
	NWEA Math	By 9/22	By 1/22	By 5/15
	Kathy Richardson number sense screener	<i>As needed as a diagnostic follow-up assessment.</i>		
1English Learners	ELPAC	Initial by 9/13	—	Summative by 5/31

GRADES 1 & 2				
Subject	Assessment	Fall Window	Winter Window	Spring Window
ELA	BPST (phonics section only) GRADE 1	By 9/22	By 1/22	By 5/15
	Nonsense Words screener GRADE 2	By 9/22	<i>As needed as a diagnostic follow-up assessment for students who are coming out at-risk in NWEA and the other phonics screeners.</i>	
	Heggerty Phonemic Awareness GRADE 1	By 9/22	By 1/22	By 5/15
	Heggerty Phonemic Awareness GRADE 2	<i>As needed as a diagnostic follow-up assessment for students who are coming out at-risk in NWEA and the other phonics screeners.</i>		
	Sight Words GRADE 1	By 9/22	By 1/22	By 5/15
	Sight Words GRADE 2	By 9/22	<i>As needed as a diagnostic follow-up assessment for students who are coming out at-risk in NWEA and the other phonics screeners.</i>	
	Primary Spelling Inventory	By 9/22	By 1/22	By 5/15
	DRA	<i>As needed as a diagnostic follow-up assessment for students who are coming out at-risk in NWEA and the other phonics screeners.</i>		
	NWEA Fluency Reading Language (GRADE 2)	By 9/20	By 1/22	By 5/15
	Writing	<i>Pre/post for each writing unit (narrative, opinion, informational).</i>		
Math	BCS Math Benchmark	By 9/22	Optional	By 5/5
	Eureka Math Embedded Formative Task-Based	<i>Four per unit, in accordance with Scope and Sequence</i>		

	Assessments			
	Eureka Math Summative Assessments	<i>Unit Summary tasks for specific units (Fall, Winter & Spring)</i>		
	NWEA	By 9/22	By 1/22	By 5/15
	Kathy Richardson number sense screener	<i>As needed as a diagnostic follow-up assessment.</i>		
Science	Summative FOSS assessments	<i>End-of-unit in accordance with Curriculum Map</i>		
Social Studies	Project-Based Learning	<i>In accordance with PBL units</i>		
English Learners	ELPAC	Initial by 9/13	—	Summative by 5/31

GRADES 3-5				
Subject	Assessment	Fall Window	Winter Window	Spring Window
ELA	DRA	<i>As needed as a diagnostic follow-up assessment.</i>		
	NWEA (fluency, reading, language)	By 9/20	By 1/22	By 5/15
	Spelling Inventories	By 9/20	By 1/22	By 5/15
	Pre-Post Calkins writing	By end of Tri 1	By end of Tri 2	By end of Tri 3
	Common Interim Writing Assessment	—	By end of Tri 2	By end of Tri 3
	CAASPP	N/A		4/24-6/2
Math	BCS Math Benchmarks	By 9/22	<i>Optional</i>	By 5/5
	Eureka Math Embedded Formative Task-Based	<i>Four per unit, in accordance with Scope and Sequence</i>		

	Assessments			
	Eureka Math Assessments Summative Assessments	<i>(Fall, Winter & Spring)</i>		
	NWEA	By 9/20	By 1/22	By 5/15
	CAASPP			2023 Test Window: 4/24-6/2
Science	Common Unit Assessments	<i>End-of-unit in accordance with Curriculum Map</i>		
	NWEA	By 9/20	By 1/22	By 5/15
	Science: CAST GRADE 5			2024 Test Window: 4/24-6/2
Social Studies	Project Based Learning	<i>In accordance with PBL units</i>		
English Learners	ELPAC	Initial by 9/13	—	Summative by 5/31

GRADES 6-8				
Subject	Assessment	Fall Window	Winter Window	Spring Window
ELA	DRA	<i>As needed as a diagnostic follow-up assessment.</i>		
	NWEA (reading, language)	By 9/20	By 1/22	By 5/15
	Pre-Post Calkins writing	By end of Tri 1	By end of Tri 2	By end of Tri 3
	Common Interim Writing Assessment		By end of Tri 2	By end of Tri 3
	CAASPP	N/A		4/24-6/2
Math	NWEA	By 9/20	By 1/22	By 5/15
	CAASPP			2023 Test Window: 4/24-6/2

Science	NWEA	By 9/20	By 1/22	By 5/15
	Science: CAST GRADE 8			2023 Test Window: 4/24-6/2
Social Studies	Project Based Learning	<i>In accordance with PBL units</i>		
English Learners	ELPAC	Initial by 9/13	—	Summative by 5/31

Communicating Data to Stakeholders

At Bullis Charter School, consistent student assessment - both formal and informal - is emphasized for monitoring student success and meeting content and performance standards. All grade level teams have developed assessment matrices that address student academic progress across the curriculum. Using either established assessment tools provided by currently marketed programs, or team-developed metrics (writing rubrics, timed skills tests, anecdotal records, observations, self-assessments, unit pre- and post-tests, etc.), data is collected codifying student progress in all core academic areas.

Bullis Charter School students are also assessed using reliable performance-based assessments. For example, reading inventories are administered to all students to gather baseline data in decoding, comprehension, and fluency at the beginning of the year. Benchmarks have been established in Language Arts (reading, writing, speaking). Teachers analyze data from benchmark assessments and screeners to help them tailor the curriculum and instruction to their students.

Grade level teams analyze data to look for and address trends, and committees periodically review data across grade levels to determine program strengths and areas for improvement. School-level findings are reported out to staff at whole-staff meetings and summer professional development. If there will be changes to the program based on the analysis of the data, those changes are also reported to the staff, and are accompanied by training. These formative assessments are embedded into the LCAP and MTSS process through action steps that require teachers to examine assessments on an ongoing basis and create action plans for students who are not yet meeting grade-level expectations.

In addition to using program-developed and locally designed assessment tools, Bullis Charter School participates in the state-mandated CST, PFT, and CASSPP testing to assess year-end individual and schoolwide mastery of content standards, as well as NWEA MAP as screener assessments in all grades. The ELPAC is administered to new and existing Bullis Charter School students who identify a language other than English on the home language survey annually. Bullis is also a member of the Silicon Valley Math Initiative. As part of this group, Bullis Charter School gains access to the Mathematics Assessment Collaborative (“MAC”) assessment and data analysis tools. Teachers in certain grade levels administer the assessment each spring. They score and analyze student work looking for trends in student performance and developing lessons to support student learning.

For each assessment, once the results are released to the school, they are comprehensively communicated to the school community, and the school staff undergoes numerous meetings to disaggregate the data across both individual and grade levels across the entire student body. Efforts are taken to examine patterns of group strengths and weaknesses within each of the areas measured on the standardized tests. The data are used in a consistent manner to guide instruction, determine student needs, measure progress against individual and school outcome goals, and inform families about progress.

In addition to communicating student performance amongst staff, the school reports student data to students and parents and integrates them into the learning process. Teachers create developmentally appropriate methods to share student progress with students and to facilitate student reflection and goal setting based on data. For example, in 5th grade classes every month, students review a variety of assessment data that relates to each of their Focus Learning Goals. Students use that data to write a reflection that includes their evaluation on their progress toward achieving their goals and to set mini-goals regarding what they can do to ensure they remain (or get) on-track to achieving each goal.

Student performance data is also communicated to parents. Parents receive regular formal and informal communication about student progress on in-class assessments. In addition, parents receive tri-annual standards-based report cards that outline each students' progress. Parents and students in middle school can also view their assessment results in real-time using the student or parent portal to PowerSchool, the online gradebook. Parents are also invited to attend Focus Learning Goal conferences. At the conferences, teachers (and depending on the age, students), share student performance data, discuss student goals, and students' progress toward achieving their Focus Learning Goals. Once the school receives individual student reports for state testing and NWEA testing, the reports are sent home with a letter to parents explaining the exam and the scores.

In order to best serve students and the community, the School will continue to examine and refine its list of student outcomes over time to reflect the school's mission and any changes to state or local standards that support such mission.

Element D: Governance

“The governance structure of the school, including, but not limited to, the process to be followed by the school to ensure parental involvement.” (Education Code § 47605(b)(5)(D)).

The Charter School is operated by a California non-profit public benefit corporation, The Bullis-Purissima Elementary School, with 501(c)(3) tax exempt status. The Articles of Incorporation are filed with the California Secretary of State. The Charter School shall be governed pursuant to its charter and its corporate Bylaws, which shall be consistent with this charter. Pursuant to Education Code Section 47604(d), the County Board shall not be liable for the debts and obligations of the Charter School, or for claims arising from the performance of acts, errors, or omissions by the Charter School operated as a California non-profit public benefit corporation if the County Board has complied with all oversight responsibilities required by law. The Charter School shall operate autonomously from the County with the exception of supervisorial oversight as required by statute and special education services.

Non-profit Board of Directors

The Charter School is governed by the TBPES non-profit board of directors (“Board”), whose major roles and responsibilities will include but not be limited to establishing and approving all major educational and operational policies, approving all major contracts, approving the Charter School's annual budget, overseeing the Charter School's fiscal affairs, meeting corporate requirements, and selecting and evaluating the Executive Director.

Board Membership and Duties

The Board shall have ultimate responsibility for the operation and activities of the Charter School. Board members have a responsibility to solicit input from, and opinions of, the parents of Charter School students regarding issues of significance and to weigh the input and opinions carefully before taking action. The primary method for executing their responsibility is the adoption of policies that offer guidance and interpretation of the Charter, and procedures to assist the staff in facilitating the implementation of such policies.

The Board shall be composed of no more than nine (9) Directors, including parents and community members. In addition, in accordance with Education Code Section 47604(c), the County Board shall be entitled to a single representative on the BCS Board of Directors. To date, the County has not utilized its representative seat.

Two (2) Directors’ seats shall be reserved for parents of a child or children attending the Charter School in the school year prior to the beginning of the Board term; one (1) Director’s seat shall be reserved for a member of the Charter School’s geographic community as defined by the location of the Charter School, who does not have either a child or child(ren) at the Charter School. No more than 49 percent of the persons serving on the Board may be “interested persons.”

Current Board Composition.

Sanjeev Dutta, Chair

Term Ends: June 30, 2024

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Sy Fahimi, Vice Chair

Term Ends: June 30, 2024

Rudolph Araujo

Term Ends: June 30, 2025

Dorothy An, Secretary

Term Ends: June 30, 2025

Andrea Eyring, Treasurer

Term Ends: June 30, 2025

Shrut Kirti

Term Ends: June 30, 2026

Rob Chang

Term Ends: June 30, 2026

Claudine del Rosario

Term Ends: June 30, 2026

Each Director shall hold office for three (3) years and until a successor Director has been designated and qualified. There shall be no limit on the number of terms a Director may serve.

When a Director's seat becomes open or a term is up, the Board convenes an ad hoc nominating team of representatives reflecting the Charter School community. With a critical eye toward what skills and competencies are needed on the board, the nominating team develops a selection criteria. A key goal of the Charter School is to identify and select Board members who are in support of the Charter School's vision and mission and who are capable of bringing a robust skill base in order to provide comprehensive oversight of the Charter School.

The nominating team conducts meeting(s) to identify potential candidates from the parent base and the community at large. A diverse set of names including those who self-nominate are surfaced and then compared and contrasted for their various competencies and fit to the selection criteria. A Board member who wishes to remain on the Board is compared against all identified candidates as renewal of a Board term is not automatic for a sitting Board member.

After confidential discussion by the team, potential candidate(s) are identified and contacted about their possible interest in serving on the Board. If a candidate has the interest and ability to make the necessary commitment to accomplish the work of the Board, their nomination is then presented to the school community as a nominee at a Board meeting, for public comment. The candidate is then considered for election to the Board at the subsequent Board meeting.

The Board may meet at least once a month and additionally as needed and will be responsible for carrying out Board responsibilities including but not limited to the following:

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- Development, review, or revision of the Charter School's accountability and mission
- Development and approval of the school calendar and schedule of Board meetings
- Development of School Board policies and procedures
- Development and approval of the annual budget
- Approval of the annual review and revisions, and mid-year review, of the Local Control and Accountability Plan
- Review of recommended curriculum changes as needed
- Review of requests for out of state or overnight field trips
- Participation in the dispute resolution procedure and complaint procedures when necessary
- Review financial reports and check registers
- Election of a Board Chairperson annually and other Officers annually
- Approval of proposed charter amendments, with material revisions to be submitted for approval by the County Board pursuant to Education Code Section 47607
- Approval of annual fiscal and performance audits
- Hiring, supervision, evaluation, and if necessary, termination of the Executive Director
- Creation of external or sub-committees as needed including but not limited to a hiring committee, a compensation committee, and an audit committee.

The School Board may initiate and carry on any program, activity or may otherwise act in any manner which is not in conflict with or inconsistent with, or preempted by, any law and which are not in conflict with the purposes for which schools are established.

All meetings of the Board shall be held in accordance with the Brown Act and Education Code Section 47604.1.

The Board maintains policies and procedures regarding self-dealing and a conflict of interest code, including annual Statement of Economic Interests (Form 700) filing requirements, and compliance with Government Code Section 1090, as set forth in Education Code Section 47604.1, the Political Reform Act, and Corporations Code Conflicts of Interest rules, and which shall be updated with any charter school-specific conflicts of interest laws and regulations.

The Board may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an employee of the Charter School any of those duties. The Board, however, retains ultimate responsibility over the performance of those powers or duties so delegated. Such delegation will:

- Be in writing
- Specify the person or entity designated
- Describe in specific terms the authority of the Board being delegated, any conditions on the delegated authority or its exercise, and the beginning and ending dates of the delegation
- Require an affirmative vote of a majority of Board members.

The Board of Directors has created one committee, the Finance Committee (see below) that meets regularly (the meeting frequency ranges from three to ten meetings per year) and does not have decision-making abilities, but instead makes recommendations to the Board of Directors.

Chairperson of the Board. The Chairperson of the Board shall conduct all Board meetings. The Board shall elect the chair during its annual meeting, following the seating of newly elected members. In the absence of the Chair, a Board designee shall conduct meetings. The Chairperson shall develop the meeting agenda in conjunction with the Executive Director. The Chair shall participate in the dispute resolution procedure and the complaint procedure as necessary. The Chair shall also direct the Board's annual evaluation of the Executive Director.

Executive Director. The Executive Director communicates directly with the Board, and to the County Board of Education. The Executive Director is fully responsible for the administration of the Charter School. These responsibilities may include, but are not limited to:

- Coordination of the activities of the various operating bodies of the Charter School
- Attend meetings with the County Superintendent of Schools or designee as needed or as determined by the MOU or other agreement between the County and the Charter School
- Attendance at all Board meetings, and attendance as necessary at County Board meetings as a charter representative
- Develop Board meeting agenda in conjunction with the Board Chair in compliance with the Brown Act
- Compile and/or create supporting materials for the Board meetings to be made available to the Board in advance of each Board meeting
- Supervise, either directly or through subordinates, all employees of the Charter School
- Termination of Charter School employees in accordance with established policies and procedures, if necessary
- Provide assistance and coordination to the faculty in the development of curriculum
- Interview and present recommendations for hiring Charter School employees to the Board for final approval
- Provide timely performance evaluations of all Charter School employees on a regular basis
- Development and administration of the budget in accordance with generally accepted accounting principles
- Make budget line item revisions when necessary and report changes regularly to the Board
- Oversee parent/student/teacher relations
- Proposal of policies for adoption by the Board
- Provide comments and recommendations regarding policies presented by others to the Board
- Establishment of procedures designed to carry out Board policies
- Create and appoint teams to assist in the execution of certain planning and administrative functions (known as "Executive Director appointed teams")
- Oversee site safety
- Implement the Memorandum of Understanding between the Charter School and the County

- Establish a Communication Model to facilitate communication among all the groups within the Charter School, between the Charter School and the County Office, and between the Charter School and the community at large
- Manage scheduling
- Communicate with legal counsel
- Maintain knowledge of applicable school laws and legislation
- Coordinate the communications of the recommendations of any Executive Director appointed committees to the attention of the Board
- Manage the annual financial audit
- Approval of all purchase orders, pay warrants and requisitions, and upon approval forward on for processing
- Presentation of financial reports to the Board
- Participation in the dispute resolution procedure and the complaint procedure when necessary
- Communicate employment vacancies to the public
- Assist in development and implementation of curriculum
- Establish and support the execution of enrollment procedures

The above duties may be delegated or contracted as approved by the Board to a business administrator of the Charter School or other employee, a parent volunteer (only in accordance with student and teacher confidentiality rights), or to the County Office or a third-party provider.

Principal(s)

The Principal reports to the Executive Director and oversees the day-to-day operations of the School. The Principal provides instructional, organizational, and community leadership with responsibilities including, but not be limited to, the following:

- Coach teachers in the development of their goals and professional growth plans, including teachers who are committed to obtaining nationally board certification
- Collaborate with teachers to establish specific, targeted student performance goals and create plans for curriculum, assessment, and instructional practice
- Maintain primary focus on improving student outcomes and teacher quality
- Manage student affairs and disciplinary issues with both students and families
- Identify, recruit, and promote excellent teachers and other school personnel
- Provide feedback to teachers and staff around successful leadership practices
- Manage leadership teams (literacy, special education, teacher quality, etc.) to drive exceptional student achievement outcomes for all student
- Coordinate the administration of standardized testing
- Attend IEP meetings
- Oversee student disciplinary matters
- Manage annual performance review process for teachers, setting clear expectations, and providing documentation/evidence of progress
- Create opportunities for professional growth and develop innovative strategic compensation for staff including base salary, benefits and reward;
- Serve on Executive Director's leadership team, including:
 - o Managing the day-to-day operations of the Charter School

- o Providing leadership expertise to the Executive Director in areas such as enrollment, teacher evaluation, special education and curriculum adoption
- o Creating a collaborative and open communication line between district departments, driving alignment of strategic vision and a shared understanding of challenges at the school level
- o Establishing a strong relationship with the County Office and managing all reporting requirements around the charter (e.g., student achievement and other school data)
- Attend and/or run school-site meetings and events to foster a culture of engagement among students, parents, and other community stakeholders
- Facilitate Open House events
- Develop constructive partnerships with parents and families to engage them in everyday activities and leverage their areas of expertise in supporting the whole school community
- Build strong relationships with all internal and external stakeholders, ensuring a common understanding of the Charter School's vision for student success

Team Leader. The Team Leader, or designee, reports to the on-site Principal. The Team Leader is responsible for communicating the recommendations of the faculty to the Principal and assisting the Principal with curriculum and program implementation. The Team Leader may serve as a representative on the hiring committee. The Team Leader may act in an administrative capacity in the absence of the Principal for reasons of illness, administrative duties, vacation, temporary vacancy in position, and/or emergency on site when the Principal is not on site.

Faculty. The faculty, as provider of the day-to-day teaching and guidance to the children, is the primary resource of the Charter School. All faculty report to the Principal or their direct manager. The Principal shall provide ongoing feedback during the course of the year to foster continuous improvement along with periodic evaluations as appropriate. Many site decisions are made in collaboration with the faculty who work in grade level teams and professional learning communities to research, plan, and develop many of the Charter School's systems and programs. The faculty will be responsible for making recommendations to the Principal and assisting in the creation of and the implementation of the curriculum and ensuring that the curriculum reflects the mission of the Charter School as well as recommendations regarding the purchase of any supporting curricular materials, programs or devices. Such recommendations include but are not limited to:

- Selection of textbooks
- Selection of computer programs
- Selection of learning programs
- Selection and planning of field trips
- Selection and administration of assignments, projects and exams
- Selection of and implementation of the grading rubrics
- Student counseling as appropriate
- Initiation and implementation of new curriculum or classes
- Selection of extra-curricular activities

Prospective employees of the Charter School will be screened and interviewed by a hiring committee, composed of the Executive Director, and/or other members appointed by the Executive Director.

All hires are subject to each employee submitting fingerprints and receiving a criminal background summary and clearance as described in Education Code Section 44237.

The Role of the Family

BCS values family members as integral partners in students' educational processes and the School's success and is committed to establishing meaningful working relationships with them. From the Diversity Celebration to book clubs to the "New Family Orientation" week activities, there is immediate support for new families to BCS and opportunities for them to be immersed in the community. Town halls and parent info sessions, such as those on the Standards, internet safety, how to read and review NWEA results, etc. are developed for parents to better understand the pedagogy and the best practices employed by the school.

In the classrooms, parents work with their child(ren)'s teachers to set annual Focused Learning Goals and/or are contributing members of committees - such as the literacy and math parent advisory committees - to collaboratively make important decisions regarding their students' educational plans. Parent input is vital in determining how a student's needs may be accommodated or how the school's core, co curricular, and extra-curricular programs can be best used to support student success.

Parent Forums on how to leverage the Focus Learning Goals process, develop a child's "growth mind-set," and "how parents can help their kids learn to love math," presented by staff and industry experts such as Carol Dweck and Jo Boaler, teach parents how to support, at home, what their children are learning at school. Parents are also trained in first aid, allergies, conflict mediation, and behavioral expectations prior to volunteering in the classroom, on the playground, or as field trip chaperones.

Throughout the year, there is close communication between the family and school. Weekly newsletters and bulletins are sent from teachers and administration to keep parents informed about assignments, upcoming events, volunteer opportunities, etc. Student work and assessments are sent home for review; parents are invited to end-of-unit and PBL presentations; social media pages are updated with event and program information for families; classroom ambassadors serve as a liaison with the teacher in classrooms. A password secured parent portal provides even more information about school activities, classroom programs, and student attendance and grades is available to families. Parents have access to a school calendar that can be integrated into their own calendar, helping with scheduling and planning needs.

With a solid grounding in the BCS philosophy and experience, we believe that parents are more capable of playing a meaningful role in the governance of the School. There are many meaningful opportunities for them to do so throughout the school year. Parents at the Charter School may participate as members of the Board of the Charter School, one of its school-level committees, and/or the Bullis Boosters Club ("BBC"). To encourage additional parent involvement, the School maintains an extensive list of participation opportunities for parents.

Strategic Planning

Parents have the opportunity to participate annually on the Strategic Planning Team or as a member of Focus Groups or Working Committees. To ensure effective participation, parents receive training on collaborative work, enabling them to actively contribute alongside BCS staff and community members. This collaboration aims to formulate and execute strategic initiatives aligned with the Charter School's Mission Statement. An illustration of this collaboration is evident in the full-day TK/K program, which was developed with strategic input from parent advisory committee and community members. Furthermore, parents actively take part in curriculum advisory councils, contributing to the enhancement of literacy and math support.

LCAP Process

Parents play a significant role in the development and review of the LCAP goals. From the Strategic Planning process whereby every parent in the Charter School is invited to participate in developing the LCAP goals to the monthly BBC Forums and the Board Meetings where parents serve in leadership roles and/or are solicited for their input, parents help determine and shape the course of the Charter School's direction.

English Learner Advisory Committee

Parents and/or community members who are interested in collaborating with the Charter School in order to help the English learners and the program are invited to participate in the BCS English Learner Advisory Committee. The ELAC also serves to advise the Principal and school staff on programs and services for English learners and the development of the LCAP, with special attention to goals that pertain to English learners.

Bullis Booster Club Forum

Parents meet monthly to be updated on school programs and/or events and have the opportunity to talk to the school leadership, ask questions, share concerns, and/or request information.

Middle School Parent Committee

Established when the School extended to educate 7th and 8th grade students, this self-selected parent group works directly with the principal and the Bullis Boosters Club to implement activities that provide opportunities for students to build community and camaraderie. These events include the Middle School Dance, Winter Warm Up Social, and schoolwide parties for Halloween, Valentine's Day, and the last day of school. The Middle School Parent Committee also partners with the principal to support outreach events, including 6th Grade Shadow Day - an opportunity for 5th grade students to spend time with middle school students -, What To Expect in 6th Grade - a parent information session -, and intersession showcases, where students present the output of their intersession projects. The committee, which consists of 8-10 members, meets once a month in order to review current school year initiatives and plan for next steps. A committee member also acts as a liaison to partner with the teacher advisor for the Middle School Leadership Club to support student-driven initiatives and partner on communications and outreach.

Finance Committee

The Finance Committee is comprised of members of the BCS board, Foundation, BBC, parents, and community members. The committee is chaired by the BCS Board Treasurer. All non-BCS board members on the committee have expertise and experience in finance, audit, or other areas of business. The Finance Committee reviews and analyzes school budgets, auditor selections, business service providers, financial expenditures and revenues, compensation models, financial policies, and other projects in order to ensure adequate fiscal control and to make recommendations to the Board. The Finance Committee has a keen eye on monitoring the long term financial viability and sustainability of the school.

School Safety

Bullis Charter School has in place a Comprehensive Safety Plan that includes strategies aimed at educating stakeholders about and preventing circumstances of potential incidents involving crime and violence on school campuses. The Comprehensive Safety Plan contains, but is not limited to, the assessment of school crime committed on school campuses and at school-related functions; strategies and programs to maintain a high level of school safety (such as child abuse reporting procedures, disaster procedures, discrimination, harassment, bullying, sexual harassment and hate crime policies etc.). The Safety Plan is being reviewed on an annual basis by a Safety Committee, which consists of core staff members of the Charter School as well as parents. During the review cycles, parents' feedback is an important input.

Parent feedback is solicited in the annual school survey; the results are shared school-wide and become part of the data considered during the annual review of the Comprehensive Safety Plan as well as the school's strategic planning. For example, as a result of parent feedback, parents were instrumental in setting the goal, serving on the research action teams, and are now part of the implementation corps of the Charter School's "No Bully" program. The School Safety Plan can be reviewed in Appendix H.

Element E: Employee Qualifications

“The qualifications to be met by individuals to be employed by the charter school.” (Education Code § 47605(c)(5)(E))

Overall Qualifications

BCS is an equal opportunity employer. It is the policy of BCS to afford equal employment and advancement opportunity to all qualified individuals without regard to race, creed, color, religion, national origin, ancestry, sex, sexual orientation, age, physical or mental disability, marital status, citizenship status, medical condition, or any other legally protected status. This policy extends to all employees and to all aspects of the employment relationship, including the hiring of new employees and the training, transfer, promotion, compensation and benefits of existing employees. All employees, even if not public, are subject to state and federal employment laws.

To comply with applicable laws ensuring equal employment opportunities to qualified individuals with a disability, BCS will make reasonable accommodations for the known physical or mental limitations of an otherwise qualified individual with a disability who is an applicant or an employee unless undue hardship would result.

Any applicant who requires an accommodation in order to perform the essential functions of the job should contact the Executive Director and request such an accommodation. The individual with the disability would specify what accommodation they need to perform the job. BCS then will conduct an investigation to identify the barriers that interfere with the equal opportunity of the applicant or employee to perform his or her job. BCS will identify possible accommodations, if any, that will help eliminate the limitation. If the accommodation is reasonable and will not impose an undue hardship, BCS will make the accommodation.

Bullis Charter School is a mission-driven school. For administrators, teachers, and all non-teaching staff, a passionate commitment to the Charter School’s mission, beliefs, parameters, and strategic objectives is of paramount importance.

BCS seek to hire employees who:

- Are collaborative and consensus-based
- Value being a part of a community of continuous inquiry and improvement
- Are mission driven and believe all students can be successful
- Have knowledge of best practices and current research in curriculum, instruction, and assessment
- Exhibit an entrepreneurial and innovative spirit; willing to try things that have not been done before in traditional public schools
- Are dedicated to educating the “whole child”; and educators who are and committed to:
 - o Personalized Learning
 - o Project-Based Learning
 - o Design Thinking
 - o Are experienced with or interested in a STEAM focus
 - o Environmental education

Required a115

- Character Development and Social Emotional Learning
- Parent and Community partnerships

Teacher Qualifications

Bullis Charter School shall comply with Education Code Section 47605(l), which states:

Teachers in charter schools shall hold the Commission on Teacher Credentialing certificate, permit, or other document required for the teacher's certificated assignment. These documents shall be maintained on file at the charter school and shall be subject to periodic inspection by chartering authority. A governing body of a direct-funded charter school may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in accordance with all of the requirements of the applicable statutes or regulations in the same manner as a governing board of a school district. A charter school shall have authority to request an emergency permit or a waiver from the Commission on Teacher Credentialing for individuals in the same manner as a school district.

BCS shall also comply with Education Code Section 47605.4(a), which states: "teachers employed by charter schools during the 2019–20 school year shall have until July 1, 2025, to obtain the certificate required for the teacher's certificated assignment."

Bullis Charter School teachers shall meet any applicable federal requirements for teachers at charter schools pursuant to the Elementary and Secondary Education Act, as reauthorized and amended under the Every Student Succeeds Act. All teachers who teach English Learners must possess a CLAD and/or BCLAD or other certification or authorization to teach these groups of students. Teachers shall be properly credentialed for their assignment.

Bullis Charter School may employ non-certificated instructional staff in any case where a prospective staff member has an appropriate mix of subject matter expertise, professional experience, and the demonstrated capacity to work successfully in an instructional support capacity. Instructional staff will not assign grades or approve student work assignments. All non-instructional staff will possess experience and expertise appropriate for their position within the school as outlined in the BCS's adopted personnel policies.

Staff Selection

All interested applicants are required to submit a complete application packet. Complete application packets will be screened independently by the Charter School's administrators. Based on screening results, applicants will be selected to interview for specific positions by the Hiring Committee. Depending on the position and circumstances, candidates may be requested to teach a demonstration lesson. If it is logistically difficult, the Hiring Committee may consider videotaped lessons or teleconference interviews. A comprehensive reference check, which includes the candidate's most recent direct supervisor, will be conducted prior to any offer of employment.

All eligible staff are provided access to comprehensive medical, vision, and dental coverage.

The evaluation process is reviewed every year with staff and an example is summarized below:

September – October	All staff set annual SMARTIE goals
October – November	Meet with administrator to review SMARTIE goals
December – February	Formal observations cycle 1 conducted
March – April	Meeting(s) with Administrator to review progress of SMARTIE goals Formal observations cycle 2 conducted
May	Meeting to share evidence and discuss meeting of SMARTIE goals

Teachers are expected to meet both individual and Charter School and State standards for effective teaching as defined by the California Commission on Teaching Credentialing standards. Some of the teacher responsibilities include evaluating student progress, communicating with parents, and engaging in long-term planning processes.

Qualifications for Key Bullis Charter School Positions

The following qualifications detail the expectations for key Charter School positions:

Executive Director and Principals

Instructional Expertise and Achievement Focus

- Understands and supports project-based learning
- Proven ability to develop and deliver personalized learning and differentiated instruction, across a school site
- Strong knowledge of high-quality instructional practices in a TK-8 school
- Deep knowledge of pedagogy and a proven track record of using data to drive results
- Ability to serve as a coach and mentor to lead others in high-quality instructional practices
- Experience effectively handling student affairs and disciplinary issues with both students and families.

Strategic Planning and Effective Execution

- Exhibits strong focus on goals and results, setting clear metrics of success for all students
- Implements innovative, cutting-edge solutions to continually move BCS forward and be a model school
- Demonstrates excellent execution and project management skills under tight deadlines
- Proven ability to manage growth and change with a school that has expanded its student population annually
- Demonstrates ability to build systems and policies necessary to bring solutions to scale
- Comfortable working in fluid environments and quickly adaptable to change

Required a117

Communication

- Exhibits strong written and verbal communication skills
- Ability to develop, articulate and build buy-in to an organizational vision and mission with internal and external stakeholders
- Actively listens to others and effectively interprets others' motivations and perceptions
- Holds self personally responsible for ensuring high academic achievement of all students
- Proven experience working in a high-pressure and sometimes politically-charged environment
- Open and honest communicator who is visible and accessible

Adult Leadership

- Collaborates, motivates and inspires other adults to action to achieve ambitious goals
- Moves groups to consensus and exhibits willingness to have difficult conversations
- Builds coalitions, and works collaboratively with diverse stakeholders, including but not limited to district personnel, students, families, communities, and/or advocacy groups
- Continually finding ways to tap into the amazing resources of the parents of BCS students

Possesses

- Minimum of 3 years classroom teaching experience required (5 or more years preferred);
- Executive Director: 2-5 years of prior experience as an Assistant Principal (or equivalent) required; prior experience as a Principal or school leader preferred
- Charter school and CA school law knowledge desired
- Demonstrated experience in developing strategic performance-based compensation systems
- Experience with state compliance metrics and managing data systems for student assessment, attendance, and other record-keeping preferred
- Administrative credential preferred (current CA Tier I or Tier II or proof of eligibility for either)
- Master's degree in education or related field strongly preferred

Teaching Faculty

Classroom: Creating and Maintaining Effective Environments for Student Learning

- Maintains meaningful positive rapport with students and parents
- Manages a physical space that includes effective classroom management
- Encourages student behavior that promotes character development

Classroom: Planning Instruction and Designing Learning Experiences for All Students

- Develops rigorous lesson plans that are driven by student assessment
- Designs assessments that allow students to respond in a variety of ways to curriculum that's taught
- Implements PBL/interdisciplinary units
- Ensures that students display knowledge of grade-level content standards
- Uses technology to promote learning, creativity, and collaboration

Classroom: Engaging and Supporting All Students in Learning

- Consistently implements agreed-upon programs
- Implements IEPs and Section 504 plans
- Develops, implements, and assesses student learning with regards to their Focused Learning Goals
- Designs and implements activities that encourage higher-level thinking
- Differentiates lessons to meet students' needs

Logistics and Facilities Management

- Communicates supply needs
- Articulates maintenance/facility needs
- Takes care of all areas and shared resources/materials (close classrooms appropriately: put chairs up, turn lights off, etc.)
- Follows school procedures for attendance, field trips, employee absences, etc.
- Adheres to emergency action plans
- Manages inventory of equipment and supplies
- Maintains safety on campus: keep students safe (yard duty, traffic monitor, clear pathways & ramps, etc.)

Communication

- Maintains regular communication with staff members & parents
 - o Responds to communication promptly
 - o Collaborates with faculty on lesson plans and objectives
 - o Keeps individual contact with parents
 - o Communicates with students in an effective and appropriate manner
 - o Builds positive relationships with parents
 - o Handles confidential information in a responsible and professional manner

Mentoring: Staff

- Supports and advises new BCS staff members
- Collaborates at grade level, with specialist team, and school wide
- Participates in peer observations occur with colleagues

Co-Curriculars/Intersessions: Offers Programs that Extend Beyond the Curriculum

- Develops courses which align with standards in the area of focus
- Collaborates as a staff to offer a balanced variety of courses across subject courses and grade levels
- Provides meaningful learning
- Shares an area of teacher passion and/or supports others who do so
- Exposes students to a wide variety of skills and knowledge in topics ranging from initial exposure to a deeper understanding

Continuous Inquiry and Improvement

- Uses formative assessment to analyze progress toward student goals
- Seeks feedback about one's teaching practice and use as formative assessment when designing instruction

- Seeks information about recent research and current best practices
- Collects and analyzes data to evaluate and improve teaching practice
- Pursues professional development that supports improved classroom practice and/or contributions to the field
- Incorporates newly acquired knowledge and skills into work
- Collaborates with colleagues to increase student learning
- Sets challenging goals that support improved student learning and reflect on progress towards these goals
- Strives to improve the school as a whole
- Uses pre-assessments to plan differentiated instruction
- Self-assesses one's teaching practice

School Leadership

- Researches and attends trainings that further one's professional career and student success
- Shares professional expertise and passions with the staff
- Collaborates with and serves as an open resource for others
- Participates in and supports efforts school communities and other collaborative initiatives
- Seeks out leadership opportunities and ways to get involved
- Initiates new programs that support the vision

Qualifications

- Bachelor's degree or equivalent
- A valid California credential
- CLAD or BCLAD certification preferred

Additional support roles may be added at the discretion of the Executive Director if deemed necessary to advance the mission of the Charter School. All BCS employees shall be subject to a background check that includes passing FBI and DOJ Livescan fingerprinting clearance. BCS employees also need to present proof of a tuberculosis clearance. Please reference, within the petition, Element F: Health and Safety Procedures, below, for more information.

Professional Development—How Teachers Learn the Curricula

BCS's approach to professional development reflects the Charter School's mission to support all staff to "reach their full potential" and the school's culture of a professional learning community. Therefore, every staff member participates in professional development opportunities throughout the course of the school year, both on and off site.

Professional development at BCS is aligned with its strategic plan, helps staff accomplish school improvement objectives, and is responsive to staff reflection on student learning. All staff members attend a professional development in-service over the summer in addition to weekly development opportunities throughout the year. Past topics include: developing CCSS and NGSS aligned curriculum, Conscious Discipline, Standards-Based Reporting, Culturally Responsive Teaching, Project-Based Learning through the Buck Institute, Design Thinking, Schools Attuned, and integrating technology in the classroom. Because BCS hires an extremely talented and diverse staff, Bullis teachers also share best practices and work across grade levels and specialist

areas to develop long-term, cross-curricular plans that meet the needs of all learners. New teachers are given extra days of on-boarding in August before the rest of the staff members return.

Many teachers also participate in networks through organizations like the Silicon Valley Math Initiative and complete Lesson Study cycles with other schools, bringing back best practices to share for implementation. Being a part of organizations such as the d.school Home Team, the Santa Clara County Office of Education, and Silicon Valley New Teacher Project allows teachers to access professional development to meet need.

A unique element of our in-house professional development is the Associate Teacher (“AT”) position. ATs learn the ropes of being a first-year teacher by working alongside mentor teachers for an entire year before stepping into their own classrooms. ATs use this valuable time to gain experience in important skills such as differentiating instruction, developing PBLs, and creating individualized student goals. Some Associate Teachers are experienced teachers who prefer to support homeroom teachers in small group instruction in lieu of pursuing opportunities to serve as a homeroom teacher.

Teachers are supported in creating their own development and growth plans. All teachers set SMARTIE goals based on learner data. As part of developing the SMARTIE goals, teachers also identify skills and concepts they must attain in order to meet their goals as well as the means in which the School can support them. Strategies like purchasing resources to read, attending workshops, taking time out of the classroom in order to observe other teachers, etc. are all supported and funded by the Charter School.

Like students, BCS values its teachers at their level and are provided the necessary resources to support their development and in their subject area. Teachers who are new to the profession are provided an Induction mentor; more experienced teachers may attend workshops to learn to be trainers. For example, the music teacher may attend the California Music Educators conference. All teachers are encouraged and supported to pursue National Board certification and to attend state and national charter school, technology, or content-based conferences.

Element F: Health and Safety Procedures

“The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following:

(i) That each employee of the charter school furnish the charter school with a criminal record summary as described in Section 44237.

(ii) The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (K), inclusive, of paragraph (2) of subdivision (a) of Section 32282. For schools serving pupils in any of grades 7 to 12, inclusive, the development of a school safety plan shall also include the safety topic listed in subparagraph (L) of paragraph (2) of subdivision (a) of Section 32282.

(iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school.” (Education Code § 47605(c)(5)(F))

The Charter School has adopted, maintains and continuously improves health and safety policies to ensure the safety and security of pupils and staff. These policies include, but are not limited to, the requirement that each employee be fingerprinted and furnish the School with a criminal record summary as described in Section 44237, and the requirement that all employees provide proof of a tuberculosis risk assessment or examination. Students must provide proof of immunizations and health screening.

The health and safety policies and procedures are incorporated into Bullis Charter School’s Student and Parent Handbook, Employee Handbook, and School Safety Plan as per Education Code Section 47605(c)(5)(f)(ii), and are reviewed on an ongoing basis, at least once a year. BCS shall ensure that staff are trained annually on the health and safety policies. Bullis Charter School may revise and create additional policies and procedures as needed and to stay in compliance with changes to local, state and federal laws and regulations.

The following is a summary of the health and safety policies of the Charter School:

Procedures for Background Checks

Bullis Charter School requires job applicants to disclose criminal or other sanctions imposed on them as a consequence of reported child abuse or other action(s) that resulted in harm to children.

Employees and contractors of the Charter School shall be required to submit to a criminal background check and to furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1. One-time contractors who work on site with access to students and who are not fingerprinted or background checked by Bullis Charter School shall be under direct supervision of a credentialed or classified employee at all times, unless they are fingerprinted and background checked by their respective company.

Applicants for employment must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Charter School shall not hire any person, in either a certificated or classified position, who has been convicted of a violent or serious felony except as otherwise provided by law, pursuant to Education Code Sections

44830.1 and 45122.1. The Executive Director or designee of the Charter School shall monitor compliance with this policy. The Board Chair shall monitor the fingerprinting and background clearance of the Executive Director.

The following are the legal requirements before the first day of employment at Bullis Charter School:

- A signed work contract.
- A valid and current California State Teaching Credential for teachers, for their certificated assignment.
- State and federal fingerprint clearance as required by law.
- Criminal record summaries, which will be maintained by the Executive Director or designee, in a confidential secured file separate from personnel files, as required under the law.
- I-9 Proof of American citizenship or other forms of legal work permissions form with a copy of driver's license and social security card, or other acceptable identification.
- Resume.
- Proof of education alongside transcripts, if applicable.
- Complete W-4 & DE-4 Income Tax forms.
- Proof of Tuberculosis clearance.

Volunteers who will volunteer to work directly with students outside of the direct supervision of a credentialed or classified employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

Visitors to campus shall at all times register with the front offices of Bullis Charter School. Upon registration, the school shall automatically run a sex-offender background check with the national sex offender registry using visitor's data.

Role of Staff as Mandated Child Abuse Reporters

All BCS employees, including non-certificated and certificated staff, shall be mandated child abuse reporters and follow all applicable reporting laws. Annually, every staff member is required to complete the SafeSchools online course on Mandated Reporter: Child Abuse and Neglect and receives a certificate upon completion, in compliance with Education Code Section 44691.

Tuberculosis Risk Assessment and Examination

Employees will be assessed and examined (if necessary) for tuberculosis prior to commencing employment and working with students, and for employees at least once each four years thereafter, as required by Education Code Section 49406.

Immunizations

All enrolled students will be required to provide records documenting immunizations as is required at public schools pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075. All rising 7th grade students must be immunized with a pertussis (whooping cough) vaccine booster. Upon a student's admission or advancement to 6th grade, the Charter School shall submit to the student and their parent or

guardian a notification that advises students to adhere to current immunization guidelines regarding human papillomavirus (“HPV”) before admission or advancement to 8th grade, consistent with the requirements of Education Code Section 48980.4 and Health and Safety Code Section 120336.

All staff is required to provide records documenting immunizations which may become required at public schools in case-by-case decisions made by the CDC or additions to the California Health and Safety Code, for instance during the COVID-19 pandemic.

Medication in School

Bullis Charter School shall adhere to Education Code Section 49423 regarding administration of medication in school.

Emergency Epinephrine Auto-Injectors

Bullis Charter School shall adhere to Education Code Section 49414 regarding the provision and use of emergency epinephrine auto-injectors by trained office staff or volunteers at school; per AB 1651 (2023), the Charter School shall store emergency epinephrine auto-injectors in an accessible location upon need for emergency use and include that location in annual notices required by law. To the extent the Charter School maintains a stock of albuterol inhalers to respond to respiratory distress in students, the Charter School shall comply with the requirements of Education Code Section 49414.7, including with respect to training, notices, and the stocking of albuterol inhalers.

Every student who may require the use of epinephrine auto-injectors shall have a Care Plan developed annually in collaboration with the family, with information on the steps to take in the case of an emergency, parents and doctor contact, dosage of medications, and other important information specific to that student.

Vision, Hearing, and Scoliosis

Students shall be screened for vision, hearing and scoliosis. Bullis Charter School shall adhere to Education Code Section 49450 et seq. as applicable to the grade levels served by Bullis Charter School.

Diabetes

The Charter School shall make type 1 diabetes informational materials accessible to the parent or guardian of a pupil when the pupil is first enrolled in elementary school. Bullis Charter School shall provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7th grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but not be limited to, all of the following:

1. A description of type 2 diabetes.
2. A description of the risk factors and warning signs associated with type 2 diabetes.
3. A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type 2 diabetes.
4. A description of treatments and prevention methods of type 2 diabetes.
5. A description of the different types of diabetes screening tests available.

Suicide Prevention Policy

The Charter School shall maintain a policy on student suicide prevention in accordance with Education Code Section 215. The Charter School shall review, at minimum every fifth year, its policy on pupil suicide prevention and, if necessary, update its policy. Pursuant to AB 58 (2021-22), the Charter School will also review and update its suicide prevention policy by January 1, 2025 to incorporate best practices identified by the California Department of Education's model policy, as revised.

Prevention of Human Trafficking

The Charter School shall identify and implement the most appropriate methods of informing parents and guardians of students in grades 6 through 8 of human trafficking prevention resources.

Menstrual Products

The Charter School shall stock the school's restrooms at all times with an adequate supply of menstrual products, available and accessible, free of cost, in all women's restrooms and all-gender restrooms, and in at least one men's restroom. The Charter School shall post a notice regarding the requirements of this section in a prominent and conspicuous location in every restroom required to stock menstrual products, available and accessible, free of cost, pursuant to this section. This notice shall include the text of this section and contact information, including an email address and telephone number, for a designated individual responsible for maintaining the requisite supply of menstrual products.

All Gender Restrooms

On or before July 1, 2026, the Charter School shall provide and maintain at least one all-gender restroom for voluntary student use at each of its schoolsites that has more than one female restroom and more than one male restroom designated exclusively for student use. The restroom shall have signage identifying the bathroom as being open to all genders, it shall remain unlocked, unobstructed, and easily accessible by any student, and be available during school hours and school functions when students are present. The Charter School shall designate a staff member to serve as a point of contact and to post a notice regarding these requirements.

Nutritionally Adequate Free or Reduced Price Meal

The Charter School shall provide each needy student, as defined in Education Code Section 49552, with one nutritionally adequate free or reduced-price meal, as defined in Education Code Section 49553(a), during each school day.

The Charter School shall provide breakfast and lunch free of charge during each school day to any pupil who requests a meal without consideration of the pupil's eligibility for a federally funded free or reduced-price meal, with a maximum of one free meal for each meal service period. The meals provided under this paragraph shall be nutritionally adequate meals that qualify for federal reimbursement.

The Charter School shall provide each student adequate time to eat as determined by the Charter School in consideration of available guidance.

Recess

As of the 2024-25 school year and except where a field trip or other educational program is taking place, if the Charter School provides recess, to the extent required by Education Code Section 49056, the Charter School shall provide supervised and unstructured recess, distinct from physical education courses and mealtimes, of at least 30 minutes on regular instructional days and at least 15 minutes on early release days. The Charter School shall not restrict a student's recess unless there is an immediate threat to the physical safety of the student or one or more of their peers.

California Healthy Youth Act

The Charter School shall teach sexual health education and human immunodeficiency virus ("HIV") prevention education to students in grades 7-8, at least once in middle school, pursuant to the California Healthy Youth Act (Education Code Section 51930, *et seq.*).

Mental Health Education

If the Charter School offers one or more courses in health education to students in middle or high school, the Charter School shall include in those courses instruction in mental health that meets the requirements of Education Code Section 51925, *et seq.*

Mental Health Information

The Charter School shall create and post a poster at the school site identifying approaches and resources addressing student mental health in compliance with Education Code Section 49428.5. The poster shall be displayed in English and the primary language(s) spoken by 15 percent or more of students enrolled at the school site. The poster shall be prominently and conspicuously displayed in appropriate public areas that are accessible to, and commonly frequented by, students at the school site. The poster shall also be digitized and distributed online to students through social media, internet websites, portals, and learning platforms at the beginning of each school year.

School Safety Plan

The Charter School shall adopt a School Safety Plan, to be reviewed and updated by March 1 of every year, which shall include identification of appropriate strategies and programs that will provide or maintain a high level of school safety and address the Charter School's procedures for complying with applicable laws related to school safety, including the development of all of the following pursuant to Education Code Section 32282(a)(2)(A)-(L):

- child abuse reporting procedures
- routine and emergency disaster procedures
- policies for students who committed an act under Education Code Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations
- procedures to notify teachers of dangerous students pursuant to Education Code Section 49079
- a discrimination and harassment policy consistent with Education Code Section 200
- provisions of any school wide dress code that prohibits students from wearing "gang-related apparel," if applicable

- procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School
- a safe and orderly environment conducive to learning
- the rules and procedures on school discipline adopted pursuant to Education Code Sections 35291, 35291.5, 47605, and 47605.6
- procedures for conducting tactical responses to criminal incidents
- procedures to assess and respond to reports of any dangerous, violent, or unlawful activity that is being conducted or threatened to be conducted at the school, at an activity sponsored by the school, or on a school bus serving the school
- a protocol in the event a pupil is suffering or is reasonably believed to be suffering from an opioid overdose

The School Safety Plan shall be drafted specifically to the needs of the facility in conjunction with law enforcement and the Fire Marshal. Staff shall receive training in emergency response, including appropriate "first responder" training or its equivalent.

Disaster procedures included in the School Safety Plan shall address and include adaptations for students with disabilities. To the extent an employee, parent/guardian, educational rights holder, or student brings concerns regarding the procedures to the Executive Director and, if there is merit to the concern, the Executive Director shall direct the School Safety Plan to be modified accordingly.

Workplace Violence Prevention Plan

As of July 1, 2024, the Charter School shall establish, implement, and maintain, at all times in all work areas, an effective workplace violence prevention plan consistent with the requirements of Labor Code Section 6401.9.

Blood-borne Pathogens

Bullis Charter School shall meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the workplace. Bullis maintains a written "Bloodborne Pathogens Exposure (BBPE) Control Program and Plan" designed to protect employees and students from possible infection due to contact with blood borne viruses, including human immunodeficiency virus ("HIV") and hepatitis B virus ("HBV"). This BBP Exposure Control Program and Plan is being reviewed regularly and transparently available to all staff on Bullis' intranet.

Annually, every staff member is required to complete the SafeSchools online course on Bloodborne Pathogen Exposure Prevention and receive a certificate upon completion. Whenever exposed to blood or other bodily fluids through injury or accident, staff and students shall follow the latest medical protocol for disinfecting procedures.

Drug-, Alcohol-, and Smoke-Free Environment

Bullis Charter School shall function as a drug-, alcohol-, and smoke-free environment.

Facility Safety

Bullis Charter School shall comply with Education Code Section 47610 by utilizing facilities that are either compliant with the Field Act or facilities that are compliant with the California Building Standards Code. Bullis Charter School agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. Bullis Charter School shall conduct fire drills as required under Education Code Section 32001.

Comprehensive Anti-Discrimination and Sexual Harassment Policies and Procedures

The Charter School is committed to providing a school that is free from discrimination and sexual harassment, as well as any harassment based upon the actual or perceived characteristics of race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, sex and pregnancy, physical or mental disability, childbirth or related medical conditions, military and veteran status, denial of family and medical care leave, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation.

Bullis has developed and maintains a comprehensive policy to prevent and immediately remediate any concerns about discrimination or harassment at the Charter School (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with the Charter School's discrimination and harassment policies.

A copy of the policy shall be provided as part of any orientation program conducted for new and continuing pupils at the beginning of each quarter, semester, or summer session, as applicable, and to each faculty member, all members of the administrative staff, and all members of the support staff at the beginning of the first quarter or semester of the school year, or at the time that there is a new employee hired.

Bullying Prevention

The Charter School shall adopt procedures for preventing acts of bullying, including cyberbullying. The Charter School shall annually make available the online training module developed by the CDE pursuant to Education Code Section 32283.5(a) to certificated school site employees and all other school site employees who have regular interaction with children.

Supporting LGBTQ Students

Commencing with the 2025-26 school year and ending with completion of the 2029-30 school year, the charter school shall use an online training delivery platform and curriculum to provide at least 1 hour of required LGBTQ cultural competency training annually to teachers and other certificated employees and maintain records of such training as required by Education Code Section 218.

Homicide Threats

The Charter School shall comply with all requirements under Education Code Sections 49390-49395 regarding mandatory reporting in response to homicidal threats. All employees and Board members who are alerted to or who observe any threat or perceived threat in writing or through an action of a student that creates a reasonable suspicion that the student is preparing to commit a homicidal act related to school or a school activity shall make a report to law enforcement.

Gun Safety Notice

At the beginning of the first semester, the Charter School shall distribute a notice to the parents/guardians of each student addressing California's child gun access prevention laws and laws related to firearm safety utilizing the most updated model language published by the California Department of Education.

Transportation Services

Effective July 1, 2025, the Charter School shall comply with the requirements of Education Code Section 39875(c), if applicable, relating to background checks and testing for individuals providing transportation services for students.

Element G: Student Population

“The means by which the charter school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted. Upon renewal, for a charter school not deemed to be a local educational agency for purposes of special education pursuant to Section 47641, the chartering authority may consider the effect of school placements made by the chartering authority in providing a free and appropriate public education as required by the federal Individuals with Disabilities Education Act (Public Law 101-476), on the balance of pupils with disabilities at the charter school.” (Education Code § 47605(c)(5)(G))

Bullis Charter School shall strive, through recruitment and admission practices, to achieve a racial and ethnic, special education, and English Learner (including reclassified ELs) balance among its students that is reflective of the general population residing within the territorial jurisdiction of the Los Altos School District. As seen in the table below, based on 2023-24 Dataquest information, BCS closely mirrors the geographic area of the local school district.

School	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White	Two or More Races	Not Reported
Almond Elementary	0.8%	0.0%	35.9%	0.8%	16.2%	0.0%	30.1%	15.1%	1.1%
Ardis G. Egan Junior High	0.6%	0.2%	38.3%	0.6%	13.1%	0.4%	36.7%	9.7%	0.4%
Covington Elementary	0.7%	0.0%	50.6%	0.5%	6.9%	0.5%	29.0%	11.8%	0.0%
Gardner Bullis Elementary	0.0%	0.0%	29.7%	0.3%	5.8%	0.0%	47.8%	15.0%	1.4%
Georgina P. Blach Junior High	0.5%	0.0%	36.9%	0.5%	6.9%	0.0%	41.8%	13.4%	0.0%
Loyola Elementary	0.3%	0.0%	39.3%	0.3%	4.3%	0.0%	40.2%	15.4%	0.3%
Oak Avenue Elementary	0.9%	0.3%	49.4%	1.8%	4.9%	0.3%	30.5%	11.6%	0.3%
Santa Rita Elementary	0.3%	0.0%	32.4%	1.9%	22.1%	0.5%	32.7%	10.1%	0.0%
Springer Elementary	0.0%	0.0%	41.2%	0.3%	4.0%	0.3%	38.3%	15.6%	0.3%
Bullis Charter	0.2%	0.1%	61.9%	1.4%	4.5%	0.1%	16.6%	12.9%	2.4%
BCS Rank	8/10	3/10	1/10	3/10	8/10	6/10	10/10	6/10	1/10

Recruitment Strategy

Bullis Charter School has a strategy that includes, but is not necessarily limited to, the following elements or strategies which focus on achieving and maintaining a racial and ethnic, special education, and English Learner (including reclassified ELs) balance among students that is reflective of the general population residing within the territorial jurisdiction of the Los Altos School District, including:

- An enrollment process that is scheduled and adopted to include a timeline that allows for a broad-based recruiting and enrollment process.
- An enrollment priority for students who qualify for free/reduced priced meals, both in and out of the district.
- The development of promotional and informational material that appeals to all of the various racial and ethnic groups represented in the territorial jurisdiction of the District.
- The development and distribution of promotional and informational material specifically designed to attract to special education, English learner and socially or economically disadvantaged groups represented in the territorial jurisdiction of the District.
- Continuous outreach activities throughout the community.

The BCS Outreach Recruitment Plan, with a dedicated annual budget, is used to recruit various racial and ethnic groups as well as English learners, socially or economically disadvantaged and special education learners represented in the District.

The plan is currently directly allocated to and executed by a Director of Community Engagement and Outreach, who is specifically hired for this purpose, adjusted each year as needed and includes a variety of outreach strategies. Bullis' outreach strategies include but are not limited to:

- Parent Information Nights: two for the TK-5th grades and one for the middle school grades, scheduled at times when it is believed most parents can attend, offered in person and online. Interpreters available at Parent Information Night for Spanish and Mandarin, when necessary.
- Multiple school tours principally led by students from different grade levels and supported by principals and teachers. Tours use Zoom for parents who are not able to attend an in-person tour. All tours offer translation, as needed.
- Website with translation into Spanish and Mandarin
- Enrollment/Registration package in English and Spanish
- School staff members fluent in a variety of languages, available daily to assist with parent inquiries
- Sessions to provide 1:1 support to complete online enrollment form at school
- Direct mail postcard targeting Los Altos School District residents
- Direct mail postcard targeting North of El Camino ("NEC") neighborhoods in LASD with Spanish outreach materials
- 1:1 recruiting in North of El Camino neighborhoods (Ortega and Del Medio neighborhoods)
 - o Flyers/registration packets distributed at local businesses and daycares/preschools
 - o Flyers and applications distributed by door to door outreach at residences NEC
- Dedicated email address for registration/school information questions

- Visits and info sessions offered to daycares and nonprofit organizations such as HeadStart
- Signage/Advertising in local papers both in English and Spanish
 - o Flyers/posters in downtown Los Altos and Mountain View locations
 - o Flyers/posters in Los Altos and Mountain View libraries
 - o Flyers posted in apartment building lobbies North of El Camino
 - o Flyers in laundromats, car wash, Mountain View and Los Altos Community Centers, Spanish grocery stores, taquerias, Mountain View banks, convenience stores, gas stations, food trucks, etc.
 - o Signage in Los Altos School District wherever permitted
 - o Signage at BCS campuses

BCS actively invites and encourages students of all races, ethnicities, and backgrounds to apply and enroll in BCS, and has engaged in efforts to recruit a diverse student body., BCS has engaged in targeted outreach programs and Spanish-language materials to encourage Hispanic and EL students to apply. BCS has also established relationships with preschools serving diverse populations to create a pipeline to kindergarten, including socioeconomically disadvantaged students (“SED”) and students with disabilities (“SWD”). The data below indicates Bullis Charter School is reflective of the general population of the district.

Enrollment by Ethnicity 2022-23	Bullis Charter	Los Altos SD	Los Altos Census 2020	Santa Clara County
African American	0.1%	0.5%	0.6%	1.8%
American Indian or Alaska Native	0.1%	0.1%	0.1%	0.3%
Asian	59.0%	38.0%	35.2%	30.6%
Filipino	1.2%	0.7%	n/a	3.7%
Hispanic or Latino	4.2%	9.4%	4.9%	40.2%
Pacific Islander	0.2%	0.3%	0.1%	0.4%
White	18.1%	36.2%	52.6%	16.2%
Two or More Races	14.5%	12.6%	5.7%	5.9%
Not Reported	2.6%	2.1%	n/a	1.1%

Below is the socioeconomically disadvantaged and English Learner data of BCS as compared to all the local District schools. As seen in the chart, BCS serves **more SED students than 4 of 9 the local district schools**. BCS has **more English Learners than 3 of the 9 local district schools**. BCS’ English Learner and SED numbers have continued to increase year over year.

	% Socioeconomically Disadvantaged			% English Learner		
School	2023-24	2022-23	2021-22	2023-24	2022-23	2021-22
Bullis Charter School	3.5%	1.9%	1.3%	9.0%	6.1%	5.7%
Los Altos School District	7.0%	7.0%	7.0%	10.3%	10.2%	10.2%
LASD: Almond	12.6%	12.5%	13.9%	17.35%	20.1%	19.2%
LASD: Covington	4.4%	4.1%	4.5%	9.3%	10.2%	8.7%
LASD: Gardner	2.0%	3.9%	4.5%	5.8%	5.8%	4.9%
LASD: Loyola	2.6%	1.8%	2.6%	10.0%	6.9%	6.9%
LASD: Oak	3.0%	3.9%	2.2%	3.0%	3.9%	2.2%
LASD: Santa Rita	18.3%	17.9%	18.6%	24.8%	26.5%	30%
LASD: Springer	4.9%	3.3%	4.4%	14.4%	9.6%	11.6%
LASD: Blach	3.2%	3.1%	2.6%	1.7%	1.7%	1.9%
LASD: Egan	9.7%	10.3%	8.3%	7.1%	6.8%	5.7%

BCS celebrates that the population of students qualifying for free or reduced-priced meals has significantly increased in recent years as a consequence of BCS' admission preference for SED students. Between the 2022-23 and 2023-24 school years alone, BCS has seen an **85% increase** in the percentage of its student population classified as FRPM / SED as the following table shows.

BCS Subgroup Enrollment Growth 2022-23 to 2023-24	BCS 2022-23	BCS 2023-24	% Growth
SED	1.9%	3.5%	+ 85%
SWD	6.9%	7.8%	+ 13%
EL	6.1%	9.0%	+ 47%

Element H: Admission Policies and Procedures

“Admission policies and procedures, consistent with [Education Code Section 47605] subdivision (e).” (Education Code § 47605(c)(5)(H))

Bullis Charter School is nonsectarian in its programs, admission policies, and all other operations. Bullis Charter School does not charge tuition and the school does not discriminate against any pupil based upon any of the characteristics listed in Education Code Section 220.

Bullis Charter School shall admit all pupils who wish to attend Bullis Charter School. No test or assessment shall be administered to students prior to acceptance and enrollment into Bullis Charter School. Bullis Charter School shall comply with all laws establishing minimum and maximum age for public school attendance in charter schools. Admission, except in the case of a public random drawing, shall not be determined by the place of residence of the pupil or his or her parent or legal guardian within the state.

In accordance with Education Code Sections 49011 and 47605(e)(2)(B)(iv), admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

In accordance with Education Code Section 47605(e)(4)(A), the Charter School shall not discourage a pupil from enrolling or seeking to enroll in the charter school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii), including pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation. Similarly, in accordance with Section 47605(e)(4)(C), the Charter School shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to the academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii), as listed above.

Admission and Enrollment Timeline

The following are the approximate timelines for admission to Bullis Charter School. This timeline may change over time:

- October - June: Recruitment events, Parent Information Nights, school tours, shadow days, student showcases, advertisements, posters, banners, mailings, preschool open houses, visits and presentations at local organizations
- November - February: Open Enrollment Period – Enrollment Forms for the upcoming school year available to indicate intent to enroll
- February - March: Random Public Lottery (results of the random drawing, including admission offer or waitlist notification, are automatically sent to families via school lottery management system)
- March - June: Admission offers and registration period

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- March - August: New family and student events: grade level events, new family orientation
- August: New school year begins with continuous admission of new families from the waitlist, if spots become available and are being accepted by families.

Admission Requirements

Bullis Charter School shall require students who wish to attend Bullis Charter School to complete an application for admission. The application is available online or in hard copy form in both English and Spanish.

An application for admission for the current school year is accepted year-round. All interested families are notified when the open enrollment period for a new school year begins. Any family who has previously applied and not been admitted is expected to submit a new application to be considered for admission. Applications received after the close of an Open Enrollment Period may be added to a waitlist according to admission preference and criteria herein.

Public Random Drawing

Applications will be accepted during a publicly advertised open enrollment period each year for enrollment in the following school year. Following the open enrollment period each year, applications shall be counted to determine whether any grade level has received more applications than availability. In the event that this happens, Bullis Charter School will hold a public random drawing to determine admission for the impacted grade level, with the exception of existing students, who are guaranteed admission in the following school year. All parents of students who completed an application are contacted via their stated preferred means of communication and made aware of the lottery date, time, and location. Public notice for the date and time of the public random drawing will also be posted once the application deadline has passed.

Admission preferences in the case of a public random drawing shall be given to the following students in the following order:

1. Siblings of students admitted to or attending Bullis Charter School who reside within the boundaries of the Los Altos School District.
2. Children who qualify for free or reduced priced meals and reside within the boundaries of the Los Altos School District, limited to 10% of the total openings at each grade level.
3. Children of BCS staff members who reside within the boundaries of the Los Altos School District.
4. Children who reside within the boundaries of the Los Altos School District.
5. Children of BCS staff members who reside outside the boundaries of the Los Altos School District but within California.
6. Siblings of students admitted to or attending Bullis Charter School who reside outside the

boundaries of the Los Altos School District but within California.

7. Children who qualify for free or reduced priced meals who reside outside the boundaries of the Los Altos School District but within California.
8. All other applicants who reside within California.

At the conclusion of the public random drawing, all students who were not granted admission due to capacity are placed on a wait list according to their draw in the lottery. This waitlist will allow students the option of enrollment in the case of an opening during the current school year. In no circumstance will the wait list carry over to the following school year.

Registration Process

After accepting an offer of admission, students will be required to submit a student registration packet, which shall include but not be limited to the following:

- Verification of residential information,
- Attestation of intent to enroll,
- Proof of Immunization,
- Home Language Survey,
- Release of records, if applicable¹⁶.

Immunizations

California law requires that parents/guardians of all children must submit completed immunization records, or exemption materials, prior to enrollment of their children in school. School verification of immunizations is to be by written medical records from a physician or immunization clinic. All new and transfer students must present a current immunization record at the time of enrollment. There is no grace period. Pupils who fail to complete the series of required immunizations will be denied enrollment until the series has been completed.

Exceptions are allowed under the conditions provided in SB 277 (2015).

CDE Complaint Notice and Form

Bullis Charter School shall not discourage a pupil from enrolling or seeking to enroll in a charter school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the following characteristics:

- Academically low-achieving
- Economically disadvantaged (determined by eligibility for any free or reduced price meal program)
- English learner
- Ethnicity
- Foster youth
- Homeless
- Nationality

¹⁶ In accordance with Education Code Section 47605(e)(4)(B), the Charter School shall not request a pupil's records or require a parent, guardian, or pupil to submit the pupil's records to the Charter School before enrollment.

- Neglected or delinquent
- Race
- Sexual orientation
- Pupils with disabilities

In this regard, Bullis Charter School

- will never request a pupil's records or require the parent, guardian, or pupil to submit the pupil's records to the school before processing an offered registration..
- does not encourage a pupil currently attending the charter school to disenroll from the charter school or transfer to another school for any reason
- posts this CDE Complaint Notice and Form on the school's website (see <https://www.bullischarterschool.com/enrollment/>) and will provide copies of this notice (1) when a parent, guardian, or pupil inquires about enrollment; (2) before conducting an enrollment lottery, and (3) before disenrollment of a pupil.

Student and Family Handbook

For new students and families to orient themselves after registration, Bullis Charter School provides a “Student and Family Handbook” that is available on Bullis’ website or will be printed and handed out upon request. The current Student and Family Handbook can be found in Appendix F.

Element I: Annual Financial Audits

“The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority.” (Education Code §§ 47605(c)(5)(I))

The Charter School will conduct an annual independent audit of the Charter School’s financial affairs as required by California Education Code Sections 47605(b)(5)(I) and 47605(m).

The audit will verify the accuracy of the Charter School's financial statements, attendance and enrollment accounting practices, appropriateness of accounting policies used, and review the School's internal controls. The audit will be conducted in accordance with generally accepted accounting procedures applicable to the Charter School. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller’s TK-12 Audit Guide. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in any applicable Office of Management and Budget Circulars. The finance committee will select an independent auditor. The auditor will be from the State Controller’s published list of approved educational audit providers. The auditor will have, at a minimum, a CPA and educational audit experience.

The finance committee will review the auditor firm’s credentials and expertise and members of the committee will interview the candidate auditor to ensure that they are well qualified. Reference checks of the candidate firm will be completed in advance of hiring the new firm. A check will be done to ensure that no disciplinary actions exist against the candidate auditor. The committee will review the audit firm’s proposal and put forth a recommendation to the Charter School's Board of Directors.

The annual audit report will be completed and forwarded to the chief financial officer of the County Office, the State Controller’s Office, and to the CDE by December 15th of each year. The Executive Director along with the finance committee will review any audit exceptions or deficiencies and report to the Board with recommendations on how to resolve them. If exceptions or deficiencies are identified in the audit report, the Board will submit a report to the County describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the County. Any disputes regarding the resolution of audit exceptions and deficiencies will be referred to the dispute resolution process contained in Section N of this Charter, or by such other manner preferred by the County. Audit appeals or requests for summary review shall be submitted to the California Education Audit Appeals Panel (“EAAP”) in accordance with applicable law.

The Charter School will contract with a back-office service provider to track financial data and generate financial statements. The back-office service provider will compile the unaudited actual information in the prescribed format needed for the annual statement of receipts and expenditures and will submit it to the County Office by September 15th of each year. The backoffice service provider will also generate the quarterly financial reports in the format

prescribed by the County Office Staff and submit them to the County Office. If the Charter School determines that it would be better served by moving the financial tracking and financial reporting in house, the Executive Director will ensure that the in-house staff member is fully versed in the format and requirements for these reports prior to making the staffing change.

The independent financial audit of the Charter School is public record. A copy will be maintained in the Charter School's office. A copy will be provided to the public upon request.

Element J: Suspension and Expulsion Procedures

“The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:

(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil’s side of the story.

(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:

(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil’s basic rights.

(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil’s parent or guardian, or, if the pupil is a homeless child or youth, or a foster child or youth, in the native language of the homeless or foster child’s educational rights holder. In the case of a foster child or youth, the written notice shall also be provided to the foster child’s attorney and county social worker. If the pupil is an Indian child, as defined in Section 224.1 of the Welfare and Institutions Code, the written notice shall also be provided to the Indian child’s tribal social worker and, if applicable, county social worker. The written notice shall inform the pupil, the pupil’s parent or guardian, the homeless child’s educational rights holder, the foster child’s educational rights holder, attorney, and county social worker, or the Indian child’s tribal social worker and, if applicable, county social worker of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil’s parent or guardian, the homeless child’s educational rights holder, the foster child’s educational rights holder, attorney, or county social worker, or the Indian child’s tribal social worker or, if applicable, county social worker initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, “involuntarily removed” includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).

(iv) A foster child’s educational rights holder, attorney, and county social worker and an Indian child’s tribal social worker and, if applicable, county social worker shall have the same rights a parent or guardian of a child has to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, and other documents and related information.” (Education Code § 47605(c)(5)(J))

This Pupil Suspension and Expulsion Policy and Procedures have been established in order to promote learning and protect the safety and well-being of all students at the Charter School. In

creating this policy, BCS has reviewed Education Code Section 48900 *et seq.*, which describes the offenses for which students at non charter schools may be suspended or expelled and the procedures governing those suspensions and expulsions in order to help establish its list of offenses and procedures for suspensions, expulsions, and involuntary removal. The language that follows is largely consistent with the language of Education Code Section 48900 *et seq.*, but as a charter school BCS is generally exempt from direct compliance pursuant to Education Code section 47610. BCS is committed to an annual review of policies and procedures surrounding suspensions, expulsions, and involuntary removals, and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

Consistent with this policy, it may be necessary to suspend or expel a student from regular classroom instruction. This shall serve as BCS's policy and procedures for student suspension, expulsion, and involuntary removal, and it may be reviewed annually and updated as needed for compliance with applicable law.

Charter School staff shall enforce disciplinary policies and procedures fairly and consistently amongst all students. This Policy and its Procedures will clearly describe discipline expectations, and it will be printed and distributed as part of the Parent/Student Handbook that is sent home to each student at the beginning of the school year.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

The Executive Director shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that this Policy and Procedures are available on request at the Executive Director's office.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom the School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities in Education Act or who is qualified for services under Section 504 is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law requires additional or different procedures. The Charter School will follow Section 504, the IDEA, the ADA, and all federal and state laws when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

No student shall be involuntarily removed by the Charter School for any reason unless the parent/guardian of the student has been provided written notice of intent to remove the student no less than five (5) school days before the effective date of the action. The written notice shall

be in the native language of the student or the student's parent/guardian and shall inform the student, and the student's parent/guardian of the basis for which the student is being involuntarily removed, and the student's parent/guardian's right to request a hearing to challenge the involuntary removal. If a student's parent/guardian requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent/guardian requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below.

Procedures.

Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; or d) during, going to, or coming from a school-sponsored activity.

Enumerated Offenses

1. Discretionary Suspension Offenses. Students may be suspended when it is determined the student:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force or violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property, which includes, but is not limited to, electronic files and databases.
- g) Stole or attempted to steal school property or private property. which includes, but is not limited to, electronic files and databases.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, e-cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Knowingly received stolen school property or private property, which includes, but is not limited to, electronic files and databases.

- l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- n) Unlawfully offered, arranged to sell, negotiated to sell, or sold any prescription drug.
- o) Engaged in, or attempted to engage in hazing. For the purposes of this policy, “hazing” means a method of initiation or pre-initiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
- p) Made terroristic threats against school officials and/or school property, which includes, but is not limited to, electronic files and databases. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family’s safety, or for the protection of school property, which includes, but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.
- q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 4 to 8, inclusive.
- r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in Education Code Section 233(e). This provision shall apply to students in any of grades 4 to 8, inclusive.
- s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 4 to 8, inclusive.
- t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

- 1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with their academic performance.
 - iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

 - 2) “Electronic Act” means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
 - i. A message, text, sound, video, or image.
 - ii. A post on a social network internet website including, but not limited to:
 - (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
 - iii. An act of cyber sexual bullying.
- a. For purposes of this policy, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (A) to (D),

inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

a. For purposes of this policy, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

- u) A student who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).
- v) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee’s concurrence.

2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion when it is determined the student:

- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal/Executive Director or designee’s concurrence.
- b) Brandished a knife at another person.
- c) Unlawfully sold a controlled substance listed in the Health and Safety Code Section 11053, *et seq.*
- d) Committed or attempted to commit a sexual assault or as defined in Penal Code Sections 261, 266c, 286, 288, or 289 or former Section 288a of the Penal Code, or committed a sexual battery as defined in Penal Code Section 243.4.

3. Discretionary Expellable Offenses: Student may be expelled when it is determined the student:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force or violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any

- kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
 - f) Caused or attempted to cause damage to school property or private property, which includes, but is not limited to, electronic files and databases.
 - g) Stole or attempted to steal school property or private property, which includes, but is not limited to, electronic files and databases.
 - h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, e-cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student.
 - i) Committed an obscene act or engaged in habitual profanity or vulgarity.
 - j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
 - k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
 - l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
 - m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
 - n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
 - o) Engaged in, or attempted to engage in hazing. For the purposes of this policy, "hazing" means a method of initiation or pre-initiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, "hazing" does not include athletic events or school-sanctioned events.
 - p) Made terroristic threats against school officials and/or school property, which includes, but is not limited to, electronic files and databases. For purposes of this policy, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime, which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family's safety, or for the protection of school property, which includes, but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.

- q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to students in any of grades 6 to 12, inclusive.
 - r) Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to students in any of grades 6 to 12, inclusive.
 - s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) rights by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 16 to 12, inclusive.
 - t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
- 1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
 - Causing a reasonable student to experience substantial interference with their academic performance.
 - Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
 - 2) "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
 - A message, text, sound, video, or image.
 - A post on a social network Internet Web site including, but not limited to:

1. Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 1. Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
 1. Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
- An act of cyber sexual bullying.
 1. For purposes of this policy, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (A) to (D), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
- a. For purposes of this policy, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
- 3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- u) A student who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (31)(a)-(b).
- v) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal/Executive Director or designee’s concurrence.

4. Non -Discretionary Expellable Offenses: Students must be expelled for any of the following acts when it is determined pursuant to the procedures below that the student:
- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.
 - b) Brandished a knife at another person.
 - c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, *et seq.*
 - d) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code, or committed a sexual battery as defined in Penal Code Section 243.4.

If it is determined by the Administrative Panel and/or Board of Directors that a student has brought a fire arm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or destructive device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the student shall be provided due process rights of notice and a hearing as required in this policy.

The Charter School will use the following definitions:

- The term “knife” means (A) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted primarily for stabbing; (C) a weapon with a blade longer than 3½ inches; (D) a folding knife with a blade that locks into place; or (E) a razor with an unguarded blade.
- The term “firearm” means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.
- The term “destructive device” means any explosive, incendiary, or poison gas, including but not limited to: (A) bomb, (B) grenade, (C) rocket having a propellant charge of more than four ounces, (D) missile having an explosive or incendiary charge of more than one-quarter ounce, (E) mine, or (F) device similar to any of the devices described in the preceding clauses.

Suspension Procedures

In-School Suspension. A student may be subject to an in-school suspension for any of the enumerated offenses for discretionary suspension offenses, as described above. The Executive Director or designee shall determine whether in-school suspension is appropriate and provides for the safety of the Charter School students, staff, and visitors and serves the best interests of the Charter School. In-school suspension shall not be available for students who are suspended for one of the following three offenses: (1) Caused, attempted to cause, threatened to cause, or participated in an act of hate violence; (2) Engaged in harassment, threats, or intimidation against

a pupil or group of pupils or school personnel; or (3) Made terroristic threats against school officials or school property, or both.

At the time of the in-school suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone to notify the parent/guardian of the grounds for the student's in-school suspension and the duration of the in-school suspension.

Students serve their in-school suspension under the direct supervision of the Principal or designee. The student receives classwork assigned by their teachers to work on during the in-school suspension, and receives support as needed during their suspension.

In-school suspensions shall not exceed five (5) consecutive school days per suspension, or a total of twenty (20) days per school year. For students with disabilities, in-school suspension may not exceed ten (10) total days per school year.

Out-of-School Suspension Procedures. In the event that in-school suspension is not available or appropriate for a student, the Executive Director may determine that an out-of-school suspension is necessary. Out-of-school suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Principal with the student and the student's parent. The Charter School affirms that the process for investigating incidents and collecting evidence will be fair and thorough to determine whether a student should be suspended in accordance with the Charter School's Suspension and Expulsion Policy and Procedures.

The conference may be omitted if the Executive Director or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against the student and shall be given the opportunity to present their version and evidence in their defense, in accordance with Education Code Section 47605(c)(5)(J)(i). This conference shall be held within two (2) school days, unless the student waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. Penalties shall not be imposed on a student for failure of the student's parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student's parent or guardian at the conference.

2. Notice to Parents/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense(s) committed by the student, as well as the date when the student may return to school following the suspension. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Expulsion

Out-of-school suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension, or a total of twenty (20) days per school year. For students with disabilities, out-of-school suspensions may not exceed ten (10) total days per school year. The Charter School shall provide suspended students with meaningful access to education during the term of the suspension, in accordance with all applicable legal requirements.

Upon a recommendation of Expulsion by the Executive Director or designee, the student and the student's parent/guardian or representative will be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the student or the student's parent/guardian, unless the student and the student's parent/guardian fail to attend the conference.

This determination will be made by the Executive Director or designee upon either of the following: 1) the student's presence will be disruptive to the education process; or 2) the student poses a threat or danger to others. Upon either determination, the student's suspension will be extended pending the results of an expulsion hearing.

4. Homework Assignments During Suspension

In accordance with Education Code Section 47606.2(a), upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the student, or the affected student, a teacher shall provide to a student in any of grades 1 to 12, inclusive, who has been suspended from school for two (2) or more school days, the homework that the student would otherwise have been assigned.

In accordance with Education Code Section 47606.2(b), if a homework assignment that is requested pursuant to Section 47606.2(a) and turned into the teacher by the student either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the student's overall grade in the class.

Authority to Expel

Students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled either upon the recommendation of a neutral and impartial hearing officer or a neutral and impartial Administrative Panel to be assigned by the Executive Director as needed. The Hearing Officer should be certificated. The Administrative Panel, if utilized, shall consist of at least two members who are certificated and neither a teacher of the student nor a member of the Charter School's governing board. The Hearing Officer or Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Executive Director or designee determines that the student has committed an expellable offense and recommends the student for expulsion.

The Executive Director shall either select a Hearing Officer or appoint an Administrative Panel to hear and consider the recommendation for expulsion. The hearing shall occur in a private, confidential setting. If after the hearing, the Hearing Officer or Administrative Panel does not uphold the expulsion recommendation, the student shall be returned to general instruction for the next school day. If after the hearing the Hearing Officer or Administrative Panel upholds the expulsion recommendation, the Board shall consider the expulsion recommendation at its next regularly scheduled meeting, or sooner if a special meeting can be practicably scheduled. The Board consideration is not a hearing, and no new evidence will be taken. It is a review of the Hearing Officer's or Administrative Panel action for procedural fairness, and will occur in closed session. The Board will either uphold the recommendation, or reverse.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the student. The notice shall include:

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of the Charter School's disciplinary rules, which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment;
5. Statement that there is an opportunity for the student and/or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. Statement that there is a right to inspect and obtain copies of all documents to be used at the hearing;
7. Statement that there is an opportunity to confront and question all witnesses who testify at the hearing;

8. Statement that there is an opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.; and
9. Information regarding reasonable accommodations and language support.

Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the student.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of their right to (a) receive five (5) days notice of their scheduled testimony, (b) have up to two (2) adult support persons of their choosing present in the hearing at the time the complaining witness testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the testimony made in a confidential setting.
2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the person or panel conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which the complaining witness may leave the hearing room.
4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The person conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours the complaining witness is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the Hearing Officer or Administrative panel from removing a support person whom the presiding person finds is disrupting the hearing. The person conducting the hearing may permit any one of the support persons for the complaining witness to accompany the complaining witness to the witness stand.
7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising their discretion to remove a person from the hearing whom they believe is prompting, swaying, or influencing the witness.

8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, the complaining witness shall have the right to have their testimony heard in a confidential setting when testifying otherwise would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or another support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete record of the proceedings can be made.

Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Hearing Officer or Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Hearing Officer or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

Expulsion Decision

The determination of the Hearing Officer or Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board who will make the final determination regarding the expulsion. The Board shall consider the expulsion recommendation at its next regularly scheduled meeting, or sooner if a special meeting can be practicably scheduled. The Board consideration is not a hearing, and no new evidence will be taken. It is a review of the Hearing Officer's or Administrative Panel action for procedural fairness, and will occur in closed session. The Board will either uphold the recommendation, or reverse. The decision of the Board is final.

If the Hearing Officer or Administrative Panel decides not to recommend expulsion, or the Board of Directors ultimately decides not to expel, the student shall immediately be returned to their previous educational program.

The Board may also determine to suspend the enforcement of the expulsion order for a period of not more than one (1) calendar year from the date of the expulsion hearing and return the student to the student's previous educational program under a probationary status and rehabilitation plan to be determined by the Board. During the period of the suspension of the expulsion order, the student is deemed to be on probationary status. The Executive Director may revoke the suspension of an expulsion order under this section if the student is found to have committed any of the enumerated offenses listed above or violates any of the Charter School's rules and regulations governing student conduct. If the Executive Director revokes the suspension of an expulsion order, the student may be expelled under the terms of the original expulsion order. The Board shall apply the opportunity for suspending the enforcement of the expulsion order equally to all students, including individuals with exceptional needs as defined in Education Code Section 56026.

Written Notice to Expel

The Executive Director or designee following a decision of the Board to expel shall send written notice of the decision to expel, including the adopted findings of fact, to the student and student's parent/guardian. This notice shall also include the following: (a) Notice of the specific offense committed by the student; and (b) Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School.

The Executive Director or designee shall send a copy of the written notice of the decision to expel to the chartering authority. This notice shall include the following: a) The student's name, and b) The specific expellable offense committed by the student.

Disciplinary Records

The Charter School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the chartering authority upon request.

No Right to Appeal

The Board's decision to expel shall be final.

Expelled Students / Alternative Education

Parents/guardians of students who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

Rehabilitation Plans

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Board at the time of the expulsion order, which may include, but

is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the student may reapply to the Charter School for readmission.

Readmission or Admission of Previously Expelled Student

The decision to readmit a student after the end of the student's expulsion term or to admit a previously expelled student from another school district or charter school who has not been readmitted/admitted to another school or school district after the end of the student's expulsion term, shall be in the sole discretion of the Board following a meeting with the Executive Director or designee and the student and parent/guardian or representative to determine whether the student has successfully completed the rehabilitation plan and to determine whether the student poses a threat to others or will be disruptive to the school environment. The Executive Director or designee shall make a recommendation to the Board following the meeting regarding the Executive Director's or designee's determination. The Board shall then make a final decision regarding readmission. The student's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission or admission to the Charter School, which may include seeking admission through the lottery.

Notice to Teachers

The Charter School shall notify teachers of each student who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

Special Procedures for the Consideration of Suspension and Expulsion or Involuntary Removal of Students with Disabilities

1. Notification of Special Education Local Plan Area

The Charter School shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student who the Charter School or SELPA would be deemed to have knowledge that the student had a disability.

2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the

Charter School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

- a) If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- b) If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the Charter School, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

- a) Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b) If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- c) Return the child to the placement from which the child was removed, unless the parent and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent, and relevant members of the IEP/504 team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the time period provided in 20 U.S.C. Section 1415(k)(1)(C), whichever occurs first, unless the parent and the Charter School agree otherwise.

5. Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Executive Director or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- a) Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;
- b) Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- c) Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

7. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- b. The parent/guardian has requested an evaluation of the child.

- c. The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay-put.

If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however, the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge that the student had a disability if the parent/guardian has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

Element K: Employee Retirement Systems

“The manner by which staff members of the charter schools will be covered by the State Teachers’ Retirement System, the Public Employees’ Retirement System, or federal social security.” (Education Code § 47605(c)(5)(K).)

All eligible certificated employees participate in the State Teachers’ Retirement System (“STRS”). All other staff will participate in the federal social security system.

Additionally, the Board may consider offering a 403(b) or alternative supplemental retirement programs. The County Office shall create any reports required by STRS for School employees and may charge the Charter School for its actual costs of providing this service pursuant to Education Code section 47611.3. The Charter School shall inform all applicants for positions within the Charter School of the retirement system options for employees of the Charter School. The Executive Director or designee is responsible for ensuring that appropriate arrangements for retirement coverage are made for all employees at Bullis Charter School.

Salary and Benefits

Bullis Charter School employees also have the option of participating in the Charter School’s medical, dental and vision insurance plan. All employees and applicants are notified of their benefits options. All Bullis Charter School employees will receive salary and benefits that are competitive to the salary and benefits of equivalent employees of similar districts.

Element L: Public School Attendance Alternatives

“The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.” (Education Code § 47605(c)(5)(L))

No student may be required to attend Bullis Charter School. Students who opt not to attend the Charter School may attend other public schools within the District or their school district of residence or pursue an inter- or intra-district transfer in accordance with existing enrollment and transfer policies of the District or their district or county of residence. Parents and guardians will be informed that enrollment in Bullis Charter School does not generate a right to admission to any other school of the Los Altos School District unless such student is a District resident or is otherwise approved for District admission.

Element M: Employee Return Rights

“The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school.” (Education Code § 47605(c)(5)(M))

No public school district employee shall be required to work at Bullis Charter School. Employees of the District who choose to leave the employment of the District to work at Bullis Charter School shall have no automatic rights of return to the District after employment by Bullis Charter School unless specifically granted by the District through a leave of absence or other agreement. Bullis Charter School employees shall have any right upon leaving the District to work in Bullis Charter School that the District may specify, any rights of return to employment in a school district after employment in Bullis Charter School that the District may specify, and any other rights upon leaving employment to work in Bullis Charter School that the District determines to be reasonable and not in conflict with any law.

Sick and vacation leave from a prior employer may not transfer to Bullis Charter School. All employees of Bullis Charter School shall be considered the exclusive employees of BCS Charter School and not of the District, unless otherwise mutually agreed in writing. Employment by BCS provides no rights of employment at any other entity, including any rights in the case of closure of Bullis Charter School.

BCS shall comply with all applicable state and federal anti-discrimination laws including but not limited to the Americans with Disabilities Act, and the Fair Employment and Housing Act. Any staff member who feels that discrimination has occurred should immediately contact the Executive Director. Bullis Charter School shall follow its Board-adopted policies on discrimination and sexual harassment complaints. Retaliation against complainants or witnesses is strictly prohibited. More information on the Charter School’s complaint process and procedures are detailed in the BCS Employee Handbook.

Element N: Dispute Resolution

“The procedures to be followed by the charter school and the chartering authority to resolve disputes relating to provisions of the charter.” (Education Code § 47605(c)(5)(N))

Disputes between the County Office of Education and the School

Bullis Charter School and the County shall be encouraged to attempt to resolve any disputes with the County amicably and reasonably without resorting to formal procedures.

The Charter School and the SCCOE will always attempt to resolve any disputes between them amicably and reasonably without resorting to formal procedures. All timelines and procedures in this section may be revised upon mutual written agreement of authorized representatives of the SCCOE and the Charter School.

If either the Charter School or SCCOE determines that a violation of the Charter or MOU or any other applicable law may have occurred or a problem has arisen related to the operation of the Charter School and/or the SCCOE's oversight obligations, or a dispute otherwise arises between the SCCOE and the Charter School, the following procedures shall be followed to resolve the dispute:

- (1) Should either party determine in writing that the violation or issue in question constitutes a severe and imminent threat to the health or safety of the pupils, it shall not be bound by any portion of this dispute resolution process and the SCCOE may commence revocation proceedings immediately in accordance with Education Code Section 47607 and its implementing regulations, or take action as it deems necessary.
- (2) In the event that the SCCOE believes that the dispute relates to an issue that could lead to revocation of the Charter under Education Code Section 46707, participation in the dispute resolution procedures outlined herein shall not be interpreted to impede or act as a pre-requisite to the SCCOE's ability to proceed with revocation in accordance with Education Code Section 47607 and its implementing regulations. Rather, the SCCOE may choose, in its sole discretion, to proceed directly with the revocation procedures as set forth in Education Code Section 47607 and its implementing regulations or may choose to participate in all or part of the dispute resolution procedures set forth below.
- (3) If the violation or issue in question does not constitute a severe and imminent threat and the SCCOE has not decided to commence revocation procedures without following this dispute resolution procedure, either party will provide written notification of the violation or issue ("the Dispute Statement") and refer the issue to the SCCOE Superintendent and Charter School Regional Director, or their respective designees. The date that this written notice is provided or sent shall be the "Notice Date." Upon issuance of the Dispute Statement, a meeting will be scheduled to discuss and possibly resolve the dispute. Both parties must have representatives present at this meeting and the meeting shall be held within five (5) calendar days

after the Notice Date, or as mutually agreed upon by both parties. The SCCOE representative at the meeting will be the Superintendent or the Superintendent's designee, and the Charter School representative will be the Charter School's Regional Director or Regional Director's designee. If the dispute is not resolved at this meeting, or in strict accordance with any plan for resolution agreed upon at this meeting, the parties may proceed to step 4 or take any other action they deem appropriate in response to the dispute.

(4) If the dispute is not resolved in accordance with the procedures through Step 3, either Party will have been deemed to have exhausted the administrative remedies within the Charter and this MOU and may pursue any alternative legal options for resolution, including, the SCCOE may commence revocation of the Charter and/or other appropriate action in accordance with Education Code Section 47607 or applicable law.

Written notifications to the chartering authority and the Charter School shall be addressed respectively as follows:

Executive Director
Charter Schools
Santa Clara County Office of Education
1290 Ridder Park Drive
San Jose, CA 95131

Executive Director
Bullis Charter School
102 West Portola Ave.
Los Altos, CA 94022

The County Superintendent and BCS Executive Director, or their respective designees, shall informally meet and confer in a timely fashion to attempt to resolve the dispute, not later than five (5) business days from receipt of the dispute statement. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two Board members from their respective boards who shall jointly meet with the County Superintendent and BCS Executive Director, or their respective designees, and attempt to resolve the dispute within fifteen (15) business days from receipt of the dispute statement.

If this joint meeting fails to resolve the dispute, the County Superintendent and BCS Executive Director or their respective designees, shall meet to jointly identify a neutral third party mediator to engage the parties in a mediation session designed to facilitate resolution of the dispute. The format of the mediation session shall be developed jointly by the County Superintendent and BCS Executive Director, or their respective designees. Mediation shall be held within sixty (60) business days of receipt of the dispute statement. The costs of the mediator shall be split equally between the County and Bullis Charter School. If mediation does not resolve the dispute either party may pursue any other remedy available under the law. All timelines and procedures in this section may be revised upon mutual written agreement of the County and Bullis Charter School.

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Internal Disputes

Disputes arising from within Bullis Charter School, including all disputes among and between students, staff, parents, volunteers, advisors, partner organizations, and Bullis Charter School Board members, shall be resolved pursuant to policies and processes developed by Bullis Charter School, including, but not limited to, a general complaint procedure, a Uniform Complaint Procedure, and a Title IX Complaint Policy. Disputes received by the County shall be promptly forwarded to the Charter School for resolution in accordance with such policies and processes. Internal complaint procedures are detailed in the policies and procedures mentioned here, and in the BCS Employee Handbook.

Element O: Closure Procedures

“The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.” (Education Code § 47605(c)(5)(O))

The following procedures shall apply in the event the Charter School closes. The following procedures apply regardless of the reason for closure and shall be updated as necessary to align with applicable law.

Closure of the Charter School will be documented by official action of the Board. The action will identify the reason for closure. The official action will also identify an entity and person or persons responsible for closure-related activities.

The Board of Directors will promptly notify parents and students of the Charter School, the County, the Charter School’s SELPA, the retirement systems in which the Charter School’s employees participate (e.g., Public Employees’ Retirement System, State Teachers’ Retirement System, and federal social security), and the California Department of Education of the closure as well as the effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils’ school districts of residence; and the manner in which parents/guardians may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

The Charter School will ensure notification to the parents and students of the Charter School of the closure and to provide information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the Board’s decision to close the Charter School.

The Charter School will also develop a list of pupils in each grade level and the classes they have completed, together with information on the pupils’ districts of residence, which they will provide to the entity responsible for closure-related activities.

As applicable, the Charter School will provide parents, students and the County Office with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with FERPA. The Charter School will ask the County Office to store original records of Charter School students. All records of the Charter School shall be transferred to the County Office upon Charter School closure. If the County Office will not or cannot store the records, the Charter School shall work with the County Office to determine a suitable alternative location for storage.

All state assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law.

As soon as reasonably practicable, the Charter School will prepare final financial records. The Charter School will also have an independent audit completed within six months after closure. The Charter School will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by the Charter School and will be provided to the County Office promptly upon its completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to the Charter School.

The Charter School will complete and file any annual reports required pursuant to Education Code section 47604.33.

On closure of the Charter School, all assets of the Charter School, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending the Charter School, remain the sole property of the School, and shall be distributed in accordance with the Articles of Incorporation upon the dissolution of the nonprofit public benefit corporation. Any assets acquired from the County or County property will be promptly returned upon Charter School closure to the County. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

On closure, the Charter School shall remain solely responsible for all liabilities arising from the operation of the Charter School.

As the Charter School is operated by a nonprofit public benefit corporation, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a nonprofit public benefit corporation and file all necessary filings with the appropriate state and federal agencies, should it determine to wind up.

Miscellaneous Provisions

Budgets and Financial Reporting

Governing Law: The petitioner or petitioners also shall be required to provide financial statements that include a proposed first year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation. Education Code Section 47605(h).

Attached, please find the following documents:

- Budget narrative
- A projected budget
- Financial projections and cash flow for five years of operation

These documents are based upon the best data available to the petitioners at this time.

The Charter School shall provide reports to the County Superintendent of Schools as follows in accordance with Education Code Section 47604.33, and shall provide additional fiscal reports as requested by the County:

1. By July 1, a preliminary budget for the current fiscal year.
2. By July 1, a local control and accountability plan and an annual update to the local control and accountability plan required pursuant to Education Code Section 47606.5.
3. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of the Charter School's annual, independent financial audit report for the preceding fiscal year shall be delivered to the State Controller, California Department of Education and County Superintendent of Schools.
4. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
5. By September 15, a final unaudited report for the full prior year. The report submitted to the County shall include an annual statement of all the Charter School's receipts and expenditures for the preceding fiscal year.

The Charter School shall provide reporting to the County as required by law and as requested by the County including, but not limited to, the following: California Basic Educational Data System (CBEDS), actual Average Daily Attendance reports, all financial reports required by Education Code Sections 47604.33 and 47605(m), the School Accountability Report Card (SARC), and the LCAP.

Required a168

The Charter School agrees to and submits to the right of the County to make random visits and inspections in order to carry out its statutorily required oversight in accordance with Education Code Sections 47604.32 and 47607.

Pursuant to Education Code Section 47604.3, the Charter School shall promptly respond to all reasonable inquiries including, but not limited to, inquiries regarding its financial records from the County.

Insurance

The Charter School shall acquire and finance general liability, workers' compensation, and other necessary insurance of the types and in the amounts required for an enterprise of similar purpose and circumstance. Coverage amounts will be based on recommendations provided by the County and the Charter School's insurer. The County Board of Education shall be named as an additional insured on all policies of the Charter School.

Administrative Services

Governing Law: The manner in which administrative services of the charter school are to be provided. Education Code Section 47605(h).

The Charter School will provide or procure its own administrative services including, but not limited to, financial management, accounts payable/receivable, payroll, human resources, and instructional program development either through its own staff or through an appropriately qualified third-party contractor.

Facilities

Governing Law: The facilities to be used by the charter school. The description of the facilities to be used by the charter school shall specify where the charter school intends to locate. Education Code Section 47605(h).

Bullis Charter School operates at two locations within the boundaries of LASD:

North Campus (Grades K-8):
102 West Portola Ave.
Los Altos CA, 94022

South Campus (Grades K-5):
1124 Covington Rd.
Los Altos CA, 94024

Potential Civil Liability Effects

Governing Law: Potential civil liability effects, if any, upon the charter school and upon the school district. Education Code Section 47605(h).

The Charter School shall be operated by a California non-profit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of

Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701(d).

Pursuant to Education Code Section 47604(d), an authority that grants a charter to a charter school operated by or as a non-profit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors or omissions by the charter school if the authority has complied with all oversight responsibilities required by law. The Charter School shall work diligently to assist the County in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other County-requested protocol to ensure the County shall not be liable for the operation of the Charter School.

Further, the Charter School intends to enter into a memorandum of understanding with the County, wherein the Charter School shall indemnify the County for the actions of the Charter School under this charter.

The corporate bylaws of the Charter School shall provide for indemnification of the Charter School's Board, officers, agents, and employees, and the Charter School will purchase general liability insurance, Board Members and Officers insurance, and fidelity bonding to secure against financial risks.

As stated above, insurance amounts shall be determined by recommendation of the County and the Charter School's insurance company for schools of similar size, location, and student population. The County shall be named an additional insured on the general liability insurance of the Charter School.

The Charter School Board shall institute appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.

Additional Documents

Budget Narrative

Five Year Budget

LCFF Calculator and Financial Projections

Bullis-Purissima Elementary School Foundation Letter of Support

SCCOE Petition Matrix (after appendices)

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Bullis Charter School

Narrative of Assumptions Used for 5-Year Budget Projections

The attached budget projection is based on Bullis Charter School's (BCS') conservative estimates of the actual costs to implement BCS' program as described in its charter renewal application for the period of FY26 – FY30. Assumptions that are being used to create the analysis are based on historical financial data, rates published by the state of California and federal government, and BCS' future estimates.

I. Revenues

Enrollment & Attendance Assumptions

Grade Level	2025-26 Year 1	2026-27 Year 2	2027-28 Year 3	2028-29 Year 4	2029-30 Year 5
K-3	537	537	537	537	537
4-6	364	364	364	364	364
7-8	204	204	314	314	314
9-12	0	0	0	0	0
Total	1,105	1,105	1,111	1,111	1,111

The average daily attendance is projected at 96% in all years. BCS attendance has always been at or above 96%; in 2022-23 the school had an attendance percentage of 96.2% and in 2023-24, 96.0%.

BCS' unduplicated count has been climbing in recent years. In 2021-22 the school had 72 unduplicated students, or 6.7% of its student population. Two years later, in 2023-24, the school's unduplicated count has risen to 116, comprising 11.3% of its student population, an increase of 27% per annum over two years. For the renewal budget projections, BCS will target to increase its unduplicated pupil percentage slightly to 13.1% in 2025-26 and beyond; this small increase is meant to provide a conservative estimate of LCFF funding in the five out-years even though BCS will continue to expand on its efforts to enroll and serve a growing number of unduplicated students.

Local Control Funding Formula

BCS is using the Local Control Funding Formula to drive the general-purpose entitlements. The table below shows the implementation schedule of the LCFF from FY26 through FY30 and the general-purpose rates that are generated over that period. The first four years are based on FCMAT's LCFF calculator V25.1. Since FCMAT does not offer projections past 2028-29, we have assumed COLA to run at 3.0%, slightly below the average COLA for the previous four years, in the final year of the projections.

LCFF Implementation	2025-26 Year 1	2026-27 Year 2	2027-28 Year 3	2028-29 Year 4	2029-30 Year 5
Statutory COLA & Augmentation	2.93%	3.08%	3.30%	3.29%	3.00%
LCFF Gap Closed Percentage	100.00%	100.00%	100.00%	100.00%	100.00%
LCFF Entitlement per ADA	11,399	11,762	12,152	12,550	12,929

Total LCFF Entitlement	12,091,738	12,477,334	12,960,448	13,385,602	13,789,351
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To estimate the amount of funding that is coming from local In-Lieu of Property Taxes, BCS is using the FY24 P1 rate of \$10,546.96/ADA. The remaining money would come from the state through State Aid and Education Protection Account funds.

Special Education Revenue

BCS is a member of the SCCOE SELPA I and receives special education revenue. Based on the SELPA's most recently published rates, the school forecasted \$239,325 in federal funds and \$932,619 in state funds in 2023-24. As a conservative measure, the school has held federal funding constant and only increased state funding by the LCFF COLAs in the five years of the projections, not factoring in the projected enrollment growth. In addition, BCS projects receipt of State Mental Health funds in the amount of \$80/ADA.

A Special Education Encroachment fee of \$700K is assumed each year for Special Education services provided by the SELPA and thus not distributed to BCS.

Other Federal Revenue

Other federal revenues include Child Nutrition Funding from the National School Lunch Program. BCS receives approximately 12.5% of its nutrition reimbursement from federal sources.

Other State Revenue

State Lottery revenues are set at a rate of \$249 per P-A ADA times Absence Factor in accordance with School Services of California projections. No COLA growth is included.

Mandated Cost Reimbursements are projected at \$20 per PY K-8 ADA in 2025-26 with LCFF COLA increases projected over the first four years and no COLA assumed in year 5.

State Child Nutrition funding is set at 87.5% of meals expenditures to align with current and prior year amounts.

Prop 28 Arts & Music funding and ELO-P funding are being calculated as per published information from CDE for all years of the projections. Prop 28 funding is determined by prior year enrollment and prior year FRL enrollment; ELO-P is determined by prior year TK-6 unduplicated pupil ADA.

Finally, there is one-time funding included in the budget projections; FY2025-26 includes 50% of the Arts, Music and Instructional Materials Discretionary Block Grant apportionment and 50% of the Educator Effectiveness Grant apportionment.

Other Local Revenue

The school receives a portion of the local Measure A parcel tax; due to recent changes at the local level, BCS is eligible for a maximum of \$625K in Measure A funding, which is the amount that has been included in all years of the projections.

The projections also assume \$57K in performing arts ticket sales, which are 100% offset by performing arts expenditures and do not impact the budget projections' bottom line. Finally, small amounts are assumed for interest and other local sales.

Donations and Fundraising

BCS receives a large contribution from the Bullis-Purissima Elementary School Foundation (BPESF) each year to help fund the BCS program. Including this contribution, BCS spends approximately 70% as much per student for its program as the local public school district since, unfortunately, BCS is not provided the same amount of public funding to run its program as the local school district.

In order to tackle this public funding difference, BPESF collects donations to fund a portion of the gap between per student public funding at the local school district and per student public funding for BCS. BPESF has successfully raised the money to cover this funding gap since the school's inception in 2004.

During the budgeting process, BPESF provides BCS with a commitment for their contribution for the following year. BCS then uses that commitment in its budgeting process. During the multi-year projections process, BPESF approved the multi-year commitments submitted herein. Given the long track record of support and commitment during the budgeting process and the overall financial health of BPESF, BCS is comfortable counting on this contribution money for its program in the foreseeable future.

II. Expenses

Expense assumptions are based on BCS' programmatic structure and historical data. Expense assumptions for non-personnel expenditures have generally been increased at 2 or 3% per year.

Salaries and Benefits

BCS offers health benefits for all full-time staff members. The average cost per participating employee is currently approximately \$9K per year and increases of 8% year over year have been included in the budget projections. The school participates in CalSTRS and as such has budgeted the following annual contribution percentages for certificated employees.

STRS	2025-26 Year 1	2026-27 Year 2	2027-28 Year 3	2028-29 Year 4	2029-30 Year 5
Employer Contribution	19.1%	19.1%	19.1%	19.1%	19.1%

A summary of the school's staffing for 2025-26 is included below and staffing is held consistent for all out years.

Category	FTE
1100 – Certificated Teachers	85.88
1148 – Special Education Teachers	2.48
1300 – Certificated Administrators	6.00
1900 – Certificated Special Education Support Salaries	3.53
1940 – Other Certificated Support Salaries	1.80
2100 – Classified Instructional Aides	11.75
2400- Classified Clerical	8.58
2930 – Other Classified – Maintenance/Grounds	3.00

Certificated and Classified salaries assume a 3% increase in the first two years of the projections, slightly above the average increase on the BCS teacher salary scale. In years 3 through 5, a 2% increase is assumed to match the current long-term views on inflation and teacher retention.

Books & Supplies

BCS is budgeting \$1.2M for Books and Supplies in 2025-26, or about \$1,111 per student. A summary of the major line items in FY26 is as follows:

- \$216 per student for Instructional Materials & Supplies
- \$105 per student for Computers
- \$519 per student for Food Services (fully offset by reimbursement revenues)

All line items increase by a standard default inflation rate of 3% each year for the first two years and 2% in years 3 through 5; there are currently no major investments nor refreshes planned for books and supplies during the projection period.

Services and Operating Expenses

BCS has budgeted its Facilities Use payments and utilities costs based upon assumptions provided by the district and historical data. Facility Use expense for the school's facility increases at 3% per year as per current and past Facility Use Agreements.

BCS purchases insurance through CharterSAFE. General Liability Insurance is projected at \$308K in FY26 based on projected 12% year over year increases from the FY25 estimated contract. The same 12% increase is assumed in all out-years based on recent trends. Workers Compensation Insurance is budgeted at .79% of payroll as per CharterSAFE.

BCS will pay 1% of LCFF revenues for oversight to the Santa Clara County Office of Education, its authorizer.

BCS currently plans to continue to use a back-office service provider to support the financial and operational needs of the school. Services include accounts payable, accounting, budgeting and finance, payroll, student data management and assessment analysis. The cost for these services is \$232K in FY26 and remains flat for the remainder of the projection.

BCS plans to invest in Marketing & Student recruitment in the coming years as part of its targeted effort to recruit a more diverse student body. These expenses are set at \$130K in FY26 but shrink to previous spending levels beginning in FY27.

A Special Education Encroachment fee of \$700K is assumed each year for Special Education services provided by the SELPA and thus not distributed to BCS. BCS has held this encroachment flat in all years of the projections since, in recent years, the school has both increased expenditures on Special Education staffing and contractors and recognized savings by providing more services in-house rather than through services provided by the SELPA. As such, the school sees this encroachment estimate, paired with increasing costs for in-house provided services, as appropriately conservative.

BCS maintains a Superintendent's Contingency Fund for strategic projects and new grant expenditures to be determined through plans and/or board approval. This fund is forecasted at \$230K in the first three years of the projection and \$130K in years 4 and 5.

Other significant service and operating expenses in FY26 that increase by the default expense inflation rate (3% in years 1 and 2 and 2% in years 3-5) are:

- Janitorial Services & Supplies - \$300K in FY26
- Field Trips, Assemblies and Events - \$297K in FY26 for extracurricular activities, trips and special classes
- Special Education Contractors - \$331K in FY26 for services not provided by the SELPA nor BCS Special Education staff
- Technology Services - \$111K in FY26 for IT support services

Depreciation

BCS invested in multiple upgrades to its facility in FY24 to accommodate the growing TK program. This capital outlay increased depreciation by \$23,500 per year for the subsequent ten years.

No additional capital expenditures are planned during the projection period.

Contingencies and Reserves

By the end of year five of the renewal budget projections, BCS will have added to its reserve and its ending fund balance will be \$3.9M, equivalent to 16.8% of FY30 planned expenses. BCS has taken a conservative approach to budgeted expenses. If state revenues increase above current projections, or if grant money materializes, additional spending will be considered in future years.

Cash Flow

BCS will continue to maintain adequate cash reserves throughout the term of the charter. All months of the five-year span stay cash positive. BCS has also enrolled in an insured cash sweep (ICS) account with its bank such that cash amounts greater than \$250K in the main checking account are swept into multiple interest-bearing FDIC-insured accounts daily to ensure its cash is always FDIC protected and productive. Finally, in addition to its historical banking relationship at Heritage Bank, BCS has formed a backup banking relationship with JPMorgan Chase.

Bullis Charter School
Multi-year Projection
As of Select above FY2025

	Year 1	Year 2	Year 3	Year 4	Year 5
	2025-26	2026-27	2027-28	2028-29	2029-30
SUMMARY					
Revenue					
LCFF Entitlement	12,091,738	12,477,334	12,960,448	13,385,602	13,789,351
Federal Revenue	71,717	73,868	75,346	76,853	78,390
Other State Revenues	1,595,346	1,219,031	1,241,238	1,257,056	1,267,815
Local Revenues	1,881,901	1,911,784	1,944,787	1,978,776	2,010,789
Fundraising and Grants	5,807,000	6,394,500	6,359,500	6,394,500	6,359,500
Total Revenue	21,447,702	22,076,517	22,581,320	23,092,786	23,505,845
Expenses					
Compensation and Benefits	15,823,121	16,362,916	16,775,021	17,202,101	17,644,294
Books and Supplies	1,228,050	1,299,891	1,290,428	1,351,237	1,342,561
Services and Other Operating Expenditures	4,226,897	4,250,604	4,349,715	4,356,668	4,470,191
Depreciation	31,381	23,500	23,500	23,500	23,500
Other Outflows	-	-	-	-	-
Total Expenses	21,309,449	21,936,910	22,438,664	22,933,506	23,480,546
Operating Income	138,253	139,607	142,655	159,281	25,298
Fund Balance					
Beginning Balance (Unaudited)	3,337,583	3,475,836	3,615,442	3,758,097	3,917,378
Audit Adjustment					
Beginning Balance (Audited)	3,337,583	3,475,836	3,615,442	3,758,097	3,917,378
Operating Income	138,253	139,607	142,655	159,281	25,298
Ending Fund Balance	3,475,836	3,615,442	3,758,097	3,917,378	3,942,677
Total Revenue Per ADA	20,218	20,811	21,172	21,652	22,039
Total Expenses Per ADA	20,088	20,680	21,038	21,502	22,015
Operating Income Per ADA	130	132	134	149	24
Fund Balance as a % of Expenses	16%	16%	17%	17%	17%

Key Assumptions

Bullis Charter School
Multi-year Projection
As of Select above FY2025

	Year 1	Year 2	Year 3	Year 4	Year 5
	2025-26	2026-27	2027-28	2028-29	2029-30
Enrollment Breakdown					
TK	40	40	40	40	40
K	110	110	110	110	110
1	123	123	123	123	123
2	132	132	132	132	132
3	132	132	132	132	132
4	130	130	130	130	130
5	130	130	130	130	130
6	104	104	106	106	106
7	104	104	106	106	106
8	100	100	102	102	102
Total Enrolled	1,105	1,105	1,111	1,111	1,111
ADA %					
K-3	96.0%	96.0%	96.0%	96.0%	96.0%
4-6	96.0%	96.0%	96.0%	96.0%	96.0%
7-8	96.0%	96.0%	96.0%	96.0%	96.0%
Average ADA %	96.0%	96.0%	96.0%	96.0%	96.0%
ADA					
K-3	516	516	516	516	516
4-6	349	349	351	351	351
7-8	196	196	200	200	200
Total ADA	1,061	1,061	1,067	1,067	1,067
Demographic Information					
CALPADS Enrollment (for unduplicated % calc)	1,105	1,105	1,111	1,111	1,111
# Unduplicated (CALPADS)	145	145	146	146	146
# Free & Reduced Lunch (CALPADS)	61	61	61	61	61
# ELL (CALPADS)	109	109	110	110	110
School Information					
FTE's	123.0	123.0	123.0	123.0	123.0
Teachers	88	88	88	88	88
Certificated Pay Increases	3%	3%	2%	2%	2%

Bullis Charter School
Multi-year Projection
As of Select above FY2025

	Year 1	Year 2	Year 3	Year 4	Year 5
	2025-26	2026-27	2027-28	2028-29	2029-30
Classified Pay Increases	3%	3%	2%	2%	2%
Default Expense Inflation Rate	3%	3%	2%	2%	2%

REVENUE

LCFF Entitlement

8011	Charter Schools General Purpose Entitlement - State Aid	691,363	1,076,958	1,498,171	1,923,324	2,327,073
8012	Education Protection Account Entitlement	212,160	212,160	213,312	213,312	213,312
8096	Charter Schools in Lieu of Property Taxes	11,188,215	11,188,215	11,248,966	11,248,966	11,248,966
	SUBTOTAL - LCFF Entitlement	12,091,738	12,477,334	12,960,448	13,385,602	13,789,351

Federal Revenue

8220	Child Nutrition Programs	71,717	73,868	75,346	76,853	78,390
	SUBTOTAL - Federal Revenue	71,717	73,868	75,346	76,853	78,390

Other State Revenue

8382	Special Education Reimbursement (State	84,557	84,557	85,016	85,016	85,016
8520	Child Nutrition - State	502,018	517,078	527,420	537,968	548,728
8550	Mandated Cost Reimbursements	20,460	22,372	23,081	23,959	23,959
8560	State Lottery Revenue	275,883	275,883	277,381	277,381	277,381
8590	All Other State Revenue	434,655	-	-	-	-
8591	Prop 28 Arts & Music in Schools	119,142	126,888	126,888	127,551	127,551
8593	ELOP	158,631	192,253	201,452	205,181	205,181
	SUBTOTAL - Other State Revenue	1,595,346	1,219,031	1,241,238	1,257,056	1,267,815

Local Revenue

8639	All Other Sales	5,000	5,000	5,000	5,000	5,000
8660	Interest	6,100	6,100	6,100	6,100	6,100
8690	SCCOE SpEd Reimbursements	1,188,579	1,218,462	1,251,465	1,285,454	1,317,467
8701	Performing Arts	57,222	57,222	57,222	57,222	57,222
8703	Measure GG	625,000	625,000	625,000	625,000	625,000
	SUBTOTAL - Local Revenue	1,881,901	1,911,784	1,944,787	1,978,776	2,010,789

Fundraising and Grants

Bullis Charter School
Multi-year Projection
As of Select above FY2025

	Year 1	Year 2	Year 3	Year 4	Year 5
	2025-26	2026-27	2027-28	2028-29	2029-30
8802 Grants - Bullis Booster Club (BBC)	-	35,000	-	35,000	-
8816 Grants / Donations	5,807,000	6,359,500	6,359,500	6,359,500	6,359,500
SUBTOTAL - Fundraising and Grants	5,807,000	6,394,500	6,359,500	6,394,500	6,359,500
TOTAL REVENUE	21,447,702	22,076,517	22,581,320	23,092,786	23,505,845
EXPENSES					
Compensation & Benefits					
Certificated Salaries					
1100 Teachers Salaries	5,846,142	6,021,527	6,141,957	6,264,796	6,390,092
1111 Specialist Salaries	1,847,791	1,903,225	1,941,290	1,980,115	2,019,718
1148 Teacher - Special Ed Salaries	205,843	212,018	216,258	220,583	224,995
1150 AT & Flex Teacher Salaries	754,804	777,448	792,997	808,857	825,034
1300 Certificated Supervisor & Administrator Salaries	1,162,086	1,196,949	1,220,887	1,245,305	1,270,211
1900 Certificated Support - SpEd Salaries	438,238	451,385	460,413	469,621	479,013
1940 Certificated Support - General Salaries	209,087	215,360	219,667	224,060	228,541
SUBTOTAL - Certificated Salaries	10,463,991	10,777,911	10,993,469	11,213,339	11,437,605
Classified Salaries					
2200 Classified Support Salaries	599,690	617,681	630,034	642,635	655,488
2400 Classified Clerical & Office Salaries	849,644	875,133	892,636	910,488	928,698
2930 Other Classified - Maintenance/grounds	253,957	261,575	266,807	272,143	277,586
SUBTOTAL - Classified Salaries	1,703,290	1,754,389	1,789,477	1,825,266	1,861,772
Employee Benefits					
3100 STRS	1,890,855	1,947,581	1,986,532	2,026,263	2,066,788
3300 OASDI-Medicare-Alternative	304,717	313,859	320,048	326,250	331,758
3400 Health & Welfare Benefits	1,319,966	1,425,563	1,539,609	1,662,777	1,795,799
3500 Unemployment Insurance	29,926	29,926	29,926	29,926	29,926
3600 Workers Comp Insurance	95,769	98,642	100,615	102,627	104,679
3900 Other Employee Benefits	14,606	15,045	15,345	15,652	15,965
SUBTOTAL - Employee Benefits	3,655,840	3,830,616	3,992,075	4,163,496	4,344,917

Bullis Charter School
Multi-year Projection
As of Select above FY2025

	Year 1	Year 2	Year 3	Year 4	Year 5
	2025-26	2026-27	2027-28	2028-29	2029-30
Books & Supplies					
4100 Approved Textbooks & Core Curricula Materials	11,187	11,523	11,753	11,988	12,228
4200 Books & Other Reference Materials	12,137	12,501	12,751	13,006	13,266
4320 Educational Software	67,359	69,380	70,767	72,183	73,626
4325 Instructional Materials & Supplies	238,703	245,864	250,781	255,796	260,912
4330 Office Supplies	41,917	43,174	44,277	45,163	46,066
4345 Non Instructional Student Materials & Supplies	61,349	63,189	64,453	65,742	67,057
4353 Junior Olympics	-	35,000	-	35,000	-
4410 Classroom Furniture, Equipment & Supplies	54,404	56,036	57,156	58,300	59,466
4420 Computers: individual items less than \$5k	115,752	119,225	121,609	124,042	126,522
4430 Non Classroom Related Furniture, Equipment & Supplies	15,914	16,391	16,719	17,053	17,394
4710 Student Food Services	573,735	590,947	602,766	614,821	627,117
4720 Other Food	35,594	36,662	37,395	38,143	38,906
SUBTOTAL - Books and Supplies	1,228,050	1,299,891	1,290,428	1,351,237	1,342,561
Services & Other Operating Expenses					
5210 Conference Fees	31,827	32,782	33,437	34,106	34,788
5220 Travel and Lodging	42,436	43,709	44,583	45,475	46,384
5305 Dues & Membership - Professional	46,821	48,226	49,190	50,174	51,178
5310 Subscriptions	10,609	10,927	11,146	11,369	11,596
5450 Insurance - Other	308,000	344,960	386,355	432,718	484,644
5515 Janitorial, Gardening Services & Supplies	300,019	309,020	315,200	321,504	327,934
5520 Security	7,649	7,879	8,036	8,197	8,361
5525 Utilities - Waste	15,915	16,392	16,720	17,054	17,395
5530 Utilities - Water	1,293	1,332	1,366	1,394	1,421
5535 Utilities - All Utilities	217,297	223,816	228,292	232,858	237,515
5605 Equipment Leases	21,557	22,204	22,771	23,226	23,691
5610 Facility Use Agreement and Rent	360,062	370,864	378,282	388,961	399,948
5615 Repairs and Maintenance - Building	13,813	14,228	14,591	14,883	15,181
5616 Repairs and Maintenance - Computers	2,512	2,587	2,653	2,706	2,760
5617 Repairs and Maintenance - Other Equipment	1,053	1,085	1,107	1,129	1,151
5631 Other Rentals, Leases and Repairs 1	5,092	5,245	5,350	5,457	5,566
5803 Auditing & Tax Services	20,133	20,737	21,152	21,575	22,006
5804 Performing Arts	45,526	46,892	48,089	49,051	50,032

Bullis Charter School
Multi-year Projection
As of Select above FY2025

	Year 1	Year 2	Year 3	Year 4	Year 5
	2025-26	2026-27	2027-28	2028-29	2029-30
5806 Assemblies	10,000	10,000	10,000	10,000	10,000
5807 Superintendent's Contingency Fund	230,000	230,000	230,000	130,000	130,000
5809 Banking Fees	293	301	307	314	320
5812 Business Services	232,000	232,000	232,000	232,000	232,000
5813 Strategic Planning Consultant	22,660	23,340	23,807	24,283	24,768
5815 Consultants - Instructional	10,300	10,609	10,821	11,038	11,258
5824 District Oversight Fees	120,917	124,773	129,604	133,856	137,894
5830 Field Trips, Assemblies, Events	296,812	305,716	311,831	318,067	324,429
5833 Fines and Penalties	500	500	500	500	500
5836 Fingerprinting	2,110	2,173	2,229	2,274	2,319
5845 Legal Fees	53,045	54,636	55,729	56,844	57,981
5851 Marketing and Student Recruiting	130,213	38,245	39,010	39,791	40,586
5854 Consultants - Other 1	45,265	46,623	47,556	48,507	49,477
5857 Payroll Fees	19,096	19,669	20,062	20,464	20,873
5860 Printing and Reproduction	4,830	4,975	5,102	5,204	5,308
5863 Professional Development	49,173	50,648	51,661	52,695	53,749
5869 Special Education Contract Instructors	331,001	340,931	347,749	354,704	361,799
5872 Special Education Encroachment	700,000	700,000	700,000	700,000	700,000
5875 Staff Recruiting	26,523	27,318	27,865	28,422	28,990
5877 Student Activities	98,266	101,214	103,405	105,473	107,583
5878 Student Assessment	84,872	87,418	89,167	90,950	92,769
5880 Student Health Services	19,669	20,259	20,664	21,078	21,499
5881 Student Information System	60,855	62,680	63,934	65,213	66,517
5884 Substitutes	51,500	53,045	54,106	55,188	56,292
5887 Technology Services	111,395	114,736	117,031	119,372	121,759
5893 Transportation - Student	4,790	4,934	5,060	5,161	5,265
5910 Communications - Internet / Website Fees	4,546	4,682	4,776	4,871	4,969
5915 Postage and Delivery	3,512	3,617	3,689	3,763	3,838
5920 Communications - Telephone & Fax	51,140	52,674	53,727	54,802	55,898
SUBTOTAL - Services & Other Operating Exp.	4,226,897	4,250,604	4,349,715	4,356,668	4,470,191
Depreciation Expense					
6900 Depreciation	31,381	23,500	23,500	23,500	23,500
SUBTOTAL - Depreciation Expense	31,381	23,500	23,500	23,500	23,500

Bullis Charter School
Multi-year Projection
As of Select above FY2025

	Year 1 2025-26	Year 2 2026-27	Year 3 2027-28	Year 4 2028-29	Year 5 2029-30
Other Outflows					
SUBTOTAL - Other Outflows	-	-	-	-	-
TOTAL EXPENSES	21,309,449	21,936,910	22,438,664	22,933,506	23,480,546

Bullis Charter School
2024-25
As of Select above FY2025

Payroll	Year 1 2025-26		Year 2 2026-27		Year 3 2027-28		Year 4 2028-29		Year 5 2029-30	
	Total Paid	FTE Count	Total Paid	FTE Count	Total Paid	FTE Count	Total Paid	FTE Count	Total Paid	FTE Count
Certificated Summary										
1100 Teachers Salaries	5,846,142	58.74	6,021,527	58.74	6,141,957	58.74	6,264,796	58.74	6,390,092	58.74
1111 Specialist Salaries	1,847,791	17.48	1,903,225	17.48	1,941,290	17.48	1,980,115	17.48	2,019,718	17.48
1148 Teacher - Special Ed Salaries	205,843	2.48	212,018	2.48	216,258	2.48	220,583	2.48	224,995	2.48
1150 AT & Flex Teacher Salaries	754,804	9.66	777,448	9.66	792,997	9.66	808,857	9.66	825,034	9.66
1300 Certificated Supervisor & Administrator Salaries	1,162,086	6.00	1,196,949	6.00	1,220,887	6.00	1,245,305	6.00	1,270,211	6.00
1900 Certificated Support - SpEd Salaries	438,238	3.53	451,385	3.53	460,413	3.53	469,621	3.53	479,013	3.53
1940 Certificated Support - General Salaries	209,087	1.80	215,360	1.80	219,667	1.80	224,060	1.80	228,541	1.80
Certificated Total	10,463,991	99.68	10,777,911	99.68	10,993,469	99.68	11,213,339	99.68	11,437,605	99.68
Classified Summary										
2200 Classified Support Salaries	599,690	11.75	617,681	11.75	630,034	11.75	642,635	11.75	655,488	11.75
2400 Classified Clerical & Office Salaries	849,644	8.58	875,133	8.58	892,636	8.58	910,488	8.58	928,698	8.58
2930 Other Classified - Maintenance/grounds	253,957	3.00	261,575	3.00	266,807	3.00	272,143	3.00	277,586	3.00
Classified Total	1,703,290	23.33	1,754,389	23.33	1,789,477	23.33	1,825,266	23.33	1,861,772	23.33
Total FTE		123.01		123.01		123.01		123.01		123.01
Teacher FTE		88.35		88.35		88.35		88.35		88.35
Total Headcount		128.00		128.00		128.00		128.00		128.00
Teacher Headcount		91.00		91.00		91.00		91.00		91.00

Bullis Charter School
2024-25
As of Select above FY2025

	Year 1 2025-26	Year 2 2026-27	Year 3 2027-28	Year 4 2028-29	Year 5 2029-30	Driver/ Rate Type
Revenues and related expenses						
Statewide LCFF Assumptions						
LCFF COLA	2.93%	3.08%	3.30%	3.29%	3.00%	
TK-3 LCFF Base	10,319	10,637	10,988	11,350	11,691	
4-6 LCFF Base	10,475	10,798	11,154	11,521	11,867	
7-8 LCFF Base	10,785	11,117	11,484	11,862	12,218	
9-12 LCFF Base	12,500	12,885	13,310	13,748	14,160	
TK-3 Gr Span Adj	1,073	1,106	1,143	1,180	1,215	
9-12 Gr Span Adj	325	335	346	357	368	
School LCFF Assumptions						
LCFF per ADA	11,399	11,762	12,152	12,550	12,929	
ILPT per ADA	10,547	10,547	10,547	10,547	10,547	
Supplemental & Concentration Funding	287,173	310,188	327,356	338,127	338,384	
Unduplicated Pupil % (3 year avg)	12.33%	12.92%	13.13%	13.13%	13.14%	
District UPP	14.10%	14.10%	14.10%	14.10%	14.10%	
Other Federal and State Revenues						
EDCOE SELPA Federal Rate	130.00	130.00	130.00	130.00	125.00	Prior Year Enrollment
EDCOE SELPA State Rate	886.67	886.67	886.67	886.67	886.67	ADA
LAUSD SPED Federal Rate	265.58	265.58	265.58	265.58	265.58	ADA
LAUSD SPED State Rate	918.50	918.50	918.50	918.50	918.50	ADA
Other SELPA Fed	0.00	0.00	0.00	0.00	0.00	
Other SELPA State	0.00	0.00	0.00	0.00	0.00	
SPED Mental Health State Rate	79.71	79.71	79.71	79.71	79.71	
Mandated Cost Reimbursements: K-8	20.45	21.09	21.76	22.46	22.46	Prior Year Enrollment
Mandated Cost Reimbursements: 9-12	56.84	58.61	60.46	62.42	62.42	Prior Year Enrollment
One Time Funding	0.00	0.00	0.00	0.00	0.00	Prior Year Enrollment
State Lottery Unrestricted	177.00	177.00	177.00	177.00	177.00	P-A ADA
State Lottery Restricted	72.00	72.00	72.00	72.00	72.00	P-A ADA
Absence Factor	1.04	1.04	1.04	1.04	1.04	Multiplier to state lottery rates
SB740 maximum per ADA	1,478.01	1,523.53	1,573.81	1,625.59	1,625.59	ADA
SB740 Lease & ADA Default Proration	90%	90%	90%	90%	90%	
SB740 Other Costs Default Proration	0%	0%	0%	0%	0%	

LCFF Calculator Caveats

v.25.1a

5/24/2024

Every effort was made to make the calculator as accurate as possible. However, because the calculator is based on estimates and assumptions, actual Local Control Funding Formula (LCFF) funding may differ from the amounts generated by the calculator. In some cases, LEA-specific and unique complexities that exist for a small percentage of local educational agencies (LEAs) may result in errors. Every unique situation is not modeled in the calculator, and **the calculator may not be useful for all LEAs.**

The following bullets highlight these assumptions, and some of the unique situations and known issues that could be identified.

General

The calculator is based on the LCFF statute as currently written, unless otherwise noted in these caveats. In some cases there may be differences in rounding +/- \$1.

A proration/(deficit) factor assumption has been built into the LCFF calculator. The proration factor methodology and application is subject to revision should the state choose to apply a proration factor, or other deficit factor, in the future.

The calculator includes cost of living adjustments (COLA) and if applicable proration factors as estimated by the Department of Finance (DOF).

The calculator prepopulates with certified data provided by the California Department of Education (CDE) for the calculation of principal apportionment. Users should independently verify prefilled data, and should make adjustments as needed if revisions have been filed.

The Education Protection Account (EPA) proportionate share percentage is based on estimates released by the CDE that may not yet be finalized. Therefore, the percentage may change from what is shown in the calculator through final calculation in February of the following fiscal year.

**NEW
2022-23**

EPA revenue in the 2021-22 fiscal year increased to an unprecedented level of funding which necessitated changes to the calculation. Pursuant to Section 112 of AB 181 (Chapter 52, Statutes of 2022), the 2012-13 Revenue Limit rates for school districts and charter schools were adjusted to reflect statutory COLA increases from 2013-14 through 2021-22. These rates will continue to receive COLA adjustments moving forward.



FISCAL CRISIS & MANAGEMENT
ASSISTANCE TEAM

Charter School Calculations

The calculator is not designed to directly calculate budget estimates for all-charter school districts because of the unique options selected at the time the district converted. It is recommended all-charter school districts contact the CDE to determine the best method for estimating LCFF revenues.

Charter schools that are funded under different funding methodologies due to their pupil population are not included as a single scenario within the calculator. These schools are mainly those authorized by a county board of education.

The calculator is designed for a district to calculate the in lieu taxes and, as such, charter schools should contact their sponsoring authority for in lieu tax amounts to ensure accuracy.

The calculator does not take into account the following:

- District reorganizations that include a charter school(s) newly authorized by one or more districts affected by the reorganization.
- Charter schools that operated in the prior year but have been reauthorized by a different agency in the current year and have not been certified within the PASE system.

If either of these situations apply, we recommend working with the CDE and FCMAT to determine if the calculator can be adapted.

School District Calculations

NEW
2023-24

2019-20 certified ADA was adjusted after the R3 certification cycle for school districts that were the sponsoring LEA of a charter school that discontinued operation by the end of 2019-20. This ADA adjustment was only made to accommodate an accurate calculation of the three prior-year average (PY1 2021-22, PY2 2020-21, PY3 2019-20) commencing with the 2022-23 fiscal year.

For districts with **necessary small schools** (NSS), the calculator models different combinations of NSS and regular ADA to determine the overall maximum funding available. Districts are encouraged to independently select their funding options and evaluate the results to determine which funding method they will elect to follow.

The calculator does not take into account the following funding adjustments for **basic aid school districts**:

- Basic Aid Choice
- Basic Aid Court-Ordered Voluntary Pupil Transfer
- Basic Aid Open Enrollment
- Basic Aid Supplement Charter School Adjustment

The calculator does not take into account the impact of district reorganizations that have not been certified by the CDE via the PASE system. Furthermore, **historical year projections may not be accurate**. We recommend working with your county office, the CDE and FCMAT to evaluate whether an alternative approach to developing a funding estimate is possible.

LCFF Calculator Navigation

v.25.1a5/24/2024

Structure:

- 1 The LCFF Calculator structure has been built to maintain a standard eight-year structure that includes two historical years, one current year and five projection years.
- 2 The Data Entry tab was designed to cluster data entry sections by projection type (charter school or school district). Charter school data entry sections are intentionally placed at the top of the page due to the limited amount of data required to complete a projection.
- 3 The workbook contains conditional formatting to guide users through data entry. Once a projection type is identified and all basic questions are answered, only the highlighted sections require data entry; all remaining sections not applicable to the projection will remain grayed out. **No data should be entered in sections that are not highlighted.**

Projection Type Not Identified	Charter School Projection	School District Projection
	Data Entry Sections	Data Entry Sections

- 4 A separate calculation must be prepared for each LEA, either district or charter school.

Data entry cells: prepopulated with the most current certified data; all data entry cells are unlocked for user edit. Prepopulated data cannot be restored after user override.

Tab Navigation Key:

Information tabs: provide important projection information and should be reviewed with each update.
Data Entry tab: single data entry tab for <u>ALL</u> LCFF calculations. Sections to be completed are identified through highlighting upon entry of CDS code and responses to required questions.
Primary calculation results tabs: provide calculations and results summaries only. No data is entered on these tabs.
Secondary support calculation tabs: provide details of supporting calculations for components that do not apply to all LEA calculations. No data is entered on these tabs.
User editable tabs: preformatted graphs and blank worksheet tabs.

LCFF Calculator Navigation

v.25.1a

5/24/2024

Instructions:

- 1 **Review Caveats:** Important details that may affect LEA calculations are noted in this tab. This tab should be reviewed with each update.
- 2 **Data Entry tab:** Data for all calculation types is entered into the Data Entry tab.
 - Start a calculation by entering the five-digit code for a school district calculation or seven-digit school code for a charter school calculation. Once the LEA code is entered, the LEA type (district or charter) will be identified and the applicable data entry sections will be highlighted for completion.
 - New charter schools that do not yet have a CDS code should select "Yes" from the drop-down list following the question below the CDS code box.

Section (1) Universal Assumptions: Prepopulated assumptions are based on the most current data released by the Department of Finance and the California Department of Education. COLA and EPA assumptions should be reviewed and updated to match percentage updates published after the version release.

Section (2) Charter School Data Elements Required to Calculate the LCFF: Enter charter school data elements in this section of the Data Entry tab ONLY; do not enter data in sections that are grayed out.

Section (3) School District Data Elements Required to Calculate the LCFF: Enter school district data elements in this section of the Data Entry tab ONLY; do not enter data in sections that are grayed out.

- **In Lieu of Taxes:** School districts that are the sponsoring LEA for a charter school or are otherwise required to transfer property taxes to a charter school should answer "YES" to the applicable question in this section, then complete section (5) School District In-Lieu of Property Tax Calculation for Charter Schools.
- **Necessary Small Schools:** School districts that have necessary small schools should answer "YES" to the applicable question in this section, then complete section (4) Necessary Small Schools ADA.
- **TK Add-on Funding:** ADA for TK students must be entered in this section for the add-on to calculate. TK ADA should also be included in the ADA section to properly calculate the Base, Supplemental and Concentration grants.
- **Charter Shift ADA:** Prior year ADA used in the determination of school district funding calculations is based on the greater of current year, prior year and, beginning with 2022-23 fiscal year, three-prior year average. The prior year ADA must be adjusted by the net ADA of students who "shifted" between district schools and district sponsored charter schools. Sponsoring school districts should enter the total prior year ADA by grade span of those students who attended district sponsored charter schools in the prior year and returned to attend district schools in the current year in the first section. Total prior year ADA by grade span for students who attended district schools in the prior year, then left to attend a district sponsored charter school should be entered in the second section.

Section (4) Necessary Small Schools ADA: School districts that have necessary small schools must complete section (4) on the Data Entry tab. **Prior year data must be entered for each year including historical years, even when the school is funded under LCFF.**

- **NSS Supporting Calculations:** details related to NSS funding determination are located in the NSS Calculation tabs.

Section (5) In-Lieu of Property Tax Calculation for Charter Schools: School districts required to transfer in-lieu taxes to charter schools should select "Yes" from the drop-down list in section (3), then complete either section (a) or (b).

- **Section (a):** To be completed only by districts that use an alternative rate for in-lieu tax transfers or calculates the in-lieu transfers outside of this tool. Carefully review and follow the instructions located in the In-lieu tax section.
- **Section (b):** To be completed by districts that follow the traditional allocation of funding for in-lieu tax transfers. The tool has been designed to support basic aid district calculations, which require charter school ADA to be entered by grade span. Non basic aid districts can enter the total charter school ADA for each school in any single grade span, it is not necessary to enter ADA by grade span or separately for each charter school. Consolidating all charter school ADA into a single section will calculate a similar result.
- **In-Lieu of Property Taxes Results:** The supporting calculations and in-lieu of property tax transfer amounts for each charter school are located in the District In-Lieu Taxes tab.

- 3 **Review LCFF Calculation and EPA Results:** Detailed calculations and results can be viewed on the Calculator, EPA and Summary tabs. No data entry is required on these tabs.
- 4 **Supporting Calculations:** details related to NSS funding determination and in-lieu tax transfer amounts for each charter school are located in the NSS Calculation and District In-Lieu Taxes tabs.

Resources:

FCMAT LCFF help desk and calculator updates:

www.fcmat.org/lcff

CDE PASE exhibits:

www.cde.ca.gov/fq/aa/pa/exhibitguides.asp

CDE Exhibit Guide:

www.cde.ca.gov/fq/aa/pa/exhibitguides.asp

CDE Funding Rates and Information:

www.cde.ca.gov/fq/aa/pa/lcffcola.asp

106534

5 digit District code or 7 digit School code *(from the CDS code)*

NO

Is this calculation for a new charter school? (select from drop down list)

Charter

Projection Type

5/31/2024

Projection Date

LEA:

Bullis Charter

Projection Title:

Charter Renewal Petition

Created by:

Sabrina Silver

Email:

ssilver@edtec.com

Phone:

518.368.2991

	PY3	PY2	PY1	CY	CY1	CY2	CY3	CY4
Bullis Charter (106534)	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
(1) UNIVERSAL ASSUMPTIONS								
Supplemental Grant %	20.00%	20.00%	20.00%	20.00%	20.00%	20.00%	20.00%	20.00%
Concentration Grant (>55% population)	65.00%	65.00%	65.00%	65.00%	65.00%	65.00%	65.00%	65.00%
Statutory COLA & Augmentation/Suspension <i>(prefilled as calculated by the Department of Finance, DOF)</i>	5.07%	13.26%	8.22%	1.07%	2.93%	3.08%	3.30%	3.29%
Statutory COLA	1.70%	6.56%	8.22%	1.07%	2.93%	3.08%	3.30%	3.29%
Augmentation/(COLA Suspension)	3.37%	6.70%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Base Grant Proration Factor (deficit)	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Add-on, ERT & MSA Proration Factor	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Transitional Kindergarten Add-on <i>(2022-23 forward)</i>	\$ -	\$ 2,813	\$ 3,044	\$ 3,077	\$ 3,167	\$ 3,265	\$ 3,373	\$ 3,484
EPA Entitlement as % of statewide adjusted Revenue Limit (P-2)	73.31789035%	12.74780911%	48.75954508%	48.75954508%	48.75954508%	48.75954508%	48.75954508%	48.75954508%
EPA Entitlement as % of statewide adjusted Revenue Limit (Annual)	75.37156903%	12.84814107%	48.75954508%	48.75954508%	48.75954508%	48.75954508%	48.75954508%	48.75954508%
Local EPA Accrual	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

Bullis Charter (106534)		2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	
(2) CHARTER SCHOOL DATA ELEMENTS REQUIRED TO CALCULATE THE LCFF										
NEW CHARTER SCHOOLS		New Charter School Name: <div></div>								
		Year that charter starts operation (select from drop down list): <div>2022-23</div>								
(a) TRANSFER OF IN-LIEU PROPERTY TAX										
Note: Charter schools should contact sponsoring district(s) for In-lieu estimate										
I-4	F-6 / F-7	In-Lieu of Property Tax	8,918,827	9,914,590	10,419,444	10,550,335	11,188,215	11,188,215	11,248,966	11,248,966
(b) UNDUPLICATED PUPIL PERCENTAGE (UPP)										
A-1.2, A-2.2, A-3.2	Enrollment (second prior year)		1,039	1,093						
A-1.1, A-2.1, A-3.1	Enrollment (first prior year)		1,093	1,067						
A-1, A-2, A-3	Enrollment		1,067	1,058	1,025	1,042	1,105	1,105	1,111	1,111
B-1.2, B-2.2, B-3.2	Unduplicated Pupil Count (second prior year)		67	108						
B-1.1, B-2.1, B-3.1	Unduplicated Pupil Count (first prior year)		108	72						
B-1, B-2, B-3	Unduplicated Pupil Count		72	82	116	130	145	145	146	146
			3-yr rolling percentage	3-yr rolling percentage	3-yr rolling percentage	3-yr rolling percentage	3-yr rolling percentage	3-yr rolling percentage	3-yr rolling percentage	3-yr rolling percentage
		Single Year Unduplicated Pupil Percentage	6.75%	7.75%	11.32%	12.48%	13.12%	13.12%	13.14%	13.14%
C-1		Unduplicated Pupil Percentage (%)	7.72%	8.14%	8.57%	10.50%	12.33%	12.92%	13.13%	13.13%
(c) CONCENTRATION GRANT FUNDING LIMITATION: District of Physical Location										
Enter the unduplicated pupil percentage (UPP) of the district where the charter school is physically located. If the charter school has a physical location within the boundaries of more than one district, enter the highest district UPP of all locations.										
D-3	Unduplicated Pupil Percentage (%)		14.10%	14.10%	14.36%	14.36%	14.36%	14.36%	14.36%	14.36%
	Unduplicated Pupil Percentage: Supplemental Grant		7.72%	8.14%	8.57%	10.50%	12.33%	12.92%	13.13%	13.13%
	Unduplicated Pupil Percentage: Concentration Grant		7.72%	8.14%	8.57%	10.50%	12.33%	12.92%	13.13%	13.13%
(d) AVERAGE DAILY ATTENDANCE (ADA)										
ADA used for the Transitional Kindergarten Add-on ONLY:										
G-4	TK	(NEW beginning 2022-23)	-	26.68	37.22	38.40	38.40	38.40	38.40	38.40
ADA used for Base, Supplemental and Concentration Grant Calculations:										
Enter P2 Data - Note: Charter School ADA is always funded on current year										
B-1	Grades TK-3		513.58	497.23	487.71	477.12	515.52	515.52	515.52	515.52
B-2	Grades 4-6		353.28	356.81	359.20	360.96	349.44	349.44	351.36	351.36
B-3	Grades 7-8		168.81	163.19	141.00	162.24	195.84	195.84	199.68	199.68
B-4	Grades 9-12		-	-	-					
	SUBTOTAL ADA		1,035.67	1,017.23	987.91	1,000.32	1,060.80	1,060.80	1,066.56	1,066.56
	RATIO: ADA to Enrollment		0.97	0.96	0.96	0.96	0.96	0.96	0.96	0.96
(e) OTHER LCFF ADJUSTMENTS										
Miscellaneous Adjustments (line H-2), include adjustments for audit penalties and special legislation. Adjustments can be positive or negative.										
Minimum State Aid Adjustments (Line J-5), captures adjustments for audit penalties and special legislation. Adjustments can be positive or negative.										
H-2	Miscellaneous Adjustments		\$ -	\$ -	\$ -					
J-5	Minimum State Aid Adjustments		\$ -	\$ -	\$ -					

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(3) SCHOOL DISTRICT DATA ELEMENTS REQUIRED TO CALCULATE THE LCFF									
(a) GENERAL QUESTIONS									
	Is your district required to transfer in-lieu taxes to a charter school?	YES							
	Does your district have a necessary small school?	NO							
(b) K-3 GRADE SPAN ADJUSTMENT FUNDING DETERMINATION									
	Did your district meet the requirements of funding?	YES	YES	YES	YES	YES	YES	YES	YES
(c) PROPERTY TAXES									
C-1 A-6	Estimated Property Taxes (excluding RDA)	\$ -	\$ -	\$ -					
B-5	Redevelopment Agency Local Revenue	\$ -	\$ -	\$ -					
	Less In-Lieu Property Tax Transfer	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Total Local Revenue	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(d) OTHER LCFF ADJUSTMENTS									
If applicable, enter adjustments for special legislation, instructional time penalties, and class size penalties populated from the Class Size Penalties exhibit. Adjustments can be positive or negative.									
H-2	Miscellaneous Adjustments	\$ -	\$ -	\$ -					
J-5	Minimum State Aid Adjustments	\$ -	\$ -	\$ -					
(e) UNDUPLICATED PUPIL PERCENTAGE									
A-1.2 / A-3.2	District Enrollment (second prior year)	-	-						
A-1.1 / A-3.1	District Enrollment (first prior year)	-	-						
A-1 / A-3	District Enrollment	-	-	-					
A-2.2 / A-4.2	COE Enrollment (second prior year)	-	-						
A-2.1 / A-4.1	COE Enrollment (first prior year)	-	-						
A-2 / A-4	COE Enrollment	-	-	-					
	Total Enrollment	-	-	-	-	-	-	-	-
B-1.2 / B-3.2	District Unduplicated Pupil Count (second prior year)	-	-						
B-1.1 / B-3.1	District Unduplicated Pupil Count (first prior year)	-	-						
B-1 / B-3	District Unduplicated Pupil Count	-	-	-					
B-2.2 / B-4.2	COE Unduplicated Pupil Count (second prior year)	-	-						
B-2.1 / B-4.1	COE Unduplicated Pupil Count (first prior year)	-	-						
B-2 / B-4	COE Unduplicated Pupil Count	-	-	-					
	Total Unduplicated Pupil Count	-	-	-	-	-	-	-	-
		3-yr rolling percentage	3-yr rolling percentage	3-yr rolling percentage	3-yr rolling percentage	3-yr rolling percentage	3-yr rolling percentage	3-yr rolling percentage	3-yr rolling percentage
	Single Year Unduplicated Pupil Percentage	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
C-1	Unduplicated Pupil Percentage (%)	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%

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(f) AVERAGE DAILY ATTENDANCE (ADA)									
ADA used for the Transitional Kindergarten Add-on ONLY :									
G-10	TK (Commencing in 2022-23)	-	-	-	-	-	-	-	-
ADA used for Base, Supplemental and Concentration Grant Calculations: Enter ADA by grade span. The calculator will determine the most advantageous funding option for each year's funding calculation.									
B-1, D-5	Current Year ADA: (P-2, Necessary Small Schools, Annual for Special Day Class Extended Year)								
	Grades TK-3	-	-	-					
	Grades 4-6	-	-	-					
	Grades 7-8	-	-	-					
	Grades 9-12	-	-	-					
	TOTAL CURRENT YEAR ADA	-	-	-	-	-	-	-	-
D-9, E-1	Nonpublic School, NPS-Licensed Children Institutions, Community Day School: (Annual)								
	Grades TK-3	-	-	-					
	Grades 4-6	-	-	-					
	Grades 7-8	-	-	-					
	Grades 9-12	-	-	-					
	TOTAL NPS-CDS (Annual)	-	-	-	-	-	-	-	-
	District Basic Aid ADA funded outside of the LCFF (Court Ordered, Voluntary Tfr. & Open Enrollment) (For calculating EPA only; this ADA is not included in the LCFF funding calculation).								
		-	-	-					
	DISTRICT TOTAL	-	-	-	-	-	-	-	-
	County Operated Programs, e.g. Community School, Special Ed: (P-2 / Annual)								
E-2, E-3	Grades TK-3	-	-	-					
	Grades 4-6	-	-	-					
	Grades 7-8	-	-	-					
	Grades 9-12	-	-	-					
	COUNTY TOTAL	-	-	-	-	-	-	-	-
	RATIO: District ADA-to-Enrollment	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
	RATIO: County ADA-to-Enrollment	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
(g) PRIOR YEAR GUARANTEE ADJUSTMENT FOR CHARTER SHIFT									
If applicable, enter prior year ADA for students transferring into or out of district schools and <u>district-sponsored</u> charter schools. Report the prior year ADA for these students in the current year field, using the grade span the students were enrolled in during the prior year(s). NOTE: Legislative requiring the charter shift adjustment was suspended in fiscal years 2020-21 and 2021-22, no prior year ADA should be entered for these years.									
A-19	Prior year	Source: Principal Apportionment Data Collection, P-2 Attendance School District Form	2021-22 ADA shift reported in 2022-23 ADA report	2022-23 ADA shift reported in 2023-24 ADA report	2023-24 ADA shift reported in 2024-25 ADA report	2024-25 ADA shift reported in 2025-26 ADA report	2025-26 ADA shift reported in 2026-27 ADA report	2026-27 ADA shift reported in 2027-28 ADA report	2027-28 ADA shift reported in 2028-29 ADA report
	Grades TK-3	Prior year Charter School Shift Increase of ADA for students who attended district sponsored charter schools in the prior year and attended district schools in the current year	-	-	-				
	Grades 4-6		-	-	-				
	Grades 7-8		-	-	-				
Grades 9-12	-		-	-					
			-	-	-	-	-	-	-
A-20	Grades TK-3	Prior year Charter School Shift Decrease of ADA for students who attended district schools in the prior year and attended district sponsored charter schools in the current year	-	-	-				
	Grades 4-6		-	-	-				
	Grades 7-8		-	-	-				
			-	-	-				

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	Grades 9-12	-	-	-					
		-	-	-	-	-	-	-	-
	Net increase/(decrease) to prior year ADA	-	-	-	-	-	-	-	-

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(4) NECESSARY SMALL SCHOOLS ADA										
For each school that is eligible to be funded as a necessary small school in the year NSS funding is anticipated, enter ADA and FTE for the current and three prior years.										
1 NSS #1			School Code:							
A-12	Current Year P2 ADA:	Grades TK-3	-	-	-					
A-13		Grades 4-6	-	-	-					
A-14		Grades 7-8	-	-	-					
B-6		Grades 9-12	-	-	-					
TOTAL		-	-	-	-	-	-	-	-	-
A-11, B-5	Number of FTE (round up to the full FTE)		-	-	-	-	-	-	-	-
Is this school eligible for NSS funding?			Eligible	Eligible	Eligible	Eligible	Eligible	Eligible	Eligible	Eligible
Type of school			Not NSS	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS
Best funding option calculated is:			LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
Select funding method:			LCFF	LCFF	LCFF	Select method	Select method	Select method	Select method	Select method
2 NSS #2			School Code:							
A-12	Current Year P2 ADA:	Grades TK-3	-	-	-					
A-13		Grades 4-6	-	-	-					
A-14		Grades 7-8	-	-	-					
B-6		Grades 9-12	-	-	-					
TOTAL		-	-	-	-	-	-	-	-	-
A-11, B-5	Number of FTE (round up to the full FTE)		-	-	-					
Is this school eligible for NSS funding?			Eligible	Eligible	Eligible	Eligible	Eligible	Eligible	Eligible	Eligible
Type of school			Not NSS	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS
Best funding option calculated is:			LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
Select funding method:			LCFF	LCFF	LCFF	Select method	Select method	Select method	Select method	Select method
3 NSS #3			School Code:							
A-12	Current Year P2 ADA:	Grades TK-3	-	-	-					
A-13		Grades 4-6	-	-	-					
A-14		Grades 7-8	-	-	-					
B-6		Grades 9-12	-	-	-					
TOTAL		-	-	-	-	-	-	-	-	-
A-11, B-5	Number of FTE (round up to the full FTE)		-	-	-					
Is this school eligible for NSS funding?			Eligible	Eligible	Eligible	Eligible	Eligible	Eligible	Eligible	Eligible
Type of school			Not NSS	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS
Best funding option calculated is:			LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
Select funding method:			LCFF	LCFF	LCFF	Select method	Select method	Select method	Select method	Select method

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4 NSS #4			School Code:							
A-12	Current Year P2 ADA:	Grades TK-3	-	-	-					
A-13		Grades 4-6	-	-	-					
A-14		Grades 7-8	-	-	-					
B-6		Grades 9-12	-	-	-					
TOTAL			-	-	-	-	-	-	-	-
A-11, B-5	Number of FTE (round up to the full FTE)		-	-	-					
	Is this school eligible for NSS funding?		Eligible	Eligible	Eligible	Eligible	Eligible	Eligible	Eligible	Eligible
	Type of school		Not NSS	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS
	Best funding option calculated is:		LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
	Select funding method:		LCFF	LCFF	LCFF	Select method	Select method	Select method	Select method	Select method
5 NSS #5			School Code:							
A-12	Current Year P2 ADA:	Grades TK-3	-	-	-					
A-13		Grades 4-6	-	-	-					
A-14		Grades 7-8	-	-	-					
B-6		Grades 9-12	-	-	-					
TOTAL			-	-	-	-	-	-	-	-
A-11, B-5	Number of FTE (round up to the full FTE)		-	-	-					
	Is this school eligible for NSS funding?		Eligible	Eligible	Eligible	Eligible	Eligible	Eligible	Eligible	Eligible
	Type of school		Not NSS	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS
	Best funding option calculated is:		LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
	Select funding method:		LCFF	LCFF	LCFF	Select method	Select method	Select method	Select method	Select method

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(5) IN-LIEU OF PROPERTY TAX CALCULATION FOR CHARTER SCHOOLS									
Complete <u>either</u> section (a) or (b)									
(a) ALTERNATIVE CALCULATION TOOL									
Use this section to override the calculated in-lieu of property tax results.									
	1. Clear the prepopulated number '1' from the box located to the right	1							
	2. Local calculation of <u>total</u> in-lieu property taxes								

(b) IN-LIEU TAX CALCULATION BY CHARTER SCHOOL (Note: Charters MUST be numbered to bring results into the District In-Lieu Taxes tab)									
Enter the name and ADA for each charter school. Basic Aid districts are required to transfer in-lieu taxes based on grade span funding rates. To reduce data entry, non-basic aid districts can enter the total ADA for each year into a single grade span.									
1	Charter Name								
	Charter ADA by grade span								
	Grades K-3	-	-	-					
	Grades 4-6	-	-	-					
	Grades 7-8	-	-	-					
	Grades 9-12	-	-	-					
	Total ADA	-	-	-	-	-	-	-	-
2	Charter Name								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-
3	Charter Name								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-
4	Charter Name								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-

Bullis Charter (106534)		2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
5	Charter Name								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-
6	Charter Name								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-
7	Charter Name								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-
8	Charter Name								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-
9	Charter Name								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-

Bullis Charter (106534)		2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
10	Charter Name								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
Total ADA		-	-	-	-	-	-	-	-
11	Charter Name								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
Total ADA		-	-	-	-	-	-	-	-
12	Charter Name								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
Total ADA		-	-	-	-	-	-	-	-
13	Charter Name								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
Total ADA		-	-	-	-	-	-	-	-
14	Charter Name								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
Total ADA		-	-	-	-	-	-	-	-

Bullis Charter (106534)		2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
15	Charter Name								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-
16	Charter Name								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-
17	Charter Name								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-
18	Charter Name								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-
19	Charter Name								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-

Bullis Charter (106534)		2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
20	Charter Name								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-
21	Charter Name								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-
22	Charter Name								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-
23	Charter Name								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-
24	Charter Name								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-

Bullis Charter (106534)		2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
25	Charter Name								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-
26	Charter Name								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-
27	Charter Name								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-
28	Charter Name								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-
29	Charter Name								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-

Bullis Charter (106534)		2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
30	Charter Name								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-
31	Charter Name								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-
32	Charter Name								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-
33	Charter Name								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-
34	Charter Name								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-

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35	Charter Name								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-
36	Charter Name								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-
37	Charter Name								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-
38	Charter Name								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-
39	Charter Name								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-

Bullis Charter (106534)		2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
40	Charter Name								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-
41	Charter Name								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-
42	Charter Name								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-
43	Charter Name								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-
44	Charter Name								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-

Bullis Charter (106534)		2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
45	Charter Name								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-
46	Charter Name								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-
47	Charter Name								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-
48	Charter Name								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-
49	Charter Name								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-

Bullis Charter (106534)		2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
50	Charter Name								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
Total ADA		-	-	-	-	-	-	-	-

Bullis Charter (106534) - Charter Renewal Petition				5/31/2024					
DETAILED ADA CALCULATION		2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
Third Prior Year ADA for the Hold Harmless (adjusted for current year charter shift)		2018-19 ADA	2019-20 ADA	2020-21 ADA	2021-22 ADA	2022-23 ADA	2023-24 ADA	2024-25 ADA	2025-26 ADA
Grades TK-3		Non Applicable Until 2022-23 Certification	-	-	-	-	-	-	-
Grades 4-6			-	-	-	-	-	-	-
Grades 7-8			-	-	-	-	-	-	-
Grades 9-12			-	-	-	-	-	-	-
LCFF Subtotal		-	-	-	-	-	-	-	-
NSS		-	-	-	-	-	-	-	-
Combined Subtotal		-	-	-	-	-	-	-	-
Second Prior Year ADA for the Hold Harmless (adjusted for current year charter shift)		2019-20 ADA	2020-21 ADA	2021-22 ADA	2022-23 ADA	2023-24 ADA	2024-25 ADA	2025-26 ADA	2026-27 ADA
Grades TK-3		Non Applicable Until 2022-23 Certification	-	-	-	-	-	-	-
Grades 4-6			-	-	-	-	-	-	-
Grades 7-8			-	-	-	-	-	-	-
Grades 9-12			-	-	-	-	-	-	-
LCFF Subtotal		-	-	-	-	-	-	-	-
NSS		-	-	-	-	-	-	-	-
Combined Subtotal		-	-	-	-	-	-	-	-
Prior Year ADA for the Hold Harmless (adjusted for current year charter shift)		2020-21 ADA	2021-22 ADA	2022-23 ADA	2023-24 ADA	2024-25 ADA	2025-26 ADA	2026-27 ADA	2027-28 ADA
Grades TK-3		-	-	-	-	-	-	-	-
Grades 4-6		-	-	-	-	-	-	-	-
Grades 7-8		-	-	-	-	-	-	-	-
Grades 9-12		-	-	-	-	-	-	-	-
LCFF Subtotal		-	-	-	-	-	-	-	-
NSS		-	-	-	-	-	-	-	-
Combined Subtotal		-	-	-	-	-	-	-	-
Net Adjustment to Prior Year ADA for Charter Shift									
Second Prior Year Net increase/(decrease) to prior year ADA due to Charter School Shift			-	-	-	-	-	-	-
Prior Year Net increase/(decrease) to prior year ADA due to Charter School Shift		-	-	-	-	-	-	-	-
Second prior year charter school shift percentage		Non Applicable Until 2022-23	-	-	-	-	-	-	-
Prior year charter school shift percentage			0%	0%	0%	0%	0%	0%	0%
Prior 3-Year Average ADA (if charter shift percentage > -50%, adjusted for +/- current year charter shift) - Effective beginning in 2022-23									
Grades TK-3		Applicable Until 202.	-	-	-	-	-	-	-
Grades 4-6			-	-	-	-	-	-	-
Grades 7-8			-	-	-	-	-	-	-
Grades 9-12			-	-	-	-	-	-	-
LCFF Subtotal			-	-	-	-	-	-	-
NSS			-	-	-	-	-	-	-
Combined Subtotal			-	-	-	-	-	-	-
Current Year Charter Shift ADA for the Hold Harmless and 3-prior year average		-	-	-	-	-	-	-	-
Current Year ADA									
Grades TK-3		513.58	497.23	487.71	477.12	515.52	515.52	515.52	515.52
Grades 4-6		353.28	356.81	359.20	360.96	349.44	349.44	351.36	351.36
Grades 7-8		168.81	163.19	141.00	162.24	195.84	195.84	199.68	199.68
Grades 9-12		-	-	-	-	-	-	-	-
LCFF Subtotal		1,035.67	1,017.23	987.91	1,000.32	1,060.80	1,060.80	1,066.56	1,066.56
NSS		-	-	-	-	-	-	-	-
Combined Subtotal		1,035.67	1,017.23	987.91	1,000.32	1,060.80	1,060.80	1,066.56	1,066.56
Change in LCFF ADA (excludes NSS ADA)		1,035.67	1,017.23	987.91	1,000.32	1,060.80	1,060.80	1,066.56	1,066.56
		Increase	Increase	Increase	Increase	Increase	Increase	Increase	Increase

Bullis Charter (106534) - Charter Renewal Petition								
5/31/2024								
DETAILED ADA CALCULATION	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
Funded LCFF ADA (greater of current year, prior year or 3-prior year average)								
Grades TK-3	513.58	497.23	487.71	477.12	515.52	515.52	515.52	515.52
Grades 4-6	353.28	356.81	359.20	360.96	349.44	349.44	351.36	351.36
Grades 7-8	168.81	163.19	141.00	162.24	195.84	195.84	199.68	199.68
Grades 9-12	-	-	-	-	-	-	-	-
Subtotal	1,035.67	1,017.23	987.91	1,000.32	1,060.80	1,060.80	1,066.56	1,066.56
	Current Yr	Current Yr	Current Yr	Current Yr	Current Yr	Current Yr	Current Yr	Current Yr
Funded NSS ADA								
Grades TK-3	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-
Subtotal	-	-	-	-	-	-	-	-
NPS, CDS, & COE Operated								
Grades TK-3	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-
Subtotal	-	-	-	-	-	-	-	-
ACTUAL ADA (Current Year Only)								
Grades TK-3	513.58	497.23	487.71	477.12	515.52	515.52	515.52	515.52
Grades 4-6	353.28	356.81	359.20	360.96	349.44	349.44	351.36	351.36
Grades 7-8	168.81	163.19	141.00	162.24	195.84	195.84	199.68	199.68
Grades 9-12	-	-	-	-	-	-	-	-
Total Actual ADA	1,035.67	1,017.23	987.91	1,000.32	1,060.80	1,060.80	1,066.56	1,066.56
TOTAL FUNDED ADA, LCFF & NSS								
Grades TK-3	513.58	497.23	487.71	477.12	515.52	515.52	515.52	515.52
Grades 4-6	353.28	356.81	359.20	360.96	349.44	349.44	351.36	351.36
Grades 7-8	168.81	163.19	141.00	162.24	195.84	195.84	199.68	199.68
Grades 9-12	-	-	-	-	-	-	-	-
Total Funded ADA	1,035.67	1,017.23	987.91	1,000.32	1,060.80	1,060.80	1,066.56	1,066.56
Funded Difference (Funded ADA less Actual ADA)	-	-	-	-	-	-	-	-
FUNDED ADA for the Transitional Kindergarten Add-on								
Current Year TK ADA	-	26.68	37.22	38.40	38.40	38.40	38.40	38.40

Calculator Tab

Bullis Charter (106534) - Charter Renewal Petition										v.25.1a		PY3		v.25.1a		5/31/2024		PY2																	
LOCAL CONTROL FUNDING FORMULA										2021-22						2022-23																			
LCFF ENTITLEMENT CALCULATION																																			
										COLA & Augmentation		Base Grant Proration		Unduplicated Pupil Percentage		COLA & Augmentation		Base Grant Proration		Unduplicated Pupil Percentage															
Calculation Factors										5.07%		0.00%		7.72%		7.72%		13.26%		0.00%		8.14%		8.14%											
Current Yr										ADA		Base		Grade Span		Supplemental		Concentration		Total		Current Yr		ADA		Base		Grade Span		Supplemental		Concentration		Total	
Grades TK-3										513.58	\$	8,093	\$	842	\$	138	\$	-	\$	4,659,689	497.23	\$	9,166	\$	953	\$	165	\$	-	\$	5,113,382				
Grades 4-6										353.28		8,215				127	-	2,947,005	356.81		9,304				151	-	3,373,806								
Grades 7-8										168.81		8,458				131	-	1,449,840	163.19		9,580				156	-	1,588,812								
Grades 9-12										-		9,802		255		155	-	-	-		11,102		289		185	-	-								
Subtract Necessary Small School ADA and Funding										-		-		-		-	-	-	-		-		-		-	-	-	-							
Total Base, Supplemental, and Concentration Grant											\$	8,486,393	\$	432,434	\$	137,707	\$	-	\$	9,056,534		\$	9,440,730	\$	473,860	\$	161,410	\$	-	\$	10,076,000				
NSS Allowance												-					-	-		-		-		-		-	-	-	-						
TOTAL BASE										1,035.67	\$	8,486,393	\$	432,434	\$	137,707	\$	-	\$	9,056,534	1,017.23	\$	9,440,730	\$	473,860	\$	161,410	\$	-	\$	10,076,000				
ADD ONS:																																			
Targeted Instructional Improvement Block Grant																				\$	-			\$	-										
Home-to-School Transportation (COLA added commencing 2023-24)																					-				-										
Small School District Bus Replacement Program (COLA added commencing 2023-24)																					-				-										
Transitional Kindergarten (Commencing 2022-23)										TK ADA	-	TK Add-on rate	\$	-		-		-	TK ADA	26.68	TK Add-on rate	\$	2,813.00		75,051										
ECONOMIC RECOVERY TARGET PAYMENT																				37,632				37,632											
LCFF Entitlement Before Adjustments																				\$	9,094,166				\$	10,188,683									
Miscellaneous Adjustments																					-				-										
ADJUSTED LCFF ENTITLEMENT																				\$	9,094,166				\$	10,188,683									
Local Revenue (including RDA)																					(8,918,827)					(9,914,590)									
Gross State Aid																				\$	175,339				\$	274,093									
Education Protection Account Entitlement																					(207,134)					(203,446)									
Net State Aid																				\$	-				\$	70,647									
MINIMUM STATE AID CALCULATION																																			
										12-13 Rate		2021-22 ADA		N/A		12-13 Rate		2022-23 ADA		N/A															
2012-13 RL/Charter Gen BG adjusted for ADA										\$	5,170.64	1,035.67	\$	5,355,077	\$	5,170.64	1,017.23	\$	5,259,730																
2012-13 NSS Allowance (deficited)										\$	-		-		\$	-		-																	
Minimum State Aid Adjustments																					-			-											
Less Current Year Property Taxes/In-Lieu																				(8,918,827)		(9,914,590)													
Less Education Protection Account Entitlement																				(207,134)		(203,446)													
Subtotal State Aid for Historical RL/Charter General BG																				\$	-		\$	-											
Categorical Minimum State Aid																				214,342		214,342													
Charter School Categorical Block Grant adjusted for ADA										428.66		1,035.67	443,950		428.66	1,017.23	436,046																		
Minimum State Aid Guarantee Before Proration Factor																				\$	658,292		\$	650,388											
Proration Factor																					0.00%			0.00%											
Minimum State Aid Guarantee																				\$	658,292		\$	650,388											
CHARTER SCHOOL MINIMUM STATE AID OFFSET																																			
LCFF Entitlement																				9,056,534		10,076,000													
Minimum State Aid plus Property Taxes including RDA																				9,577,119		10,564,978													
Offset																				(520,585)		(488,978)													
Minimum State Aid Prior to Offset																				658,292		650,388													
Total Minimum State Aid with Offset																				137,707		161,410													
State Aid Before Additional State Aid																				\$	137,707		\$	161,410											
ADDITIONAL STATE AID																				\$	137,707		\$	90,763											
LCFF State Aid, Adjusted for Minimum State Aid Guarantee																				\$	137,707		\$	161,410											
LCFF Entitlement, excludes Categorical MSA and before COE transfer, Choice & Charter Supplemental																				\$	9,094,166		\$	10,188,683											
Change Over Prior Year																					12.04%	1,094,517			10,016										
LCFF Entitlement Per ADA (excluding Categorical MSA)																				\$	8,781														
Per-ADA Change Over Prior Year																					14.06%	1,235													
Basic Aid Status (school districts only)																				-				-											
LCFF SOURCES INCLUDING EXCESS TAXES																																			
										2021-22				Increase		2022-23																			
State Aid										\$	137,707		17.21%	23,703		\$	161,410																		
Education Protection Account																				207,134		203,446													
Property Taxes Net of In-Lieu Transfers																				-		0.00%	-												
Charter In-Lieu Taxes																				8,918,827		11.16%	995,763	9,914,590											

Calculator Tab

Bullis Charter (106534) - Charter Renewal Petition		v.25.1a	PY3	v.25.1a	5/31/2024	PY2
LOCAL CONTROL FUNDING FORMULA			2021-22	2022-23		
Total LCFF (Excludes Basic Aid Choice and Basic Aid Supplemental Funding)			\$ 9,263,668	11.00%	1,019,466	\$ 10,279,446

Bullis Charter (106534) - Charter Renewal Petition		v.25.1a		PY1		v.25.1a		5/31/2024		CY			
LOCAL CONTROL FUNDING FORMULA						2023-24		2024-25					
LCFF ENTITLEMENT CALCULATION													
						COLA & Augmentation		Base Grant Proration		Unduplicated Pupil Percentage			
Calculation Factors						8.22%		0.00%		8.57% 8.57%			
						Current Yr				Current Yr			
						ADA Base		Grade Span		Supplemental Concentration Total			
Grades TK-3						487.71 \$ 9,919		\$ 1,032		\$ 188 \$ - \$ 5,432,455			
Grades 4-6						359.20 10,069				173 - 3,678,777			
Grades 7-8						141.00 10,367				178 - 1,486,801			
Grades 9-12						- 12,015		312		211 - -			
Subtract Necessary Small School ADA and Funding						-		-		-			
Total Base, Supplemental, and Concentration Grant						\$ 9,916,127		\$ 503,317		\$ 178,589 \$ - \$ 10,598,033			
NSS Allowance						-				-			
TOTAL BASE						987.91 \$ 9,916,127		\$ 503,317		\$ 178,589 \$ - \$ 10,598,033			
ADD ONS:													
Targeted Instructional Improvement Block Grant										\$ -			
Home-to-School Transportation (COLA added commencing 2023-24)										-			
Small School District Bus Replacement Program (COLA added commencing 2023-24)										-			
Transitional Kindergarten (Commencing 2022-23)						TK ADA 37.22		TK Add-on rate		\$ 3,044.00 113,298			
ECONOMIC RECOVERY TARGET PAYMENT										37,632			
LCFF Entitlement Before Adjustments										\$ 10,748,963			
Miscellaneous Adjustments										-			
ADJUSTED LCFF ENTITLEMENT										\$ 10,748,963			
Local Revenue (including RDA)										(10,419,444)			
Gross State Aid										\$ 329,519			
Education Protection Account Entitlement										(197,582)			
Net State Aid										\$ 131,937			
MINIMUM STATE AID CALCULATION													
						12-13 Rate		2023-24 ADA		N/A			
2012-13 RL/Charter Gen BG adjusted for ADA						\$ 5,170.64		987.91		\$ 5,108,127			
2012-13 NSS Allowance (deficited)						\$ -				-			
Minimum State Aid Adjustments										-			
Less Current Year Property Taxes/In-Lieu										(10,419,444)			
Less Education Protection Account Entitlement										(197,582)			
Subtotal State Aid for Historical RL/Charter General BG										\$ -			
Categorical Minimum State Aid										214,342			
Charter School Categorical Block Grant adjusted for ADA						428.66		987.91		423,478			
Minimum State Aid Guarantee Before Proration Factor										\$ 637,820			
Proration Factor										0.00%			
Minimum State Aid Guarantee										\$ 637,820			
CHARTER SCHOOL MINIMUM STATE AID OFFSET													
LCFF Entitlement										10,598,033			
Minimum State Aid plus Property Taxes including RDA										11,057,264			
Offset										(459,231)			
Minimum State Aid Prior to Offset										637,820			
Total Minimum State Aid with Offset										178,589			
State Aid Before Additional State Aid										\$ 178,589			
ADDITIONAL STATE AID										\$ 46,652			
LCFF State Aid, Adjusted for Minimum State Aid Guarantee										\$ 178,589			
LCFF Entitlement, excludes Categorical MSA and before COE transfer, Choice & Charter Supplem										\$ 10,748,963			
Change Over Prior Year						5.50%		560,280					
LCFF Entitlement Per ADA (excluding Categorical MSA)										10,881			
Per-ADA Change Over Prior Year						8.64%		865					
Basic Aid Status (school districts only)										-			
LCFF SOURCES INCLUDING EXCESS TAXES													
						Increase		2023-24					
State Aid						10.64%		17,179		\$ 178,589			
Education Protection Account										197,582			
Property Taxes Net of In-Lieu Transfers						0.00%		-		-			
Charter In-Lieu Taxes						5.09%		504,854		10,419,444			
										83.44% 149,019 \$ 327,608			
										200,064			
										0.00% - -			
										1.26% 130,891 10,550,335			

Calculator Tab

Bullis Charter (106534) - Charter Renewal Petition				v.25.1a		PY1	v.25.1a		5/31/2024	CY
LOCAL CONTROL FUNDING FORMULA						2023-24	2024-25			
Total LCFF (Excludes Basic Aid Choice and Basic Aid Supplemental Funding)				5.08%	522,033	\$ 10,795,615	2.59%		279,910	\$ 11,078,007

Calculator Tab

Bullis Charter (106534) - Charter Renewal Petition										v.25.1a		CY1		v.25.1a		CY2									
LOCAL CONTROL FUNDING FORMULA										2025-26				2026-27											
LCFF ENTITLEMENT CALCULATION																									
										COLA & Augmentation		Base Grant Proration		Unduplicated Pupil Percentage		COLA & Augmentation		Base Grant Proration		Unduplicated Pupil Percentage					
Calculation Factors										2.93%		0.00%		12.33%		12.33%		3.08%		0.00%		12.92%		12.92%	
										Current Yr						Current Yr									
										ADA	Base	Grade Span	Supplemental	Concentration	Total	ADA	Base	Grade Span	Supplemental	Concentration	Total				
Grades TK-3										515.52	\$ 10,319	\$ 1,073	\$ 281	\$ -	\$ 6,017,627	515.52	\$ 10,637	\$ 1,106	\$ 303	\$ -	\$ 6,210,180				
Grades 4-6										349.44	10,475		258	-	3,750,649	349.44	10,798		279	-	3,870,754				
Grades 7-8										195.84	10,785		266	-	2,164,219	195.84	11,117		287	-	2,233,411				
Grades 9-12										-	12,500	325	316	-	-	-	12,885	335	342	-	-				
Subtract Necessary Small School ADA and Funding										-	-	-			-	-	-	-			-				
Total Base, Supplemental, and Concentration Grant											\$ 11,092,169	\$ 553,153	\$ 287,173	\$ -	\$ 11,932,495		\$ 11,433,992	\$ 570,165	\$ 310,188	\$ -	\$ 12,314,345				
NSS Allowance												-			-			-			-				
TOTAL BASE										1,060.80	\$ 11,092,169	\$ 553,153	\$ 287,173	\$ -	\$ 11,932,495	1,060.80	\$ 11,433,992	\$ 570,165	\$ 310,188	\$ -	\$ 12,314,345				
ADD ONS:																									
Targeted Instructional Improvement Block Grant															\$ -						\$ -				
Home-to-School Transportation (COLA added commencing 2023-24)															-						-				
Small School District Bus Replacement Program (COLA added commencing 2023-24)															-						-				
Transitional Kindergarten (Commencing 2022-23)										TK ADA	38.40	TK Add-on rate	\$ 3,167.00		121,613	TK ADA	38.40	TK Add-on rate	\$ 3,265.00		125,376				
ECONOMIC RECOVERY TARGET PAYMENT															37,632						37,632				
LCFF Entitlement Before Adjustments															\$ 12,091,740						\$ 12,477,353				
Miscellaneous Adjustments															-						-				
ADJUSTED LCFF ENTITLEMENT															\$ 12,091,740						\$ 12,477,353				
Local Revenue (including RDA)															(11,188,215)						(11,188,215)				
Gross State Aid															\$ 903,525						\$ 1,289,138				
Education Protection Account Entitlement															(212,160)						(212,160)				
Net State Aid															\$ 691,365						\$ 1,076,978				
MINIMUM STATE AID CALCULATION																									
												12-13 Rate	2025-26 ADA		N/A			12-13 Rate	2026-27 ADA		N/A				
2012-13 RL/Charter Gen BG adjusted for ADA												\$ 5,170.64	1,060.80		\$ 5,485,015			\$ 5,170.64	1,060.80		\$ 5,485,015				
2012-13 NSS Allowance (deficited)												\$ -			-			\$ -			-				
Minimum State Aid Adjustments															-					-					
Less Current Year Property Taxes/In-Lieu															(11,188,215)					(11,188,215)					
Less Education Protection Account Entitlement															(212,160)					(212,160)					
Subtotal State Aid for Historical RL/Charter General BG															\$ -					\$ -					
Categorical Minimum State Aid															214,342					214,342					
Charter School Categorical Block Grant adjusted for ADA												428.66	1,060.80		454,723			428.66	1,060.80		454,723				
Minimum State Aid Guarantee Before Proration Factor															\$ 669,065					\$ 669,065					
Proration Factor															0.00%					0.00%					
Minimum State Aid Guarantee															\$ 669,065					\$ 669,065					
CHARTER SCHOOL MINIMUM STATE AID OFFSET																									
LCFF Entitlement															11,932,495					12,314,345					
Minimum State Aid plus Property Taxes including RDA															11,857,280					11,857,280					
Offset															-					-					
Minimum State Aid Prior to Offset															669,065					669,065					
Total Minimum State Aid with Offset															669,065					669,065					
State Aid Before Additional State Aid															\$ 691,365					\$ 1,076,978					
ADDITIONAL STATE AID															\$ -					\$ -					
LCFF State Aid, Adjusted for Minimum State Aid Guarantee															\$ 691,365					\$ 1,076,978					
LCFF Entitlement, excludes Categorical MSA and before COE transfer, Choice & Charter Supplem															\$ 12,091,740					\$ 12,477,353					
Change Over Prior Year												9.59%	1,058,008					3.19%	385,613						
LCFF Entitlement Per ADA (excluding Categorical MSA)															11,399					11,762					
Per-ADA Change Over Prior Year												3.35%	369					3.18%	363						
Basic Aid Status (school districts only)															-					-					
LCFF SOURCES INCLUDING EXCESS TAXES																									
													Increase		2025-26				Increase		2026-27				
State Aid												111.03%	363,757		\$ 691,365			55.78%	385,613		\$ 1,076,978				
Education Protection Account															212,160						212,160				
Property Taxes Net of In-Lieu Transfers												0.00%	-		-			0.00%	-		-				
Charter In-Lieu Taxes												6.05%	637,880		11,188,215			0.00%	-		11,188,215				

Calculator Tab

Bullis Charter (106534) - Charter Renewal Petition				v.25.1a		CY1	v.25.1a		CY2
LOCAL CONTROL FUNDING FORMULA						2025-26			2026-27
Total LCFF (Excludes Basic Aid Choice and Basic Aid Supplemental Funding)				9.04%	1,001,637	\$ 12,091,740	3.19%	385,613	\$ 12,477,353

Calculator Tab

Bullis Charter (106534) - Charter Renewal Petition				v.25.1a		CY3		v.25.1a		CY4					
LOCAL CONTROL FUNDING FORMULA						2027-28		2028-29							
LCFF ENTITLEMENT CALCULATION															
		COLA & Augmentation		Base Grant Proration		Unduplicated Pupil Percentage				COLA & Augmentation		Base Grant Proration		Unduplicated Pupil Percentage	
Calculation Factors		3.30%		0.00%		13.13%		13.13%		3.29%		0.00%		13.13%	
		Current Yr								Current Yr					
		ADA	Base	Grade Span	Supplemental	Concentration	Total			ADA	Base	Grade Span	Supplemental	Concentration	Total
Grades TK-3		515.52	\$ 10,988	\$ 1,143	\$ 319	\$ -	\$ 6,417,997			515.52	\$ 11,350	\$ 1,180	\$ 329	\$ -	\$ 6,629,092
Grades 4-6		351.36	11,154		293	-	4,021,984			351.36	11,521		303	-	4,154,320
Grades 7-8		199.68	11,484		302	-	2,353,342			199.68	11,862		311	-	2,430,804
Grades 9-12		-	13,310	346	359	-	-			-	13,748	357	370	-	-
Subtract Necessary Small School ADA and Funding		-	-	-			-			-	-	-			-
Total Base, Supplemental, and Concentration Grant			\$ 11,876,728	\$ 589,239	\$ 327,356	\$ -	\$ 12,793,323				\$ 12,267,775	\$ 608,314	\$ 338,127	\$ -	\$ 13,214,216
NSS Allowance			-				-				-				-
TOTAL BASE		1,066.56	\$ 11,876,728	\$ 589,239	\$ 327,356	\$ -	\$ 12,793,323			1,066.56	\$ 12,267,775	\$ 608,314	\$ 338,127	\$ -	\$ 13,214,216
ADD ONS:															
Targeted Instructional Improvement Block Grant								\$ -							
Home-to-School Transportation (COLA added commencing 2023-24)								-							
Small School District Bus Replacement Program (COLA added commencing 2023-24)								-							
Transitional Kindergarten (Commencing 2022-23)		TK ADA	38.40	TK Add-on rate	\$ 3,373.00		129,523		TK ADA	38.40	TK Add-on rate	\$ 3,484.00			133,786
ECONOMIC RECOVERY TARGET PAYMENT								37,632							
LCFF Entitlement Before Adjustments								\$ 12,960,478							
Miscellaneous Adjustments								-							
ADJUSTED LCFF ENTITLEMENT								\$ 12,960,478							
Local Revenue (including RDA)								(11,248,966)							
Gross State Aid								\$ 1,711,512							
Education Protection Account Entitlement								(213,312)							
Net State Aid								\$ 1,498,200							
MINIMUM STATE AID CALCULATION															
				12-13 Rate	2027-28 ADA		N/A					12-13 Rate	2028-29 ADA		N/A
2012-13 RL/Charter Gen BG adjusted for ADA				\$ 5,170.64	1,066.56		\$ 5,514,798					\$ 5,170.64	1,066.56		\$ 5,514,798
2012-13 NSS Allowance (deficit)				\$ -			-					\$ -			-
Minimum State Aid Adjustments							-								-
Less Current Year Property Taxes/In-Lieu							(11,248,966)								(11,248,966)
Less Education Protection Account Entitlement							(213,312)								(213,312)
Subtotal State Aid for Historical RL/Charter General BG							\$ -								\$ -
Categorical Minimum State Aid							214,342								214,342
Charter School Categorical Block Grant adjusted for ADA				428.66	1,066.56		457,192					428.66	1,066.56		457,192
Minimum State Aid Guarantee Before Proration Factor							\$ 671,534								\$ 671,534
Proration Factor							0.00%								0.00%
Minimum State Aid Guarantee							\$ 671,534								\$ 671,534
CHARTER SCHOOL MINIMUM STATE AID OFFSET															
LCFF Entitlement							12,793,323								13,214,216
Minimum State Aid plus Property Taxes including RDA							11,920,500								11,920,500
Offset							-								-
Minimum State Aid Prior to Offset							671,534								671,534
Total Minimum State Aid with Offset							671,534								671,534
State Aid Before Additional State Aid							\$ 1,498,200								\$ 1,923,356
ADDITIONAL STATE AID							\$ -								\$ -
LCFF State Aid, Adjusted for Minimum State Aid Guarantee							\$ 1,498,200								\$ 1,923,356
LCFF Entitlement, excludes Categorical MSA and before COE transfer, Choice & Charter Supplem						\$ 12,960,478		\$ 13,385,634							
Change Over Prior Year				3.87%	483,125			3.28%				425,156			
LCFF Entitlement Per ADA (excluding Categorical MSA)						12,152							12,550		
Per-ADA Change Over Prior Year				3.32%	390			3.28%				398			
Basic Aid Status (school districts only)						-							-		
LCFF SOURCES INCLUDING EXCESS TAXES															
					Increase	2027-28							Increase	2028-29	
State Aid				39.11%	421,222	\$ 1,498,200		28.38%				425,156	\$ 1,923,356		
Education Protection Account						213,312							213,312		
Property Taxes Net of In-Lieu Transfers				0.00%	-	-		0.00%				-	-		
Charter In-Lieu Taxes				0.54%	60,751	11,248,966		0.00%				-	11,248,966		

Calculator Tab

Bullis Charter (106534) - Charter Renewal Petition			v.25.1a	CY3	v.25.1a		CY4	
LOCAL CONTROL FUNDING FORMULA				2027-28	2028-29			
Total LCFF (Excludes Basic Aid Choice and Basic Aid Supplemental Funding)			3.86%	481,973	\$ 12,960,478	3.52%	425,156	\$ 13,385,634

Bullis Charter (106534) - Charter Renewal Petition			5/31/24								
EDUCATION PROTECTION ACCOUNT											
Certification Period:			Annual 2021-22	P-2 2022-23	Annual 2022-23	Estimated P-2 2023-24	Est. Annual 2023-24	2024-25	2025-26	2026-27	2027-28
EDUCATION PROTECTION ACCOUNT (EPA) MINIMUM ENTITLEMENT											
A-1	Total ADA for EPA Minimum		1,035.67	1,017.89	1,017.23	987.91	987.91	1,000.32	1,060.80	1,060.80	1,066.56
A-2	Minimum Funding per ADA		\$ 200	\$ 200	\$ 200	\$ 200	\$ 200	\$ 200	\$ 200	\$ 200	\$ 200
A-3	EPA Minimum Funding (A-1 * A-2)		\$ 207,134	\$ 203,578	\$ 203,446	\$ 197,582	\$ 197,582	\$ 200,064	\$ 212,160	\$ 212,160	\$ 213,312
EPA PROPORTIONATE SHARE CAP											
B3,B7	2012-13 Deficited Base RL/Charter Rate (adjusted for COLA eff. 21/22)		\$ 5,996.53		\$ 6,389.90	\$ 6,915.15	\$ 6,915.15	\$ 6,989.14	\$ 7,193.92	\$ 7,415.49	\$ 7,660.20
B4, B8	Current Year Funded ADA, excluding NSS		1,035.67		1,017.23	987.91	987.91	1,000.32	1,060.80	1,060.80	1,066.56
B-11	2012-13 Deficited Other Revenue Limit per ADA (adjusted for COLA eff. 21/22)		-		-	-	-	-	-	-	-
B-12	Current Year Funded ADA, including NSS		1,035.67		1,017.23	987.91	987.91	1,000.32	1,060.80	1,060.80	1,066.56
	Adjusted Total Revenue Limit		\$ 6,210,426		\$ 6,499,998	\$ 6,831,546	\$ 6,831,546	\$ 6,991,377	\$ 7,631,310	\$ 7,866,352	\$ 8,170,063
B-10	Current Year Adjusted NSS Allowance		\$ -		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
B-16	Adjusted Revenue Limit/Adjusted General Purpose Funding for EPA		\$ 6,210,426	\$ 6,504,215	\$ 6,499,998	\$ 6,831,546	\$ 6,831,546	\$ 6,991,377	\$ 7,631,310	\$ 7,866,352	\$ 8,170,063
B-17	Local Revenue/In-Lieu of Property Taxes		\$ 8,918,827	\$ 9,920,726	\$ 9,914,590	\$ 10,419,444	\$ 10,419,444	\$ 10,550,335	\$ 11,188,215	\$ 11,188,215	\$ 11,248,966
B-18	EPA Proportionate Share Cap (B-16 - B-17; If less than 0, B-18 = 0)		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
EPA PROPORTIONATE SHARE											
C-1	Adjusted Revenue Limit/Adjusted General Purpose Funding for EPA		\$6,210,426	\$ 6,504,215	\$6,499,998	\$6,831,546	\$6,831,546	\$6,991,377	\$7,631,310	\$7,866,352	\$8,170,063
C-2	Statewide EPA Proportionate Share Ratio (as of P-2 certification)			12.74780911%		48.75954508%		48.75954508%	48.75954508%	48.75954508%	48.75954508%
C-3	EPA Proportionate Share (C-1 * C-2)		\$ 4,680,896	\$ 829,145	\$ 835,129	\$ 3,331,031	\$ 3,331,031	\$ 3,408,964	\$ 3,720,992	\$ 3,835,597	\$ 3,983,686
EPA ENTITLEMENT											
D-1	EPA Entitlement (If C-3 < B-18, then C-3; else B-18); (If C-3 and B-18 < A-3, then A-3)		\$ 207,134	\$ 203,578	\$ 203,446	\$ 197,582	\$ 197,582	\$ 200,064	\$ 212,160	\$ 212,160	\$ 213,312
D-2	Miscellaneous Adjustments**		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
D-3	Adjusted EPA Entitlement (D-1 + D-2)		207,134	203,578	203,446	197,582	197,582	200,064	212,160	212,160	213,312
D-4	Prior Year Annual Adjustment		-	\$ 1,260	1,260	\$ (132)	(132)	-			
D-5	P2 Entitlement Net of PY Adjustment		207,134	\$ 204,838	204,706	\$ 197,450	197,450	200,064	212,160	212,160	213,312
C-2	Statewide EPA Proportionate Share Ratio (as of Annual certification)		75.37156903%	12.84814107%	12.84814107%	48.75954508%	48.75954508%	48.75954508%	48.75954508%	48.75954508%	48.75954508%
	Adjusted EPA Allocation (used to calculate LCFF Revenue)			\$ 203,446		\$ 197,582		200,064	212,160	212,160	213,312

**A miscellaneous adjustment increases EPA State Aid (object 8012) funding in lieu of issian LEA when it is overpaid. EPA State Aid offsets LCFF State Aid (object 8011). It is calculated a single time at P2.

Bullis Charter (106534) - Charter Renewal Petition		
EDUCATION PROTECTION ACCOUNT		
Certification Period:		2028-29
EDUCATION PROTECTION ACCOUNT (EPA) MINIMUM ENTITLEMENT		
A-1	Total ADA for EPA Minimum	1,066.56
A-2	Minimum Funding per ADA	\$ 200
A-3	EPA Minimum Funding (A-1 * A-2)	\$ 213,312
EPA PROPORTIONATE SHARE CAP		
B3,B7	2012-13 Deficited Base RL/Charter Rate (adjusted for COLA eff. 21/22)	\$7,912.22
B4, B8	Current Year Funded ADA, excluding NSS	1,066.56
B-11	2012-13 Deficited Other Revenue Limit per ADA (adjusted for COLA eff. 21/22)	-
B-12	Current Year Funded ADA, including NSS	1,066.56
	Adjusted Total Revenue Limit	\$ 8,438,857
B-10	Current Year Adjusted NSS Allowance	\$ -
B-16	Adjusted Revenue Limit/Adjusted General Purpose Funding for EPA	\$ 8,438,857
B-17	Local Revenue/In-Lieu of Property Taxes	\$ 11,248,966
B-18	EPA Proportionate Share Cap (B-16 - B-17; If less than 0, B-18 = 0)	\$ -
EPA PROPORTIONATE SHARE		
C-1	Adjusted Revenue Limit/Adjusted General Purpose Funding for EPA	\$8,438,857
C-2	Statewide EPA Proportionate Share Ratio (as of P-2 certification)	48.75954508%
C-3	EPA Proportionate Share (C-1 * C-2)	\$ 4,114,748
EPA ENTITLEMENT		
D-1	EPA Entitlement (If C-3 < B-18, then C-3; else B-18); (If C-3 and B-18 < A-3, then A-3)	\$ 213,312
D-2	Miscellaneous Adjustments**	\$-
D-3	Adjusted EPA Entitlement (D-1 + D-2)	213,312
D-4	Prior Year Annual Adjustment	
D-5	P2 Entitlement Net of PY Adjustment	213,312
C-2	Statewide EPA Proportionate Share Ratio (as of Annual certification)	48.75954508%
	Adjusted EPA Allocation (used to calculate LCFF Revenue)	213,312

**A miscellaneous adjustment increases EPA State Aid (object 8012) funding in lieu of issi

Bullis Charter (106534) - Charter Renewal Petition				5/31/2024				
	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
General Assumptions								
COLA & Augmentation	5.07%	13.26%	8.22%	1.07%	2.93%	3.08%	3.30%	3.29%
Base Grant Proration Factor	-	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Add-on, ERT & MSA Proration Factor	-	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Student Assumptions:								
Enrollment Count	1,067	1,058	1,025	1,042	1,105	1,105	1,111	1,111
Unduplicated Pupil Count (UPC)	72	82	116	130	145	145	146	146
Unduplicated Pupil Percentage (UPP)	7.72%	8.14%	8.57%	10.50%	12.33%	12.92%	13.13%	13.13%
Current Year LCFF Average Daily Attendance (ADA)	1,035.67	1,017.23	987.91	1,000.32	1,060.80	1,060.80	1,066.56	1,066.56
Funded LCFF ADA	1,035.67	1,017.23	987.91	1,000.32	1,060.80	1,060.80	1,066.56	1,066.56
LCFF ADA Funding Method	Current Yr	Current Yr	Current Yr	Current Yr	Current Yr	Current Yr	Current Yr	Current Yr
Current Year Necessary Small School (NSS) ADA	-	-	-	-	-	-	-	-
Funded NSS ADA	-	-	-	-	-	-	-	-
NSS ADA Funding Method(s)								
LCFF Entitlement Summary								
Base Grant	\$8,486,393	\$9,440,730	\$9,916,127	\$10,156,569	\$11,092,169	\$11,433,992	\$11,876,728	\$12,267,775
Grade Span Adjustment	432,434	473,860	503,317	497,636	553,153	570,165	589,239	608,314
Adjusted Base Grant	\$8,918,827	\$9,914,590	\$10,419,444	\$10,654,205	\$11,645,322	\$12,004,157	\$12,465,967	\$12,876,089
Supplemental Grant	137,707	161,410	178,589	223,738	287,173	310,188	327,356	338,127
Concentration Grant	-	-	-	-	-	-	-	-
Total Base, Supplemental and Concentration Grant	\$9,056,534	\$10,076,000	\$10,598,033	\$10,877,943	\$11,932,495	\$12,314,345	\$12,793,323	\$13,214,216
Allowance: Necessary Small School	-	-	-	-	-	-	-	-
Add-on: Targeted Instructional Improvement Block Grant	-	-	-	-	-	-	-	-
Add-on: Home-to-School Transportation	-	-	-	-	-	-	-	-
Add-on: Small School District Bus Replacement Program	-	-	-	-	-	-	-	-
Add-on: Economic Recovery Target	37,632	37,632	37,632	37,632	37,632	37,632	37,632	37,632
Add-on: Transitional Kindergarten	-	75,051	113,298	118,157	121,613	125,376	129,523	133,786
Total Allowance and Add-On Amounts	\$37,632	\$112,683	\$150,930	\$155,789	\$159,245	\$163,008	\$167,155	\$171,418
Total LCFF Entitlement Before Adjustments (excludes Additional State Aid)	\$9,094,166	\$10,188,683	\$10,748,963	\$11,033,732	\$12,091,740	\$12,477,353	\$12,960,478	\$13,385,634
Miscellaneous Adjustments	-	-	-	-	-	-	-	-
Total LCFF Entitlement (excludes Additional State Aid)	\$ 9,094,166	\$ 10,188,683	\$ 10,748,963	\$ 11,033,732	\$ 12,091,740	\$ 12,477,353	\$ 12,960,478	\$ 13,385,634
LCFF Entitlement Per ADA (excludes Categorical MSA)	\$ 8,781	\$ 10,016	\$ 10,881	\$ 11,030	\$ 11,399	\$ 11,762	\$ 12,152	\$ 12,550
Additional State Aid	137,707	90,763	46,652	44,275	-	-	-	-
Total LCFF Entitlement with Additional State Aid	9,231,873	10,279,446	10,795,615	11,078,007	12,091,740	12,477,353	12,960,478	13,385,634
LCFF Sources Summary								
Funding Source Summary								
Local Revenue and In-Lieu of Property Taxes (net for school districts)	\$ 8,918,827	\$ 9,914,590	\$ 10,419,444	\$ 10,550,335	\$ 11,188,215	\$ 11,188,215	\$ 11,248,966	\$ 11,248,966
Education Protection Account Entitlement (includes \$200/minimum per ADA)	\$ 207,134	\$ 203,446	\$ 197,582	\$ 200,064	\$ 212,160	\$ 212,160	\$ 213,312	\$ 213,312
Net State Aid (excludes Additional State Aid)	\$ -	\$ 70,647	\$ 131,937	\$ 283,333	\$ 691,365	\$ 1,076,978	\$ 1,498,200	\$ 1,923,356
Additional State Aid	\$ 137,707	\$ 90,763	\$ 46,652	\$ 44,275	\$ -	\$ -	\$ -	\$ -
Total Funding Sources	\$ 9,263,668	\$ 10,279,446	\$ 10,795,615	\$ 11,078,007	\$ 12,091,740	\$ 12,477,353	\$ 12,960,478	\$ 13,385,634
Funding Source by Resource-Object								
State Aid (Resource Code 0000, Object Code 8011)	\$ 137,707	\$ 161,410	\$ 178,589	\$ 327,608	\$ 691,365	\$ 1,076,978	\$ 1,498,200	\$ 1,923,356
EPA, Current Year (Resource 1400, Object Code 8012)	\$ 207,134	\$ 203,446	\$ 197,582	\$ 200,064	\$ 212,160	\$ 212,160	\$ 213,312	\$ 213,312
(P-2 plus Current Year Accrual)								
EPA, Prior Year Adjustment (Resource 1400, Object Code 8019)	\$ -	\$ 1,260	\$ (132)	\$ -	\$ -	\$ -	\$ -	\$ -
(P-A less Prior Year Accrual)								
Property Taxes (Object 8021 to 8089)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
In-Lieu of Property Taxes (Object Code 8096)	8,918,827	9,914,590	10,419,444	10,550,335	11,188,215	11,188,215	11,248,966	11,248,966
Entitlement and Source Reconciliation								

Bullis Charter (106534) - Charter Renewal Petition				5/31/2024								
		2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29			
Basic Aid/Excess Tax District Status		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -			
Total LCFF Entitlement		\$ 9,094,166	\$ 10,188,683	\$ 10,748,963	\$ 11,033,732	\$ 12,091,740	\$ 12,477,353	\$ 12,960,478	\$ 13,385,634			
Additional State Aid		\$ 137,707	\$ 90,763	\$ 46,652	\$ 44,275	\$ -	\$ -	\$ -	\$ -			
Additional EPA Minimum Entitlement (excess to LCFF Entitlement)		\$ 31,795	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -			
Excess Taxes before Minimum State Aid		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -			
Total Funding Sources		\$ 9,263,668	\$ 10,279,446	\$ 10,795,615	\$ 11,078,007	\$ 12,091,740	\$ 12,477,353	\$ 12,960,478	\$ 13,385,634			

Bullis Charter (106534) - Charter Renewal Petition					5/31/2024											
	2021-22		2022-23		2023-24		2024-25		2025-26		2026-27		2027-28		2028-29	
LCAP Percentage to Increase or Improve Services Calculation																
Base Grant (Excludes add-ons for TIIG & Transportation)	\$	9,094,166	\$	10,118,036	\$	10,617,026	\$	10,854,269	\$	11,804,567	\$	12,167,165	\$	12,633,122	\$	13,047,507
Supplemental and Concentration Grant funding in the LCAP year	\$	137,707	\$	161,410	\$	178,589	\$	223,738	\$	287,173	\$	310,188	\$	327,356	\$	338,127
Projected Additional 15% Concentration Grant funding in the LCAP year	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
Percentage to Increase or Improve Services		1.51%		1.60%		1.68%		2.06%		2.43%		2.55%		2.59%		2.59%

Bullis Charter (106534) - Charter Renewal Petition							5/31/2024															
							2021-22		2022-23		2023-24		2024-25		2025-26		2026-27		2027-28		2028-29	
PER-ADA FUNDING LEVELS																						
Base, Supplemental and Concentration Rate per ADA																						
Grades TK-3		\$	9,072.96	\$	10,283.74	\$	11,138.70	\$	11,300.43	\$	11,672.93	\$	12,046.44	\$	12,449.56	\$	12,859.04					
Grades 4-6		\$	8,341.84	\$	9,455.47	\$	10,241.58	\$	10,390.72	\$	10,733.31	\$	11,077.02	\$	11,446.90	\$	11,823.54					
Grades 7-8		\$	8,588.59	\$	9,735.96	\$	10,544.69	\$	10,698.04	\$	11,050.96	\$	11,404.26	\$	11,785.57	\$	12,173.50					
Grades 9-12		\$	10,212.28	\$	11,576.45	\$	12,538.28	\$	12,721.66	\$	13,141.26	\$	13,561.60	\$	14,014.61	\$	14,475.40					
Base Grants																						
Grades TK-3		\$	8,093	\$	9,166	\$	9,919	\$	10,025	\$	10,319	\$	10,637	\$	10,988	\$	11,350					
Grades 4-6		\$	8,215	\$	9,304	\$	10,069	\$	10,177	\$	10,475	\$	10,798	\$	11,154	\$	11,521					
Grades 7-8		\$	8,458	\$	9,580	\$	10,367	\$	10,478	\$	10,785	\$	11,117	\$	11,484	\$	11,862					
Grades 9-12		\$	9,802	\$	11,102	\$	12,015	\$	12,144	\$	12,500	\$	12,885	\$	13,310	\$	13,748					
Grade Span Adjustment																						
Grades TK-3		\$	842	\$	953	\$	1,032	\$	1,043	\$	1,073	\$	1,106	\$	1,143	\$	1,180					
Grades 9-12		\$	255	\$	289	\$	312	\$	316	\$	325	\$	335	\$	346	\$	357					
Supplemental Grant		20%		20%		20%		20%		20%		20%		20%		20%						
Maximum - 1.00 ADA, 100% UPP																						
Grades TK-3		\$	1,787	\$	2,024	\$	2,190	\$	2,214	\$	2,278	\$	2,349	\$	2,426	\$	2,506					
Grades 4-6		\$	1,643	\$	1,861	\$	2,014	\$	2,035	\$	2,095	\$	2,160	\$	2,231	\$	2,304					
Grades 7-8		\$	1,692	\$	1,916	\$	2,073	\$	2,096	\$	2,157	\$	2,223	\$	2,297	\$	2,372					
Grades 9-12		\$	2,011	\$	2,278	\$	2,465	\$	2,492	\$	2,565	\$	2,644	\$	2,731	\$	2,821					
Actual - 1.00 ADA, Local UPP as follows:		7.72%		8.14%		8.57%		10.50%		12.33%		12.92%		13.13%		13.13%						
Grades TK-3		\$	138	\$	165	\$	188	\$	232	\$	281	\$	303	\$	319	\$	329					
Grades 4-6		\$	127	\$	151	\$	173	\$	214	\$	258	\$	279	\$	293	\$	303					
Grades 7-8		\$	131	\$	156	\$	178	\$	220	\$	266	\$	287	\$	302	\$	311					
Grades 9-12		\$	155	\$	185	\$	211	\$	262	\$	316	\$	342	\$	359	\$	370					
Concentration Grant (>55% population)		65%		65%		65%		65%		65%		65%		65%		65%						
Maximum - 1.00 ADA, 100% UPP																						
Grades TK-3		\$	5,808	\$	6,577	\$	7,118	\$	7,194	\$	7,405	\$	7,633	\$	7,885	\$	8,145					
Grades 4-6		\$	5,340	\$	6,048	\$	6,545	\$	6,615	\$	6,809	\$	7,019	\$	7,250	\$	7,489					
Grades 7-8		\$	5,498	\$	6,227	\$	6,739	\$	6,811	\$	7,010	\$	7,226	\$	7,465	\$	7,710					
Grades 9-12		\$	6,537	\$	7,404	\$	8,013	\$	8,099	\$	8,336	\$	8,593	\$	8,876	\$	9,168					
Actual - 1.00 ADA, Local UPP >55% as follows:		0.0000%		0.0000%		0.0000%		0.0000%		0.0000%		0.0000%		0.0000%		0.0000%						
Grades TK-3		\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-					
Grades 4-6		\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-					
Grades 7-8		\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-					
Grades 9-12		\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-					

IN-LIEU PROPERTY TAX TRANSFER

For an authorizing district, in-lieu of property tax is calculated on the lesser of property taxes per ADA or the LCFF funding per ADA

1. Property Taxes per ADA

2a. Adjusted base revenue per ADA x charter school ADA

For a district with students in county-operated charter, or a basic aid district with students in countywide charter schools, or a district certified as basic aid at prior year annual with students in an SBE-approved charter school, in-lieu of property tax is calculated on the lesser of property taxes per ADA, or adjusted base funding per ADA.

1. Property taxes per ADA x District of Residence ADA

2a. Adjusted base revenue per ADA x District of Residence ADA

To enter your own calculation of In-Lieu use the Alternative Calculation tool on the Data Entry tab

	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
Local Property Taxes (w/out RDA)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
District LCFF ADA	-	-	-	-	-	-	-	-
Total Charter LCFF ADA	-	-	-	-	-	-	-	-
Total LCFF ADA	-	-	-	-	-	-	-	-
Property Taxes per ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Funding Method:								
Property Taxes per ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
LCFF Funding per ADA	-	-	-	-	-	-	-	-
Alternative Calculation	-	-	-	-	-	-	-	-
Certified In-Lieu Taxes	-	-	-	-	-	-	-	-
In-Lieu of Property Tax Transfer Total	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Prior Year Basic Aid Status		-	-	-	-	-	-	-

1

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\$ -

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ADA

1 In-Lieu at Property tax/ADA

2 In-Lieu at LCFF Adj Base grant/ADA

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1 In-Lieu at Property tax/ADA

2 In-Lieu at LCFF Adj Base grant/ADA

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1 In-Lieu at Property tax/ADA

2 In-Lieu at LCFF Adj Base grant/ADA

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1 In-Lieu at Property tax/ADA

2 In-Lieu at LCFF Adj Base grant/ADA

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1 In-Lieu at Property tax/ADA

2 In-Lieu at LCFF Adj Base grant/ADA

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NSS Calculation Tab

	A	B	C	D	E	F	G	H	I	J	K	L	M
1	Bullis Charter (106534) - Charter Renewal Petition												
2	NECESSARY SMALL SCHOOLS (NSS)												
3	The calculator is constructed to include all ADA for purposes of calculating the Base, Grade Span adjustment, Supplemental and Concentration grants. The ADA funded under NSS is returned to the calculator as a negative number to allow display of total LCFF- funded ADA. Similarly, the base grant and grade span adjustment grants generated by NSS ADA are returned as negative numbers. The NSS Allowance replaces the base and grade span and is returned as a positive amount. Supplemental and Concentration grants are not affected by this calculation.												
4													
5													
6	SECTION 1: DATA NEEDED TO CALCULATE FUNDING												
7	RATES 2021-22				12/13 deficated rate								
8	ADA		Level / # FTE	Allowance	The elementary NSS allowance is based on a combination of ADA and the number of full-time teachers (EC 42282). For High Schools, NSS will use the allowance based on only the ADA or the allowance based only on the number of certificated employees, whichever provides the lesser amount (EC 42284). The allowance amounts shown in the tables reflect COLA & Augmentation.								
9	Elementary												
10	1 - 24		1	172,200	131,300								
11	25 - 48		2	344,400	262,600								
12	49 - 72		3	516,600	393,900								
13	73 - 96		4	688,800	525,200								
14	High School												
15	1 - 19		1	139,795	106,575								
16	1 - 19		2	279,590	213,150								
17	1 - 19		3	621,060	473,400								
18	20 - 38		4	760,855	579,975								
19	39 - 57		5	900,650	686,550								
20	58 - 71		6	1,040,445	793,125								
21	72 - 86		7	1,180,240	899,700								
22	87 - 100		8	1,320,035	1,006,275								
23	101 - 114		9	1,459,830	1,112,850								
24	115 - 129		10	1,599,625	1,219,425								
25	130 - 143		11	1,739,420	1,326,000								
26	144 - 171		12	1,879,215	1,432,575								
27	172 - 210		13	2,019,010	1,539,150								
28	211 - 248		14	2,158,805	1,645,725								
29	249 - 286		15	2,298,600	1,752,300								
30	NSS Add-on per ADA												
31													
32	ADA & NSS FTE 2021-22												
33			DISTRICT	NSS 1	NSS 2	NSS 3	NSS 4	NSS 5	NPS, CDS, & COE operated				
34	Third PY ADA (net of charter shift)												
35	2018-19	Grades TK-3											
36		Grades 4-6											
37		Grades 7-8											
38		Grades 9-12											
39		Third PRIOR YEAR ADA											
40	Third PY NUMBER OF FTE												
41	Second PY ADA (net of charter shift)												
42	2019-20	Grades TK-3											
43		Grades 4-6											
44		Grades 7-8											
45		Grades 9-12											
46		Second PRIOR YEAR ADA											
47	Second PY NUMBER OF FTE												
48	PRIOR YEAR ADA (net of charter shift)												
49	A-1	Grades TK-3											
50	A-2	Grades 4-6											
51	A-3	Grades 7-8											
52	A-4, B-1	Grades 9-12											
53		PRIOR YEAR ADA											
54	A-5, B-2	PRIOR YEAR NUMBER OF FTE											
55	THREE PRIOR YEAR AVERAGE (net of charter shift)												
56		Grades TK-3											
57		Grades 4-6											
58		Grades 7-8											
59		Grades 9-12											
60		3 PY AVERAGE ADA											
61	3 PRIOR YEAR NUMBER OF FTE												
62	CURRENT YEAR ADA (before charter shift)												
63	2021-22	Grades TK-3											
64		Grades 4-6											
65		Grades 7-8											
66		Grades 9-12											
67		CURRENT YEAR ADA											
68		CURRENT YEAR NUMBER OF FTE											

NSS Calculation Tab

	A	B	C	D	E	F	G	H	I	J	K	L	M	
1	Bullis Charter (106534) - Charter Renewal Petition													
2	NECESSARY SMALL SCHOOLS (NSS)													
3	<i>The calculator is constructed to include all ADA for purposes of calculating the Base, Grade Span adjustment, Supplemental and Concentration grants. The ADA funded under NSS is returned to the calculator as a negative number to allow display of total LCFF- funded ADA. Similarly, the base grant and grade span adjustment grants generated by NSS ADA are returned as negative numbers. The NSS Allowance replaces the base and grade span and is returned as a positive amount. Supplemental and Concentration grants are not affected by this calculation.</i>													
4														
5														
6	SECTION 1: DATA NEEDED TO CALCULATE FUNDING													
69	NSS FUNDING CALCULATIONS						NSS 1	NSS 2	NSS 3	NSS 4	NSS 5			
70	Eligibility as a NSS						Eligible	Eligible	Eligible	Eligible	Eligible			
71	Type of NSS school						Not NSS	Not NSS	Not NSS	Not NSS	Not NSS			
72	NSS Allowance if funded as NSS & on prior year													
73	NSS allowance level						-	-	-	-	-			
74	NSS Allowance using PY						-	-	-	-	-			
75	NSS Add-on using PY						-	-	-	-	-			
76	Total NSS Allowance using PY						-	-	-	-	-			
77	NSS Allowance if funded as NSS & on 3 PY average													
78	NSS allowance level						-	-	-	-	-			
79	NSS Allowance using 3 PY average						To be used starting in 22/23 calculations							
80	NSS Add-on using 3 PY average						To be used starting in 22/23 calculations							
81	Total NSS Allowance using 3 PY average						To be used starting in 22/23 calculations							
82	NSS Allowance if funded as NSS & on current year													
83	NSS allowance level						-	-	-	-	-			
84	NSS Allowance using CY						-	-	-	-	-			
85	NSS Add-on using CY						-	-	-	-	-			
86	Total NSS Allowance using CY						-	-	-	-	-			
87	NSS allowance level >0?						NO	NO	NO	NO	NO			
88	NSS Allowance if funded as NSS is based on						Current Yr	Current Yr	Current Yr	Current Yr	Current Yr			
89	NSS Funding						-	-	-	-	-			
90	NSS ADA Grades TK-3						-	-	-	-	-			
91	Grades 4-6						To be used starting in 22/23 calculations							
92	Grades 7-8						To be used starting in 22/23 calculations							
93	Grades 9-12						To be used starting in 22/23 calculations							
94	Total						-	-	-	-	-			
95	NSS allowance Level						-	-	-	-	-			
96														
97														
98														
99	2021-22						2021-22							
100	Funded P2 NSS ADA and NSS Allowances						NSS 1	NSS 2	NSS 3	NSS 4	NSS 5	TOTAL		
101	Best funding option calculated is:						LCFF	LCFF	LCFF	LCFF	LCFF			
102	Selected funding method:						LCFF	LCFF	LCFF	LCFF	LCFF			
103	NSS Allowance													
104	Third Prior Year 2018-19													
105	NSS ADA													
106	Grades TK-3						-	-	-	-	-	-		
107	Grades 4-6						-	-	-	-	-	-		
108	Grades 7-8						-	-	-	-	-	-		
109	Grades 9-12						-	-	-	-	-	-		
110	P2 NSS ADA						To be used starting in 22/23 calculations							
111	Second Prior Year 2019-20													
112	NSS ADA													
113	Grades TK-3						-	-	-	-	-	-		
114	Grades 4-6						-	-	-	-	-	-		
115	Grades 7-8						-	-	-	-	-	-		
116	Grades 9-12						-	-	-	-	-	-		
117	P2 NSS ADA						-	-	-	-	-	-		
118	Prior Year 2020-21													
119	NSS ADA													
120	Grades TK-3						-	-	-	-	-	-		
121	Grades 4-6						-	-	-	-	-	-		
122	Grades 7-8						-	-	-	-	-	-		
123	Grades 9-12						-	-	-	-	-	-		
124	P2 NSS ADA						-	-	-	-	-	-		
125	NSS Allowances						-	-	-	-	-	-		
126	Current Year 2021-22													
127	NSS ADA													
128	Grades TK-3						-	-	-	-	-	-		
129	Grades 4-6						-	-	-	-	-	-		
130	Grades 7-8						-	-	-	-	-	-		
131	Grades 9-12						-	-	-	-	-	-		
132	P2 NSS ADA						-	-	-	-	-	-		
133	NSS Allowances						-	-	-	-	-	-		

NSS Calculation Tab

	A	B	C	D	E	F	G	H	I	J	K	L	M
1	Bullis Charter (106534) - Charter Renewal Petition												
2	NECESSARY SMALL SCHOOLS (NSS)												
3	The calculator is constructed to include all ADA for purposes of calculating the Base, Grade Span adjustment, Supplemental and Concentration grants. The ADA funded under NSS is returned to the calculator as a negative number to allow display of total LCFF- funded ADA. Similarly, the base grant and grade span adjustment grants generated by NSS ADA are returned as negative numbers. The NSS Allowance replaces the base and grade span and is returned as a positive amount. Supplemental and Concentration grants are not affected by this calculation.												
4													
5													
6	SECTION 1: DATA NEEDED TO CALCULATE FUNDING												
134	Funded	NSS allowance Level		-	-	-	-	-	-	-	-	-	
135		NSS ADA											
136		Grades TK-3		To be used starting in 22/23 calculations							-	-	
137		Grades 4-6									-	-	
138		Grades 7-8									-	-	
139		Grades 9-12		-	-	-	-	-	-	-	-	-	
140		P2 NSS ADA		-	-	-	-	-	-	-	-	-	
141		NSS Allowances		-	-	-	-	-	-	-	-	-	
142													
143	Funding based on											Current Yr	
144	TOTAL Funded ADA												0
145	Total NSS Allowance												-
146	Exclude: LCFF Adjusted Base Funding for NSS ADA			NSS ADA	Rates		Amounts				Total		
147					Base	Grade Span	Base	Grade Span					
148		Grades TK-3		-	8,093	842	-	-			-		
149		Grades 4-6		-	8,215	-	-	-			-		
150		Grades 7-8		-	8,458	-	-	-			-		
151		Grades 9-12		-	9,802	255	-	-			-		
152	Total Exclusion: LCFF Adjusted Base Funding for NSS ADA			-			-	-			-		
153	Adjusted NSS Allowance (Deficited) for EPA			NSS 1	NSS 2	NSS 3	NSS 4	NSS 5					
154	Funding at 12-13 levels (deficited)												
155		NSS Allowances		-	-	-	-	-			-		
156		NSS Add-on											
157		NSS Add-on per ADA		-	-	-	-	-			-		
158		Funded ADA		-	-	-	-	-			-		
159		NSS Add-on		-	-	-	-	-			-		
160	TOTAL Adjusted NSS Allowance (Deficited) for EPA											-	
161													
162													
163													

NSS Calculation Tab

	A	B	C	D	E	F	G	H	I	J	K	L	M
1	Bullis Charter (106534) - Charter Renewal Petition												
2	NECESSARY SMALL SCHOOLS (NSS)												
3	The calculator is constructed to include all ADA for purposes of calculating the Base, Grade Span adjustment, Supplemental and Concentration grants. The ADA funded under NSS is returned to the calculator as a negative number to allow display of total LCFF- funded ADA. Similarly, the base grant and grade span adjustment grants generated by NSS ADA are returned as negative numbers. The NSS Allowance replaces the base and grade span and is returned as a positive amount. Supplemental and Concentration grants are not affected by this calculation.												
4													
5													
6	SECTION 1: DATA NEEDED TO CALCULATE FUNDING												
164	RATES 2022-23			12/13 deficated rate		The elementary NSS allowance is based on a combination of ADA and the number of full-time teachers (EC 42282). For High Schools, NSS will use the allowance based on only the ADA or the allowance based only on the number of certificated employees, whichever provides the lesser amount (EC 42284). The allowance amounts shown in the tables reflect COLA & Augmentation.							
165	ADA	Level / # FTE	Allowance										
166	Elementary												
167	1 - 24	1	247,965	139,913									
168	25 - 48	2	490,709	279,827									
169	49 - 72	3	733,666	419,740									
170	73 - 96	4	976,409	559,653									
171	High School			Funded COLA 2021-22 6.56%									
172	1 - 19	1	208,964	113,566	Proration Factor 0.00%								
173	1 - 19	2	297,931	227,133	LCFF Rates per ADA								
174	1 - 19	3	661,802	504,455									
175	20 - 38	4	810,767	618,021									
176	39 - 57	5	959,733	731,588									
177	58 - 71	6	1,108,698	845,154									
178	72 - 86	7	1,257,664	958,720									
179	87 - 100	8	1,406,629	1,072,287									
180	101 - 114	9	1,555,595	1,185,853	Base	Gr Span	Supp	Concen					
181	115 - 129	10	1,704,560	1,299,419	Grades TK-3	9,166	953	165	-				
182	130 - 143	11	1,853,526	1,412,986	Grades 4-6	9,304	-	151	-				
183	144 - 171	12	2,002,492	1,526,552	Grades 7-8	9,580	-	156	-				
184	172 - 210	13	2,397,701	1,640,118	Grades 9-12	11,102	289	185	-				
185	211 - 248	14	2,830,601	1,753,685									
186	249 - 286	15	3,263,507	1,867,251									
187													
188	NSS Add-on per ADA			-	-								

NSS Calculation Tab

	A	B	C	D	E	F	G	H	I	J	K	L	M
1	Bullis Charter (106534) - Charter Renewal Petition												
2	NECESSARY SMALL SCHOOLS (NSS)												
3	<i>The calculator is constructed to include all ADA for purposes of calculating the Base, Grade Span adjustment, Supplemental and Concentration grants. The ADA funded under NSS is returned to the calculator as a negative number to allow display of total LCFF- funded ADA. Similarly, the base grant and grade span adjustment grants generated by NSS ADA are returned as negative numbers. The NSS Allowance replaces the base and grade span and is returned as a positive amount. Supplemental and Concentration grants are not affected by this calculation.</i>												
4													
5													
6	SECTION 1: DATA NEEDED TO CALCULATE FUNDING												
189	ADA & NSS FTE												
190							2022-23						
191													
192													
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225													
226	NSS FUNDING CALCULATIONS												
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255													

NSS Calculation Tab

	A	B	C	D	E	F	G	H	I	J	K	L	M
1	Bullis Charter (106534) - Charter Renewal Petition												
2	NECESSARY SMALL SCHOOLS (NSS)												
3	The calculator is constructed to include all ADA for purposes of calculating the Base, Grade Span adjustment, Supplemental and Concentration grants. The ADA funded under NSS is returned to the calculator as a negative number to allow display of total LCFF- funded ADA. Similarly, the base grant and grade span adjustment grants generated by NSS ADA are returned as negative numbers. The NSS Allowance replaces the base and grade span and is returned as a positive amount. Supplemental and Concentration grants are not affected by this calculation.												
4													
5													
6	SECTION 1: DATA NEEDED TO CALCULATE FUNDING												
256	2022-23												
257	2022-23												
258	2022-23												
259	2022-23												
260	2022-23												
261	2022-23												
262	2022-23												
263	2022-23												
264	2022-23												
265	2022-23												
266	2022-23												
267	2022-23												
268	2022-23												
269	2022-23												
270	2022-23												
271	2022-23												
272	2022-23												
273	2022-23												
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275	2022-23												
276	2022-23												
277	2022-23												
278	2022-23												
279	2022-23												
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281	2022-23												
282	2022-23												
283	2022-23												
284	2022-23												
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289	2022-23												
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291	2022-23												
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293	2022-23												
294	2022-23												
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298	2022-23												
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301	2022-23												
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304	2022-23												
305	2022-23												
306	2022-23												
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308	2022-23												
309	2022-23												
310	2022-23												
311	2022-23												
312	2022-23												
313	2022-23												
314	2022-23												
315	2022-23												

NSS Calculation Tab

	A	B	C	D	E	F	G	H	I	J	K	L	M			
1	Bullis Charter (106534) - Charter Renewal Petition															
2	NECESSARY SMALL SCHOOLS (NSS)															
3	The calculator is constructed to include all ADA for purposes of calculating the Base, Grade Span adjustment, Supplemental and Concentration grants. The ADA funded under NSS is returned to the calculator as a negative number to allow display of total LCFF- funded ADA. Similarly, the base grant and grade span adjustment grants generated by NSS ADA are returned as negative numbers. The NSS Allowance replaces the base and grade span and is returned as a positive amount. Supplemental and Concentration grants are not affected by this calculation.															
4																
5																
6	SECTION 1: DATA NEEDED TO CALCULATE FUNDING															
316																
317	RATES		2023-24		12/13 deficated rate		The elementary NSS allowance is based on a combination of ADA and the number of full-time teachers (EC 42282). For High Schools, NSS will use the allowance based on only the ADA or the allowance based only on the number of certificated employees, whichever provides the lesser amount (EC 42284). The allowance amounts shown in the tables reflect COLA & Augmentation.									
318	ADA	Level / # FTE	Allowance	(adj. for COLA)												
319	Elementary															
320	1 - 24	1	268,348	151,414												
321	25 - 48	2	531,045	302,829												
322	49 - 72	3	793,973	454,243												
323	73 - 96	4	1,056,670	605,656												
324	High School															
325	1 - 19	1	226,141	122,901												
326	1 - 19	2	322,421	245,803												
327	1 - 19	3	716,202	545,921												
328	20 - 38	4	877,412	668,822												
329	39 - 57	5	1,038,623	791,725												
330	58 - 71	6	1,199,833	914,626												
331	72 - 86	7	1,361,044	1,037,527												
332	87 - 100	8	1,522,254	1,160,429												
333	101 - 114	9	1,683,465	1,283,330												
334	115 - 129	10	1,844,675	1,406,231												
335	130 - 143	11	2,005,886	1,529,133												
336	144 - 171	12	2,167,097	1,652,035												
337	172 - 210	13	2,594,792	1,774,936												
338	211 - 248	14	3,063,276	1,897,838												
339	249 - 286	15	3,531,767	2,020,739												
340																
341	NSS Add-on per ADA				-	-										
							COLA		8.22%							
							Proration Factor		0.00%							
							LCFF Rates per ADA									
							Base		Gr Span		Supp		Concen			
							Grades TK-3		9,919		1,032		188		-	
							Grades 4-6		10,069		-		173		-	
							Grades 7-8		10,367		-		178		-	
							Grades 9-12		12,015		312		211		-	

NSS Calculation Tab

	A	B	C	D	E	F	G	H	I	J	K	L	M
1	Bullis Charter (106534) - Charter Renewal Petition												
2	NECESSARY SMALL SCHOOLS (NSS)												
3	The calculator is constructed to include all ADA for purposes of calculating the Base, Grade Span adjustment, Supplemental and Concentration grants. The ADA funded under NSS is returned to the calculator as a negative number to allow display of total LCFF- funded ADA. Similarly, the base grant and grade span adjustment grants generated by NSS ADA are returned as negative numbers. The NSS Allowance replaces the base and grade span and is returned as a positive amount. Supplemental and Concentration grants are not affected by this calculation.												
4													
5													
6	SECTION 1: DATA NEEDED TO CALCULATE FUNDING												
342	ADA & NSS FTE												
	2023-24												
343				DISTRICT	NSS 1	NSS 2	NSS 3	NSS 4	NSS 5	NPS, CDS, & COE operated			
344	Third PY ADA (net of charter shift)												
345	2020-21	Grades TK-3	-	-	-	-	-	-	-	-	-	-	-
346		Grades 4-6	-	-	-	-	-	-	-	-	-	-	-
347		Grades 7-8	-	-	-	-	-	-	-	-	-	-	-
348		Grades 9-12	-	-	-	-	-	-	-	-	-	-	-
349	Third PRIOR YEAR ADA		-	-	-	-	-	-	-	-	-	-	-
350	Third PY NUMBER OF FTE		-	-	-	-	-	-	-	-	-	-	-
351	Second PY ADA (net of charter shift)												
352	2021-22	Grades TK-3	-	-	-	-	-	-	-	-	-	-	-
353		Grades 4-6	-	-	-	-	-	-	-	-	-	-	-
354		Grades 7-8	-	-	-	-	-	-	-	-	-	-	-
355		Grades 9-12	-	-	-	-	-	-	-	-	-	-	-
356	Second PRIOR YEAR ADA		-	-	-	-	-	-	-	-	-	-	-
357	Second PY NUMBER OF FTE		-	-	-	-	-	-	-	-	-	-	-
358	PRIOR YEAR ADA (net of charter shift)												
359	2022-23	Grades TK-3	-	-	-	-	-	-	-	-	-	-	-
360		Grades 4-6	-	-	-	-	-	-	-	-	-	-	-
361		Grades 7-8	-	-	-	-	-	-	-	-	-	-	-
362		Grades 9-12	-	-	-	-	-	-	-	-	-	-	-
363	PRIOR YEAR ADA		-	-	-	-	-	-	-	-	-	-	-
364	PRIOR YEAR NUMBER OF FTE		-	-	-	-	-	-	-	-	-	-	-
365	THREE PRIOR YEAR AVERAGE (net of charter shift)												
366		Grades TK-3	-	-	-	-	-	-	-	-	-	-	-
367		Grades 4-6	-	-	-	-	-	-	-	-	-	-	-
368		Grades 7-8	-	-	-	-	-	-	-	-	-	-	-
369		Grades 9-12	-	-	-	-	-	-	-	-	-	-	-
370	3 PY AVERAGE ADA		-	-	-	-	-	-	-	-	-	-	-
371	3 PRIOR YEAR NUMBER OF FTE		-	-	-	-	-	-	-	-	-	-	-
372	CURRENT YEAR ADA (before charter shift)												
373	2023-24	Grades TK-3	-	-	-	-	-	-	-	-	-	-	-
374		Grades 4-6	-	-	-	-	-	-	-	-	-	-	-
375		Grades 7-8	-	-	-	-	-	-	-	-	-	-	-
376		Grades 9-12	-	-	-	-	-	-	-	-	-	-	-
377	CURRENT YEAR ADA		-	-	-	-	-	-	-	-	-	-	-
378	CURRENT YEAR NUMBER OF FTE		-	-	-	-	-	-	-	-	-	-	-
379	NSS FUNDING CALCULATIONS												
380	Eligibility as a NSS			NSS 1	NSS 2	NSS 3	NSS 4	NSS 5					
381	Type of NSS school			Eligible	Eligible	Eligible	Eligible	Eligible					
382	NSS Allowance if funded as NSS & on prior year			Not NSS	Not NSS	Not NSS	Not NSS	Not NSS					
383		NSS allowance level		0	0	0	0	0					
384		NSS Allowance using PY		-	-	-	-	-					
385		NSS Add-on using PY		-	-	-	-	-					
386		Total NSS Allowance using PY		-	-	-	-	-					
387	NSS Allowance if funded as NSS & on 3 PY average												
388		NSS allowance level		-	-	-	-	-					
389		NSS Allowance using 3 PY average		-	-	-	-	-					
390		NSS Add-on using 3 PY average		-	-	-	-	-					
391		Total NSS Allowance using 3 PY average		-	-	-	-	-					
392	NSS Allowance if funded as NSS & on current year												
393		NSS allowance level		0	0	0	0	0					
394		NSS Allowance using CY		-	-	-	-	-					
395		NSS Add-on using CY		-	-	-	-	-					
396		Total NSS Allowance using CY		-	-	-	-	-					
397		NSS allowance level >0?		NO	NO	NO	NO	NO					
398	NSS Allowance if funded as NSS is based on			Current Yr	Current Yr	Current Yr	Current Yr	Current Yr					
399		NSS Funding		-	-	-	-	-					
400		NSS ADA		-	-	-	-	-					
401		Grades TK-3		-	-	-	-	-					
402		Grades 4-6		-	-	-	-	-					
403		Grades 7-8		-	-	-	-	-					
404		Grades 9-12		-	-	-	-	-					
405		Total		-	-	-	-	-					
406		NSS allowance Level		-	-	-	-	-					
407													
408													

NSS Calculation Tab

	A	B	C	D	E	F	G	H	I	J	K	L	M
1	Bullis Charter (106534) - Charter Renewal Petition												
2	NECESSARY SMALL SCHOOLS (NSS)												
3	The calculator is constructed to include all ADA for purposes of calculating the Base, Grade Span adjustment, Supplemental and Concentration grants. The ADA funded under NSS is returned to the calculator as a negative number to allow display of total LCFF- funded ADA. Similarly, the base grant and grade span adjustment grants generated by NSS ADA are returned as negative numbers. The NSS Allowance replaces the base and grade span and is returned as a positive amount. Supplemental and Concentration grants are not affected by this calculation.												
4													
5													
6	SECTION 1: DATA NEEDED TO CALCULATE FUNDING												
409	2023-24												
410	2023-24												
410	Funded P2 NSS ADA and NSS Allowances						NSS 1	NSS 2	NSS 3	NSS 4	NSS 5	TOTAL	
411	Best funding option calculated is:						LCFF	LCFF	LCFF	LCFF	LCFF		
412	Selected funding method:						LCFF	LCFF	LCFF	LCFF	LCFF		
413	NSS Allowance												
414	Third Prior Year		2020-21										
415	NSS ADA												
416	Grades TK-3						-	-	-	-	-	-	
417	Grades 4-6						-	-	-	-	-	-	
418	Grades 7-8						-	-	-	-	-	-	
419	Grades 9-12						-	-	-	-	-	-	
420	P2 NSS ADA						-	-	-	-	-	-	
421	Second Prior Year		2021-22										
422	NSS ADA												
423	Grades TK-3						-	-	-	-	-	-	
424	Grades 4-6						-	-	-	-	-	-	
425	Grades 7-8						-	-	-	-	-	-	
426	Grades 9-12						-	-	-	-	-	-	
427	P2 NSS ADA						-	-	-	-	-	-	
428	Prior Year		2022-23										
429	NSS ADA												
430	Grades TK-3						-	-	-	-	-	-	
431	Grades 4-6						-	-	-	-	-	-	
432	Grades 7-8						-	-	-	-	-	-	
433	Grades 9-12						-	-	-	-	-	-	
434	P2 NSS ADA						-	-	-	-	-	-	
435	NSS Allowances						-	-	-	-	-	-	
436	Current Year		2023-24										
437	NSS ADA												
438	Grades TK-3						-	-	-	-	-	-	
439	Grades 4-6						-	-	-	-	-	-	
440	Grades 7-8						-	-	-	-	-	-	
441	Grades 9-12						-	-	-	-	-	-	
442	P2 NSS ADA						-	-	-	-	-	-	
443	NSS Allowances						-	-	-	-	-	-	
444	Funded		NSS allowance Level										
445	NSS ADA												
446	Grades TK-3						-	-	-	-	-	-	
447	Grades 4-6						-	-	-	-	-	-	
448	Grades 7-8						-	-	-	-	-	-	
449	Grades 9-12						-	-	-	-	-	-	
450	P2 NSS ADA						-	-	-	-	-	-	
451	NSS Allowances						-	-	-	-	-	-	
452	Exclude: LCFF Adjusted Base Funding for NSS ADA						NSS ADA	Rates		Amounts		Total	
453								Base	Grade Span	Base	Grade Span		
454	Grades TK-3						-	9,919	1,032	-	-	-	
455	Grades 4-6						-	10,069	-	-	-	-	
456	Grades 7-8						-	10,367	-	-	-	-	
457	Grades 9-12						-	12,015	312	-	-	-	
458	Total Exclusion: LCFF Adjusted Base Funding for NSS ADA						-			-	-	-	
459	Adjusted NSS Allowance (Deficited) for EPA						NSS 1	NSS 2	NSS 3	NSS 4	NSS 5		
460	Funding at 12-13 levels (deficited)												
461	NSS Allowances						-	-	-	-	-	-	
462	NSS Add-on												
463	NSS Add-on per ADA						-	-	-	-	-	-	
464	Funded ADA						-	-	-	-	-	-	
465	NSS Add-on						-	-	-	-	-	-	
466	TOTAL Adjusted NSS Allowance (Deficited) for EPA											-	
467													
468													

NSS Calculation Tab

	A	B	C	D	E	F	G	H	I	J	K	L	M
1	Bullis Charter (106534) - Charter Renewal Petition												
2	NECESSARY SMALL SCHOOLS (NSS)												
3	The calculator is constructed to include all ADA for purposes of calculating the Base, Grade Span adjustment, Supplemental and Concentration grants. The ADA funded under NSS is returned to the calculator as a negative number to allow display of total LCFF- funded ADA. Similarly, the base grant and grade span adjustment grants generated by NSS ADA are returned as negative numbers. The NSS Allowance replaces the base and grade span and is returned as a positive amount. Supplemental and Concentration grants are not affected by this calculation.												
4													
5													
6													
6	SECTION 1: DATA NEEDED TO CALCULATE FUNDING												
469													
470	RATES 2024-25				12/13 def. rate +		The elementary NSS allowance is based on a combination of ADA and the number of full-time teachers (EC 42282). For High Schools, NSS will use the allowance based on only the ADA or the allowance based only on the number of certificated employees, whichever provides the lesser amount (EC 42284). The allowance amounts shown in the tables reflect COLA & Augmentation.						
471	ADA	Level / # FTE	Allowance	COLA for EPA									
472	Elementary												
473	1 - 24	1	271,219	153,034									
474	25 - 48	2	536,727	306,069									
475	49 - 72	3	802,469	459,103									
476	73 - 96	4	1,067,976	612,137									
477	High School												
478	1 - 19	1	228,561	124,216									
479	1 - 19	2	325,871	248,433									
480	1 - 19	3	723,865	551,762									
481	20 - 38	4	886,800	675,978									
482	39 - 57	5	1,049,736	800,196									
483	58 - 71	6	1,212,671	924,412									
484	72 - 86	7	1,375,607	1,048,629									
485	87 - 100	8	1,375,607	1,172,846									
486	101 - 114	9	1,701,478	1,297,062									
487	115 - 129	10	1,864,413	1,421,278									
488	130 - 143	11	2,027,349	1,545,495									
489	144 - 171	12	2,190,285	1,669,712									
490	172 - 210	13	2,622,556	1,793,928									
491	211 - 248	14	3,096,053	1,918,145									
492	249 - 286	15	3,569,557	2,042,361									
493													
494	NSS Add-on per ADA			-	-								

NSS Calculation Tab

	A	B	C	D	E	F	G	H	I	J	K	L	M
1	Bullis Charter (106534) - Charter Renewal Petition												
2	NECESSARY SMALL SCHOOLS (NSS)												
3	<i>The calculator is constructed to include all ADA for purposes of calculating the Base, Grade Span adjustment, Supplemental and Concentration grants. The ADA funded under NSS is returned to the calculator as a negative number to allow display of total LCFF- funded ADA. Similarly, the base grant and grade span adjustment grants generated by NSS ADA are returned as negative numbers. The NSS Allowance replaces the base and grade span and is returned as a positive amount. Supplemental and Concentration grants are not affected by this calculation.</i>												
4													
5													
6	SECTION 1: DATA NEEDED TO CALCULATE FUNDING												
495	ADA & NSS FTE												
496							2024-25						
497													
498													
499													
500													
501													
502													
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504													
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529													
530													
531													
532	NSS FUNDING CALCULATIONS												
533	Eligibility as a NSS												
534	Type of NSS school												
535	NSS Allowance if funded as NSS & on prior year												
536	NSS allowance level												
537	NSS Allowance using PY												
538	NSS Add-on using PY												
539	Total NSS Allowance using PY												
540	NSS Allowance if funded as NSS & on 3 PY average												
541	NSS allowance level												
542	NSS Allowance using 3 PY average												
543	NSS Add-on using 3 PY average												
544	Total NSS Allowance using 3 PY average												
545	NSS Allowance if funded as NSS & on current year												
546	NSS allowance level												
547	NSS Allowance using CY												
548	NSS Add-on using CY												
549	Total NSS Allowance using CY												
550	NSS allowance level >0?												
551	NSS Allowance if funded as NSS is based on												
552	NSS Funding												
553	NSS ADA Grades TK-3												
554	Grades 4-6												
555	Grades 7-8												
556	Grades 9-12												
557	Total												
558	NSS allowance Level												
559													
560													
561													

NSS Calculation Tab

	A	B	C	D	E	F	G	H	I	J	K	L	M
1	Bullis Charter (106534) - Charter Renewal Petition												
2	NECESSARY SMALL SCHOOLS (NSS)												
3	<i>The calculator is constructed to include all ADA for purposes of calculating the Base, Grade Span adjustment, Supplemental and Concentration grants. The ADA funded under NSS is returned to the calculator as a negative number to allow display of total LCFF- funded ADA. Similarly, the base grant and grade span adjustment grants generated by NSS ADA are returned as negative numbers. The NSS Allowance replaces the base and grade span and is returned as a positive amount. Supplemental and Concentration grants are not affected by this calculation.</i>												
4													
5													
6	SECTION 1: DATA NEEDED TO CALCULATE FUNDING												
562	2024-25												
563	Funded P2 NSS ADA and NSS Allowances												
564	Best funding option calculated is:												
565	Selected funding method:												
566	NSS Allowance												
567	Third Prior Year 2021-22												
568	NSS ADA												
569	Grades TK-3												
570	Grades 4-6												
571	Grades 7-8												
572	Grades 9-12												
573	P2 NSS ADA												
574	Second Prior Year 2022-23												
575	NSS ADA												
576	Grades TK-3												
577	Grades 4-6												
578	Grades 7-8												
579	Grades 9-12												
580	P2 NSS ADA												
581	Prior Year 2023-24												
582	NSS ADA												
583	Grades TK-3												
584	Grades 4-6												
585	Grades 7-8												
586	Grades 9-12												
587	P2 NSS ADA												
588	NSS Allowances												
589	Current Year 2024-25												
590	NSS ADA												
591	Grades TK-3												
592	Grades 4-6												
593	Grades 7-8												
594	Grades 9-12												
595	P2 NSS ADA												
596	NSS Allowances												
597	Funded NSS allowance Level												
598	NSS ADA												
599	Grades TK-3												
600	Grades 4-6												
601	Grades 7-8												
602	Grades 9-12												
603	P2 NSS ADA												
604	NSS Allowances												
605	Exclude: LCFF Adjusted Base Funding for NSS ADA												
606													
607	Grades TK-3												
608	Grades 4-6												
609	Grades 7-8												
610	Grades 9-12												
611	Total Exclusion: LCFF Adjusted Base Funding for NSS ADA												
612	Adjusted NSS Allowance (Deficited) for EPA												
613	Funding at 12-13 levels (deficited)												
614	NSS Allowances												
615	NSS Add-on												
616	NSS Add-on per ADA												
617	Funded ADA												
618	NSS Add-on												
619	TOTAL Adjusted NSS Allowance (Deficited) for EPA												
620													
621													

NSS Calculation Tab

	A	B	C	D	E	F	G	H	I	J	K	L	M
1	Bullis Charter (106534) - Charter Renewal Petition												
2	NECESSARY SMALL SCHOOLS (NSS)												
3	The calculator is constructed to include all ADA for purposes of calculating the Base, Grade Span adjustment, Supplemental and Concentration grants. The ADA funded under NSS is returned to the calculator as a negative number to allow display of total LCFF- funded ADA. Similarly, the base grant and grade span adjustment grants generated by NSS ADA are returned as negative numbers. The NSS Allowance replaces the base and grade span and is returned as a positive amount. Supplemental and Concentration grants are not affected by this calculation.												
4													
5													
6													
622	SECTION 1: DATA NEEDED TO CALCULATE FUNDING												
623	RATES 2025-26				12/13 def. rate +		The elementary NSS allowance is based on a combination of ADA and the number of full-time teachers (EC 42282). For High Schools, NSS will use the allowance based on only the ADA or the allowance based only on the number of certificated employees, whichever provides the lesser amount (EC 42284). The allowance amounts shown in the tables reflect COLA & Augmentation.						
624	ADA		Level / # FTE	Allowance	COLA for EPA								
625	Elementary												
626	1 - 24		1	279,166	157,518								
627	25 - 48		2	552,453	315,037								
628	49 - 72		3	825,981	472,555								
629	73 - 96		4	1,099,268	630,073								
630	High School												
631	1 - 19		1	235,258	127,856								
632	1 - 19		2	335,419	255,712								
633	1 - 19		3	745,074	567,929								
634	20 - 38		4	912,783	695,784								
635	39 - 57		5	1,080,493	823,642								
636	58 - 71		6	1,248,202	951,497								
637	72 - 86		7	1,415,912	1,079,354								
638	87 - 100		8	1,415,912	1,207,210								
639	101 - 114		9	1,751,331	1,335,066								
640	115 - 129		10	1,919,040	1,462,921								
641	130 - 143		11	2,086,750	1,590,778								
642	144 - 171		12	2,254,460	1,718,635								
643	172 - 210		13	2,699,397	1,846,490								
644	211 - 248		14	3,186,767	1,974,347								
645	249 - 286		15	3,674,145	2,102,202								
646													
647	NSS Add-on per ADA				-	-							

NSS Calculation Tab

	A	B	C	D	E	F	G	H	I	J	K	L	M
1	Bullis Charter (106534) - Charter Renewal Petition												
2	NECESSARY SMALL SCHOOLS (NSS)												
3	<i>The calculator is constructed to include all ADA for purposes of calculating the Base, Grade Span adjustment, Supplemental and Concentration grants. The ADA funded under NSS is returned to the calculator as a negative number to allow display of total LCFF- funded ADA. Similarly, the base grant and grade span adjustment grants generated by NSS ADA are returned as negative numbers. The NSS Allowance replaces the base and grade span and is returned as a positive amount. Supplemental and Concentration grants are not affected by this calculation.</i>												
4													
5													
6	SECTION 1: DATA NEEDED TO CALCULATE FUNDING												
648	ADA & NSS FTE												
649							2025-26						
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685	NSS FUNDING CALCULATIONS												
686	Eligibility as a NSS						NSS 1	NSS 2	NSS 3	NSS 4	NSS 5		
687	Type of NSS school						Eligible	Eligible	Eligible	Eligible	Eligible		
688	NSS Allowance if funded as NSS & on prior year						Not NSS	Not NSS	Not NSS	Not NSS	Not NSS		
689	NSS allowance level						-	-	-	-	-		
690	NSS Allowance using PY						-	-	-	-	-		
691	NSS Add-on using PY						-	-	-	-	-		
692	Total NSS Allowance using PY						-	-	-	-	-		
693	NSS Allowance if funded as NSS & on 3 PY average												
694	NSS allowance level						-	-	-	-	-		
695	NSS Allowance using 3 PY average						-	-	-	-	-		
696	NSS Add-on using 3 PY average						-	-	-	-	-		
697	Total NSS Allowance using 3 PY average						-	-	-	-	-		
698	NSS Allowance if funded as NSS & on current year												
699	NSS allowance level						-	-	-	-	-		
700	NSS Allowance using CY						-	-	-	-	-		
701	NSS Add-on using CY						-	-	-	-	-		
702	Total NSS Allowance using CY						-	-	-	-	-		
703	NSS allowance level >0?						NO	NO	NO	NO	NO		
704	NSS Allowance if funded as NSS is based on						Current Yr	Current Yr	Current Yr	Current Yr	Current Yr		
705	NSS Funding						-	-	-	-	-		
706	NSS ADA Grades TK-3						-	-	-	-	-		
707	Grades 4-6						-	-	-	-	-		
708	Grades 7-8						-	-	-	-	-		
709	Grades 9-12						-	-	-	-	-		
710	Total						-	-	-	-	-		
711	NSS allowance Level						-	-	-	-	-		
712													
713													
714													

NSS Calculation Tab

	A	B	C	D	E	F	G	H	I	J	K	L	M
1	Bullis Charter (106534) - Charter Renewal Petition												
2	NECESSARY SMALL SCHOOLS (NSS)												
3	The calculator is constructed to include all ADA for purposes of calculating the Base, Grade Span adjustment, Supplemental and Concentration grants. The ADA funded under NSS is returned to the calculator as a negative number to allow display of total LCFF- funded ADA. Similarly, the base grant and grade span adjustment grants generated by NSS ADA are returned as negative numbers. The NSS Allowance replaces the base and grade span and is returned as a positive amount. Supplemental and Concentration grants are not affected by this calculation.												
4													
5													
6	SECTION 1: DATA NEEDED TO CALCULATE FUNDING												
715	2025-26												
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721	2025-26												
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730	2025-26												
731	2025-26												
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735	2025-26												
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740	2025-26												
741	2025-26												
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770	2025-26												
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773	2025-26												
774	2025-26												

NSS Calculation Tab

	A	B	C	D	E	F	G	H	I	J	K	L	M
1	Bullis Charter (106534) - Charter Renewal Petition												
2	NECESSARY SMALL SCHOOLS (NSS)												
3	The calculator is constructed to include all ADA for purposes of calculating the Base, Grade Span adjustment, Supplemental and Concentration grants. The ADA funded under NSS is returned to the calculator as a negative number to allow display of total LCFF- funded ADA. Similarly, the base grant and grade span adjustment grants generated by NSS ADA are returned as negative numbers. The NSS Allowance replaces the base and grade span and is returned as a positive amount. Supplemental and Concentration grants are not affected by this calculation.												
4													
5													
6													
775	SECTION 1: DATA NEEDED TO CALCULATE FUNDING												
776	RATES 2026-27				12/13 def. rate +		The elementary NSS allowance is based on a combination of ADA and the number of full-time teachers (EC 42282). For High Schools, NSS will use the allowance based on only the ADA or the allowance based only on the number of certificated employees, whichever provides the lesser amount (EC 42284). The allowance amounts shown in the tables reflect COLA & Augmentation.						
777	ADA		Level / # FTE	Allowance	COLA for EPA								
778	Elementary												
779	1 - 24		1	287,764	162,370								
780	25 - 48		2	569,469	324,740								
781	49 - 72		3	851,421	487,110								
782	73 - 96		4	1,133,125	649,479								
783	High School												
784	1 - 19		1	242,504	131,794								
785	1 - 19		2	345,750	263,588								
786	1 - 19		3	768,022	585,421								
787	20 - 38		4	940,897	717,214								
788	39 - 57		5	1,113,772	849,010								
789	58 - 71		6	1,286,647	980,803								
790	72 - 86		7	1,459,522	1,112,598								
791	87 - 100		8	1,459,522	1,244,392								
792	101 - 114		9	1,805,272	1,376,186								
793	115 - 129		10	1,978,146	1,507,979								
794	130 - 143		11	2,151,022	1,639,774								
795	144 - 171		12	2,323,897	1,771,569								
796	172 - 210		13	2,782,538	1,903,362								
797	211 - 248		14	3,284,919	2,035,157								
798	249 - 286		15	3,787,309	2,166,950								
799													
800	NSS Add-on per ADA				-	-							

NSS Calculation Tab

	A	B	C	D	E	F	G	H	I	J	K	L	M
1	Bullis Charter (106534) - Charter Renewal Petition												
2	NECESSARY SMALL SCHOOLS (NSS)												
3	<i>The calculator is constructed to include all ADA for purposes of calculating the Base, Grade Span adjustment, Supplemental and Concentration grants. The ADA funded under NSS is returned to the calculator as a negative number to allow display of total LCFF- funded ADA. Similarly, the base grant and grade span adjustment grants generated by NSS ADA are returned as negative numbers. The NSS Allowance replaces the base and grade span and is returned as a positive amount. Supplemental and Concentration grants are not affected by this calculation.</i>												
4													
5													
6	SECTION 1: DATA NEEDED TO CALCULATE FUNDING												
801	ADA & NSS FTE												
802							2026-27						
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837													
838	NSS FUNDING CALCULATIONS												
839	Eligibility as a NSS						NSS 1	NSS 2	NSS 3	NSS 4	NSS 5		
840	Type of NSS school						Eligible	Eligible	Eligible	Eligible	Eligible		
841	NSS Allowance if funded as NSS & on prior year						Not NSS	Not NSS	Not NSS	Not NSS	Not NSS		
842	NSS allowance level						-	-	-	-	-		
843	NSS Allowance using PY						-	-	-	-	-		
844	NSS Add-on using PY						-	-	-	-	-		
845	Total NSS Allowance using PY						-	-	-	-	-		
846	NSS Allowance if funded as NSS & on 3 PY average												
847	NSS allowance level						-	-	-	-	-		
848	NSS Allowance using 3 PY average						-	-	-	-	-		
849	NSS Add-on using 3 PY average						-	-	-	-	-		
850	Total NSS Allowance using 3 PY average						-	-	-	-	-		
851	NSS Allowance if funded as NSS & on current year												
852	NSS allowance level						-	-	-	-	-		
853	NSS Allowance using CY						-	-	-	-	-		
854	NSS Add-on using CY						-	-	-	-	-		
855	Total NSS Allowance using CY						-	-	-	-	-		
856	NSS allowance level >0?						NO	NO	NO	NO	NO		
857	NSS Allowance if funded as NSS is based on						Current Yr	Current Yr	Current Yr	Current Yr	Current Yr		
858	NSS Funding						-	-	-	-	-		
859	NSS ADA Grades TK-3						-	-	-	-	-		
860	Grades 4-6						-	-	-	-	-		
861	Grades 7-8						-	-	-	-	-		
862	Grades 9-12						-	-	-	-	-		
863	Total						-	-	-	-	-		
864	NSS allowance Level						-	-	-	-	-		
865													
866													
867													

Bullis Charter (106534) - Charter Renewal Petition

Charts and Graphs

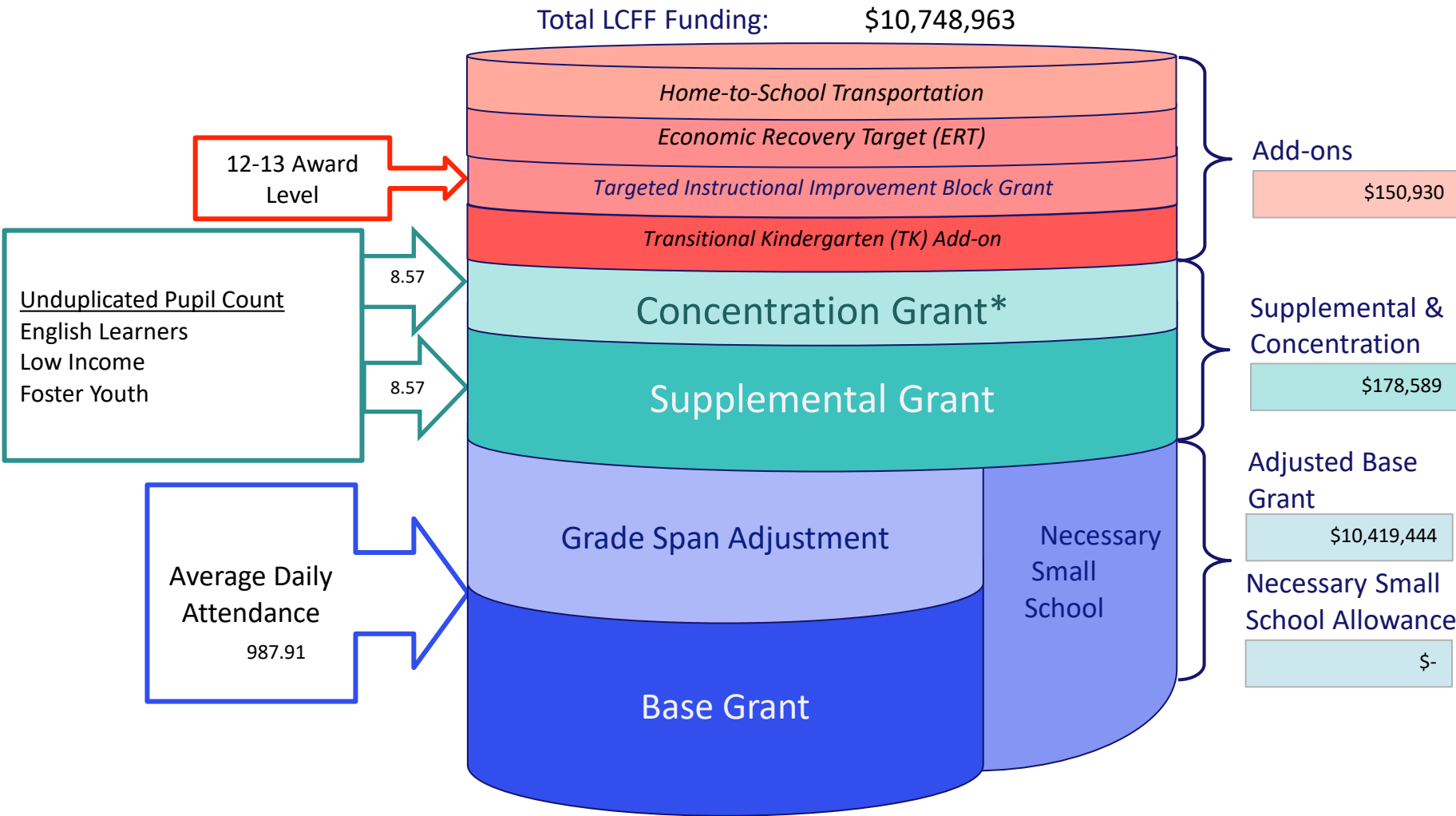
Charts and graphs provided on this tab represent one computational methodology and are not intended to set or communicate any standards of the California Department of Education (CDE) or the Fiscal Crisis and Management Assistance Team (FCMAT). **The Graphs tab remains unprotected to allow editing for local standards.**

2023-24

Change the fiscal year here to update all of the charts and graphics on this page that only display one fiscal year.

Components of LCFF Entitlement

	2023-24	
Base Grant	\$ 9,916,127	987.91 ADA
Grade Span Adjustment	\$ 503,317	\$ 10,419,444 Adjusted Base Grant
Supplemental Grant	\$ 178,589 8.57%	
Concentration Grant	\$ - 8.57%	\$ 178,589 Supplemental & Concentration
Allowance: Necessary Small School	\$ -	\$ - Allowance
Add-on: Targeted Instructional Improvement Block Grant	\$ -	
Add-on: Home-to-School Transportation	\$ -	
Add-on: Small School District Bus Replacement Program	\$ -	\$ 150,930 Add-ons
Add-on Economic Recovery Target	\$ 37,632	
Add-on: Transitional Kindergarten	\$ 113,298	
Total	\$ 10,748,963	\$ 10,748,963

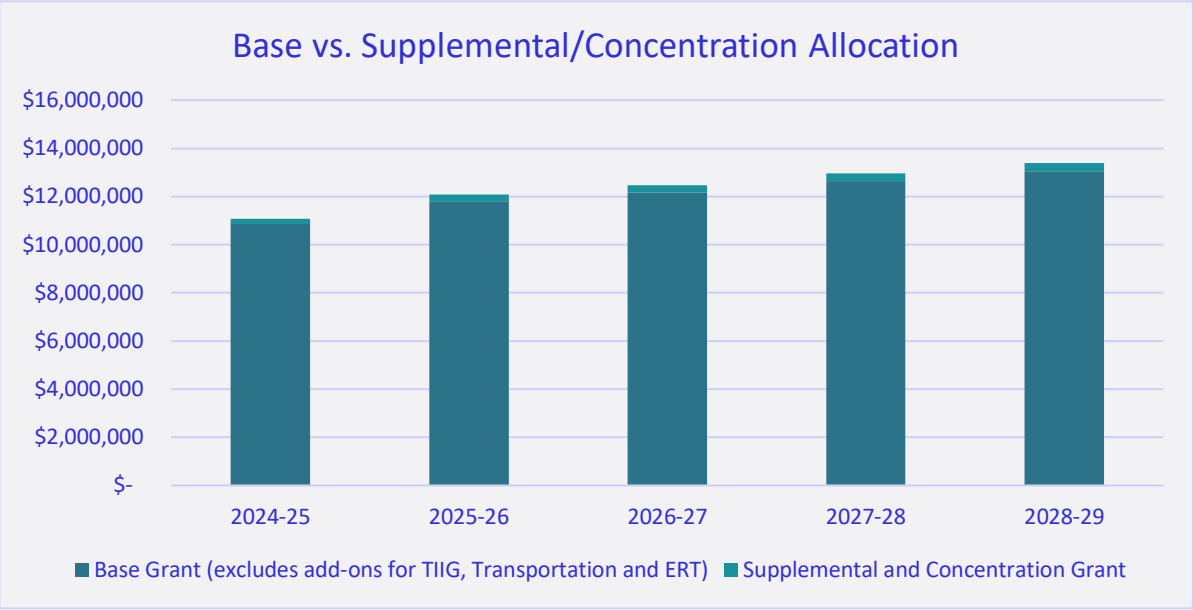


*Unduplicated Pupil Percentage must be above 55% to receive Concentration Grant funding

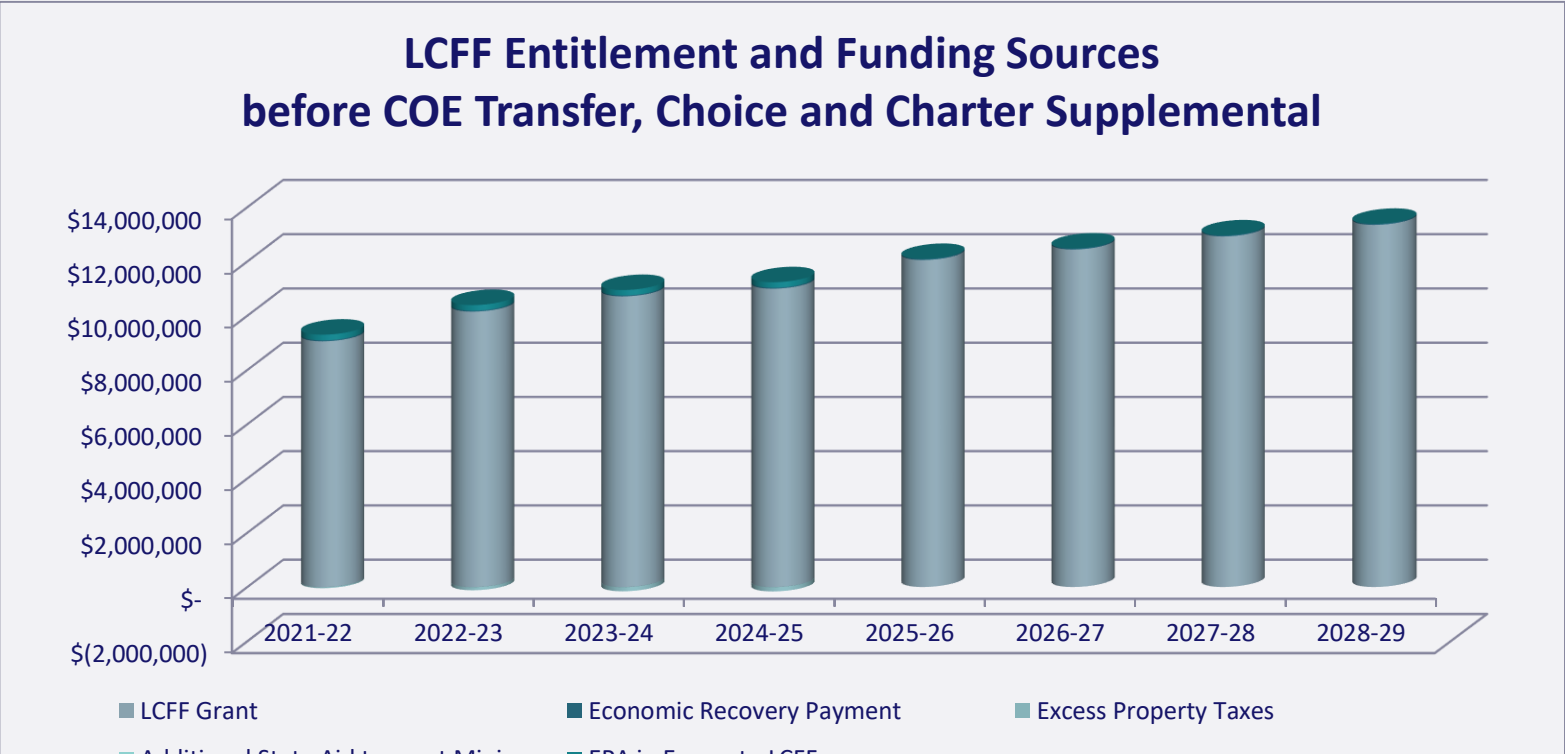
Graphs Tab

Bullis Charter (106534) - Charter Renewal Petition	
Charts and Graphs	

Bullis Charter (106534) - Charter Renewal Petition									
Charts and Graphs									
Minimum Proportionality Analysis									
	2024-25		2025-26		2026-27		2027-28		2028-29
Base Grant (excludes add-ons for TIIG, Transportation and ERT)	\$	10,854,269	\$	11,804,567	\$	12,167,165	\$	12,633,122	\$ 13,047,507
Supplemental and Concentration Grant		223,738		287,173		310,188		327,356	338,127
Total	\$	11,078,007	\$	12,091,740	\$	12,477,353	\$	12,960,478	\$ 13,385,634



Funding Sources									
	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	
Excess Property Taxes	\$ (37,632)	\$ (112,683)	\$ (150,930)	\$ (155,789)	\$ -	\$ -	\$ -	\$ -	
Additional State Aid to meet Minimum	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
EPA in Excess to LCFF	\$ 207,134	\$ 203,446	\$ 197,582	\$ 200,064	\$ -	\$ -	\$ -	\$ -	
Economic Recovery Payment	\$ 37,632	\$ 37,632	\$ 37,632	\$ 37,632	\$ 37,632	\$ 37,632	\$ 37,632	\$ 37,632	
LCFF Grant	\$ 9,056,534	\$ 10,151,051	\$ 10,711,331	\$ 10,996,100	\$ 12,054,108	\$ 12,439,721	\$ 12,922,846	\$ 13,348,002	
Total General Purpose Funding	\$ 9,263,668	\$ 10,279,446	\$ 10,795,615	\$ 11,078,007	\$ 12,091,740	\$ 12,477,353	\$ 12,960,478	\$ 13,385,634	

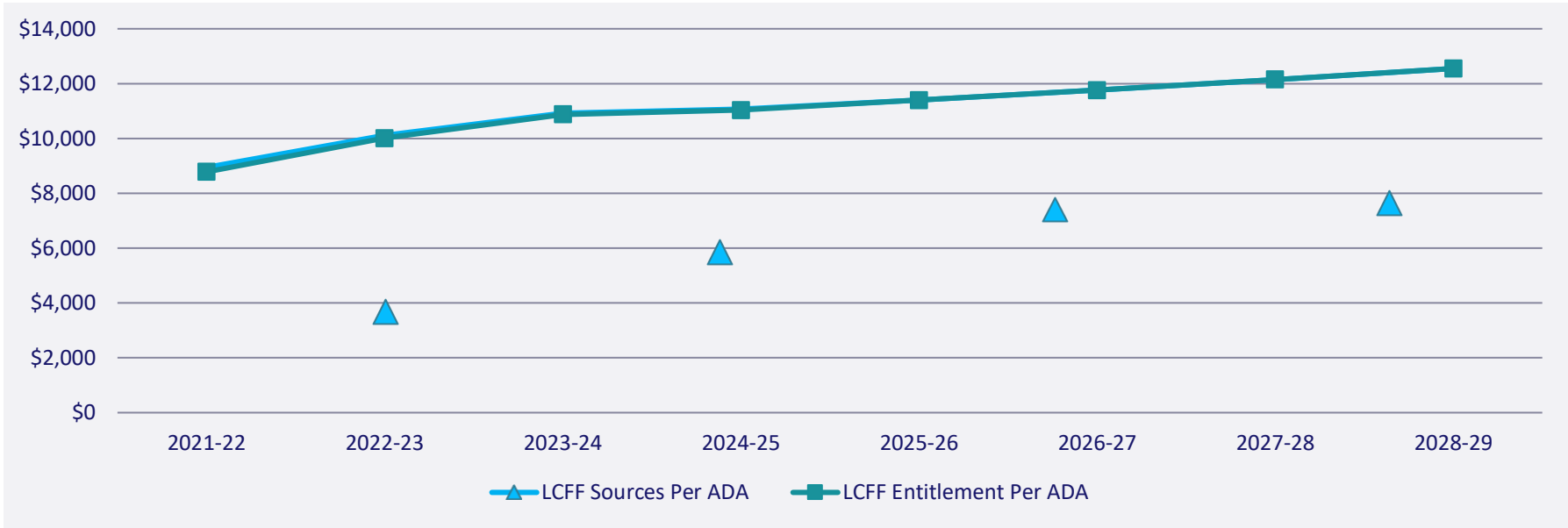


Bullis Charter (106534) - Charter Renewal Petition

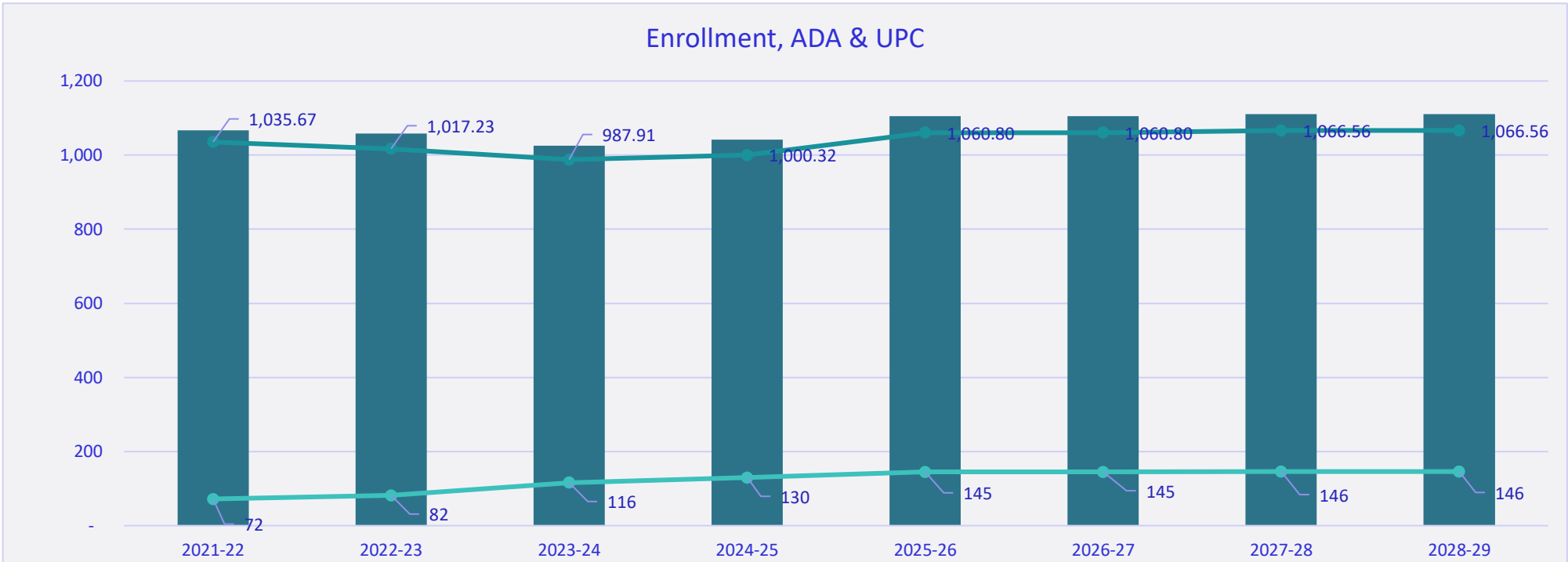
Charts and Graphs

Additional State Aid to meet MinimumEPA in Excess to LCFF

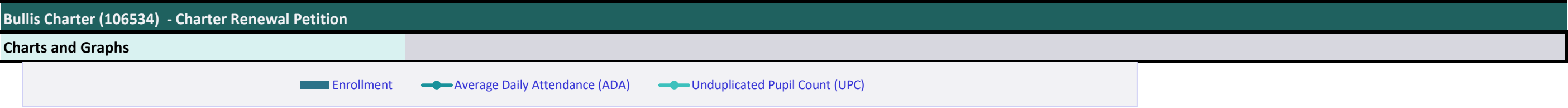
LCFF Entitlement per ADA								
	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
Funded ADA (LCFF & NSS)	1,035.67	1,017.23	987.91	1,000.32	1,060.80	1,060.80	1,066.56	1,066.56
LCFF Sources per ADA, including NSS	\$ 8,944.61	\$ 10,105.33	\$ 10,927.73	\$ 11,074.46	\$ 11,398.70	\$ 11,762.21	\$ 12,151.66	\$ 12,550.29
Net Dollar Change per ADA		\$ 1,160.72	\$ 822.40	\$ 146.73	\$ 324.24	\$ 363.51	\$ 389.45	\$ 398.62
Net Percent Change		12.98%	8.14%	1.34%	2.93%	3.19%	3.31%	3.28%
Estimated LCFF Entitlement per ADA (excludes minimum state aid)	\$ 8,780.95	\$ 10,016.11	\$ 10,880.51	\$ 11,030.20	\$ 11,398.70	\$ 11,762.21	\$ 12,151.66	\$ 12,550.29
Net Change per ADA		\$ 1,235.16	\$ 864.40	\$ 149.69	\$ 368.50	\$ 363.51	\$ 389.45	\$ 398.62
Net Percent Change		14.07%	8.63%	1.38%	3.34%	3.19%	3.31%	3.28%



Student Summary, excluding COE								
	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
Enrollment	1,067	1,058	1,025	1,042	1,105	1,105	1,111	1,111
Unduplicated Pupil Count (UPC)	72	82	116	130	145	145	146	146
Average Daily Attendance (ADA)	1,035.67	1,017.23	987.91	1,000.32	1,060.80	1,060.80	1,066.56	1,066.56



Graphs Tab



Bullis Charter School
Monthly Cash Forecast
As of Apr FY2025

	2025-26													
	Actuals & Forecast													
	Jul Forecast	Aug Forecast	Sep Forecast	Oct Forecast	Nov Forecast	Dec Forecast	Jan Forecast	Feb Forecast	Mar Forecast	Apr Forecast	May Forecast	Jun Forecast	Forecast	Remaining Balance
Beginning Cash	807,206	895,311	355,619	880,425	703,680	592,827	797,696	556,009	374,796	397,743	455,879	427,444		
REVENUE														
LCFF Entitlement	175,467	808,487	1,631,898	1,159,869	1,159,869	1,209,885	1,159,869	596,419	1,501,154	597,229	844,837	897,877	12,091,738	348,877
Federal Revenue	-	-	5,976	5,976	5,976	5,976	5,976	5,976	5,976	5,976	5,976	5,976	71,717	11,953
Other State Revenue	16,975	16,975	74,673	74,673	74,673	95,133	74,673	139,711	74,673	74,673	139,711	74,673	1,595,346	664,130
Other Local Revenue	925	925	925	925	925	313,425	925	925	925	925	925	313,425	1,881,901	1,245,801
Fundraising & Grants	-	-	-	-	-	-	259,612	778,836	155,767	1,038,448	597,107	623,069	5,807,000	2,354,161
TOTAL REVENUE	193,367	826,387	1,713,473	1,241,443	1,241,443	1,624,420	1,501,055	1,521,867	1,738,495	1,717,251	1,588,557	1,915,020	21,447,702	4,624,922
EXPENSES														
Certificated Salaries	90,696	972,386	972,386	972,386	972,386	972,386	972,386	972,386	972,386	972,386	972,386	649,436	10,463,991	-
Classified Salaries	88,394	143,686	143,686	143,686	143,686	143,686	143,686	143,686	143,686	143,686	143,686	178,035	1,703,290	-
Employee Benefits	271,313	324,600	333,578	324,600	323,104	323,104	335,074	324,600	324,600	314,125	314,125	143,016	3,655,840	-
Books & Supplies	196,238	249,627	73,437	73,437	73,437	73,437	73,437	73,437	73,437	73,437	73,437	73,437	1,228,050	47,811
Services & Other Operating Expenses	217,176	225,002	222,320	328,785	264,389	331,644	298,700	269,513	281,980	236,022	193,899	385,787	4,226,897	971,678
Capital Outlay & Depreciation	2,615	2,615	2,615	2,615	2,615	2,615	2,615	2,615	2,615	2,615	2,615	2,615	31,381	-
Other Outflows	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL EXPENSES	866,433	1,917,916	1,748,023	1,845,509	1,779,617	1,846,872	1,825,899	1,786,237	1,798,705	1,742,272	1,700,149	1,432,327	21,309,449	1,019,490
Operating Cash Inflow (Outflow)	(673,066)	(1,091,529)	(34,550)	(604,066)	(538,174)	(222,453)	(324,843)	(264,370)	(60,209)	(25,021)	(111,591)	482,694	138,253	3,605,432
Accounts Receivable	1,144,461	1,608,766	476,199	344,164	344,164	344,164	-	-	-	-	-	-	-	
Fixed Assets	2,615	2,615	2,615	2,615	2,615	2,615	2,615	2,615	2,615	2,615	2,615	2,615	2,615	
Other Current Liabilities	-	(1,140,085)	-	-	-	-	-	-	-	-	-	-	-	
Summer Holdback	(385,904)	80,542	80,542	80,542	80,542	80,542	80,542	80,542	80,542	80,542	80,542	(398,151)		
Ending Cash	895,311	355,619	880,425	703,680	592,827	797,696	556,009	374,796	397,743	455,879	427,444	514,602		

Bullis Charter School
Monthly Cash Forecast
As of Apr FY2025

	2026-27 Actuals & Forecast													
	Jul Forecast	Aug Forecast	Sep Forecast	Oct Forecast	Nov Forecast	Dec Forecast	Jan Forecast	Feb Forecast	Mar Forecast	Apr Forecast	May Forecast	Jun Forecast	Forecast	Remaining Balance
Beginning Cash	514,602	394,914	412,411	1,123,526	1,109,311	1,144,891	1,496,835	1,457,838	1,220,016	939,856	850,768	777,607		
REVENUE														
LCFF Entitlement	273,331	944,624	1,887,624	1,387,055	1,387,055	1,440,095	1,387,055	509,350	1,233,683	397,468	783,176	836,216	12,477,334	10,602
Federal Revenue	-	-	6,156	6,156	6,156	6,156	6,156	6,156	6,156	6,156	6,156	6,156	73,868	12,311
Other State Revenue	17,620	17,620	79,936	79,936	79,936	102,308	79,936	148,906	79,936	79,936	148,906	79,936	1,219,031	224,121
Other Local Revenue	925	925	925	925	925	313,425	925	925	925	925	925	313,425	1,911,784	1,275,684
Fundraising & Grants	-	-	-	-	-	-	284,312	852,937	170,587	1,137,250	653,919	682,350	6,394,500	2,613,145
TOTAL REVENUE	291,876	963,169	1,974,640	1,474,071	1,474,071	1,861,983	1,758,384	1,518,275	1,491,287	1,621,734	1,593,081	1,918,082	22,076,517	4,135,863
EXPENSES														
Certificated Salaries	93,417	1,001,557	1,001,557	1,001,557	1,001,557	1,001,557	1,001,557	1,001,557	1,001,557	1,001,557	1,001,557	668,919	10,777,911	-
Classified Salaries	91,046	147,997	147,997	147,997	147,997	147,997	147,997	147,997	147,997	147,997	147,997	183,376	1,754,389	-
Employee Benefits	290,407	339,793	348,771	339,793	338,297	338,297	350,267	339,793	339,793	329,049	329,049	147,306	3,830,616	-
Books & Supplies	154,436	209,426	73,256	73,256	73,256	73,256	73,256	73,256	73,256	73,256	73,256	227,481	1,299,891	49,246
Services & Other Operating Expenses	257,851	233,170	230,408	318,341	270,043	341,590	307,262	276,451	291,801	241,921	197,340	333,007	4,250,604	951,418
Capital Outlay & Depreciation	1,958	1,958	1,958	1,958	1,958	1,958	1,958	1,958	1,958	1,958	1,958	1,958	23,500	-
Other Outflows	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL EXPENSES	889,116	1,933,901	1,803,947	1,882,903	1,833,108	1,904,655	1,882,297	1,841,013	1,856,363	1,795,739	1,751,158	1,562,047	21,936,910	1,000,663
Operating Cash Inflow (Outflow)	(597,240)	(970,732)	170,693	(408,831)	(359,037)	(42,672)	(123,914)	(322,738)	(365,076)	(174,005)	(158,077)	356,034	139,607	3,135,200
Accounts Receivable	1,202,348	1,603,313	455,506	309,700	309,700	309,700	-	-	-	-	-	-	-	
Fixed Assets	1,958	1,958	1,958	1,958	1,958	1,958	1,958	1,958	1,958	1,958	1,958	1,958	-	
Other Current Liabilities	(319,490)	(700,000)	-	-	-	-	-	-	-	-	-	-	-	
Summer Holdback	(407,265)	82,958	82,958	82,958	82,958	82,958	82,958	82,958	82,958	82,958	82,958	(410,095)	-	
Ending Cash	394,914	412,411	1,123,526	1,109,311	1,144,891	1,496,835	1,457,838	1,220,016	939,856	850,768	777,607	725,504		

Bullis Charter School
Monthly Cash Forecast
As of Apr FY2025

	2027-28														
	Actuals & Forecast														
	Jul Forecast	Aug Forecast	Sep Forecast	Oct Forecast	Nov Forecast	Dec Forecast	Jan Forecast	Feb Forecast	Mar Forecast	Apr Forecast	May Forecast	Jun Forecast	Forecast	Remaining Balance	
Beginning Cash	725,504	616,338	722,565	1,573,438	1,705,088	1,887,495	2,384,380	2,494,388	2,062,910	1,609,899	1,341,389	1,240,551			
REVENUE															
LCFF Entitlement	380,234	1,051,527	2,080,050	1,579,482	1,579,482	1,632,522	1,579,482	358,495	1,103,942	256,738	793,301	846,629	12,960,448	(281,436)	
Federal Revenue	-	-	6,279	6,279	6,279	6,279	6,279	6,279	6,279	6,279	6,279	6,279	75,346	12,558	
Other State Revenue	17,659	17,659	81,756	81,756	81,756	104,837	81,756	150,726	81,756	81,756	150,726	81,756	1,241,238	227,343	
Other Local Revenue	925	925	925	925	925	313,425	925	925	925	925	925	313,425	1,944,787	1,308,687	
Fundraising & Grants	-	-	-	-	-	-	284,312	852,937	170,587	1,137,250	653,919	682,350	6,359,500	2,578,145	
TOTAL REVENUE	398,818	1,070,111	2,169,010	1,668,441	1,668,441	2,057,062	1,952,754	1,369,363	1,363,489	1,482,947	1,605,150	1,930,438	22,581,320	3,845,296	
EXPENSES															
Certificated Salaries	95,286	1,021,589	1,021,589	1,021,589	1,021,589	1,021,589	1,021,589	1,021,589	1,021,589	1,021,589	1,021,589	682,298	10,993,469	-	
Classified Salaries	92,867	150,957	150,957	150,957	150,957	150,957	150,957	150,957	150,957	150,957	150,957	187,043	1,789,477	-	
Employee Benefits	310,440	353,679	362,657	353,679	352,182	352,182	364,153	353,679	353,679	342,750	342,750	150,247	3,992,075	-	
Books & Supplies	157,544	213,634	74,741	74,741	74,741	74,741	74,741	74,741	74,741	74,741	74,741	196,350	1,290,428	50,230	
Services & Other Operating Expenses	270,884	240,334	237,514	327,206	277,944	352,088	315,923	284,493	300,152	246,039	200,568	340,113	4,349,715	956,457	
Capital Outlay & Depreciation	1,958	1,958	1,958	1,958	1,958	1,958	1,958	1,958	1,958	1,958	1,958	1,958	23,500	-	
Other Outflows	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
TOTAL EXPENSES	928,979	1,982,150	1,849,415	1,930,129	1,879,371	1,953,515	1,929,320	1,887,416	1,903,076	1,838,033	1,792,563	1,558,010	22,438,664	1,006,687	
Operating Cash Inflow (Outflow)	(530,162)	(912,040)	319,595	(261,688)	(210,930)	103,547	23,433	(518,053)	(539,586)	(355,086)	(187,413)	372,428	142,655	2,838,609	
Accounts Receivable	1,139,183	1,631,691	444,703	306,762	306,762	306,762	-	-	-	-	-	-	-	-	
Fixed Assets	1,958	1,958	1,958	1,958	1,958	1,958	1,958	1,958	1,958	1,958	1,958	1,958	1,958	-	
Other Current Liabilities	(300,663)	(700,000)	-	-	-	-	-	-	-	-	-	-	-	-	
Summer Holdback	(419,483)	84,617	84,617	84,617	84,617	84,617	84,617	84,617	84,617	84,617	84,617	84,617	(418,297)	-	
Ending Cash	616,338	722,565	1,573,438	1,705,088	1,887,495	2,384,380	2,494,388	2,062,910	1,609,899	1,341,389	1,240,551	1,196,640			

Bullis Charter School
Monthly Cash Forecast
As of Apr FY2025

	2028-29													
	Actuals & Forecast													
	Jul Forecast	Aug Forecast	Sep Forecast	Oct Forecast	Nov Forecast	Dec Forecast	Jan Forecast	Feb Forecast	Mar Forecast	Apr Forecast	May Forecast	Jun Forecast	Forecast	Remaining Balance
Beginning Cash	1,196,640	886,647	827,364	1,574,706	1,596,179	1,669,713	2,056,577	2,542,570	2,141,853	1,701,601	1,457,324	1,534,660		
REVENUE														
LCFF Entitlement	488,137	1,163,075	2,281,856	1,778,569	1,778,569	1,831,897	1,778,569	211,089	939,355	98,599	787,429	840,757	13,385,602	(592,299)
Federal Revenue	-	-	6,404	6,404	6,404	6,404	6,404	6,404	6,404	6,404	6,404	6,404	76,853	12,809
Other State Revenue	17,714	17,714	83,063	83,063	83,063	107,021	83,063	152,408	83,063	83,063	152,408	83,063	1,257,056	228,352
Other Local Revenue	925	925	925	925	925	313,425	925	925	925	925	925	313,425	1,978,776	1,342,676
Fundraising & Grants	-	-	-	-	-	-	284,312	852,937	170,587	1,137,250	653,919	682,350	6,394,500	2,613,145
TOTAL REVENUE	506,776	1,181,714	2,372,248	1,868,961	1,868,961	2,258,748	2,153,273	1,223,764	1,200,335	1,326,241	1,601,085	1,925,999	23,092,786	3,604,683
EXPENSES														
Certificated Salaries	97,191	1,042,020	1,042,020	1,042,020	1,042,020	1,042,020	1,042,020	1,042,020	1,042,020	1,042,020	1,042,020	695,944	11,213,339	-
Classified Salaries	94,724	153,976	153,976	153,976	153,976	153,976	153,976	153,976	153,976	153,976	153,976	190,784	1,825,266	-
Employee Benefits	332,013	368,402	377,380	368,402	366,906	366,906	378,876	368,402	368,402	357,284	357,284	153,239	4,163,496	-
Books & Supplies	160,695	217,907	76,236	76,236	76,236	76,236	76,236	76,236	76,236	76,236	76,236	235,277	1,351,237	51,235
Services & Other Operating Expenses	276,840	239,642	236,765	328,886	278,322	354,778	317,327	285,001	301,108	242,156	195,387	338,870	4,356,668	961,586
Capital Outlay & Depreciation	1,958	1,958	1,958	1,958	1,958	1,958	1,958	1,958	1,958	1,958	1,958	1,958	23,500	-
Other Outflows	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL EXPENSES	963,422	2,023,905	1,888,335	1,971,478	1,919,417	1,995,874	1,970,393	1,927,594	1,943,700	1,873,631	1,826,862	1,616,074	22,933,506	1,012,821
Operating Cash Inflow (Outflow)	(456,646)	(842,191)	483,912	(102,517)	(50,456)	262,874	182,880	(703,830)	(743,365)	(547,390)	(225,777)	309,925	159,281	2,591,862
Accounts Receivable	879,253	1,394,640	175,162	35,723	35,723	35,723	214,845	214,845	214,845	214,845	214,845	214,845		
Fixed Assets	1,958	1,958	1,958	1,958	1,958	1,958	1,958	1,958	1,958	1,958	1,958	1,958		
Other Current Liabilities	(306,687)	(700,000)	-	-	-	-	-	-	-	-	-	-		
Summer Holdback	(427,872)	86,309	86,309	86,309	86,309	86,309	86,309	86,309	86,309	86,309	86,309	(426,663)		
Ending Cash	886,647	827,364	1,574,706	1,596,179	1,669,713	2,056,577	2,542,570	2,141,853	1,701,601	1,457,324	1,534,660	1,634,726		

Bullis Charter School
Monthly Cash Forecast
As of Apr FY2025

	2029-30													
	Actuals & Forecast													
	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Forecast	Remaining Balance
	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast
Beginning Cash	1,634,726	1,313,714	1,293,642	2,130,347	2,251,628	2,426,307	2,912,108	3,500,254	2,910,139	2,280,030	1,851,461	1,890,442		
REVENUE														
LCFF Entitlement	590,608	1,265,546	2,466,304	1,963,018	1,963,018	2,016,346	1,963,018	66,488	794,754	(46,001)	787,429	627,445	13,789,351	(668,623)
Federal Revenue	-	-	6,532	6,532	6,532	6,532	6,532	6,532	6,532	6,532	6,532	6,532	78,390	13,065
Other State Revenue	17,714	17,714	83,959	83,959	83,959	107,918	83,959	153,305	83,959	83,959	153,305	83,959	1,267,815	230,145
Other Local Revenue	925	925	925	925	925	313,425	925	925	925	925	925	313,425	2,010,789	1,374,689
Fundraising & Grants	-	-	-	-	-	-	284,312	852,937	170,587	1,137,250	653,919	682,350	6,359,500	2,578,145
TOTAL REVENUE	609,247	1,284,185	2,557,721	2,054,435	2,054,435	2,444,221	2,338,747	1,080,188	1,056,759	1,182,665	1,602,109	1,713,712	23,505,845	3,527,421
EXPENSES														
Certificated Salaries	99,135	1,062,861	1,062,861	1,062,861	1,062,861	1,062,861	1,062,861	1,062,861	1,062,861	1,062,861	1,062,861	709,863	11,437,605	-
Classified Salaries	96,619	157,055	157,055	157,055	157,055	157,055	157,055	157,055	157,055	157,055	157,055	194,600	1,861,772	-
Employee Benefits	355,243	383,959	392,937	383,959	382,463	382,463	394,434	383,959	383,959	372,649	372,649	156,241	4,344,917	-
Books & Supplies	163,909	222,265	77,761	77,761	77,761	77,761	77,761	77,761	77,761	77,761	77,761	204,283	1,342,561	52,260
Services & Other Operating Expenses	292,573	247,871	244,937	339,553	287,651	366,317	327,712	294,464	311,030	246,705	198,601	345,960	4,470,191	966,817
Capital Outlay & Depreciation	1,958	1,958	1,958	1,958	1,958	1,958	1,958	1,958	1,958	1,958	1,958	1,958	23,500	-
Other Outflows	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL EXPENSES	1,009,438	2,075,969	1,937,509	2,023,147	1,969,749	2,048,415	2,021,780	1,978,058	1,994,624	1,918,990	1,870,885	1,612,906	23,480,546	1,019,077
Operating Cash Inflow (Outflow)	(400,190)	(791,784)	620,212	31,287	84,686	395,806	316,967	(897,871)	(937,866)	(736,324)	(268,775)	100,806	25,298	2,508,344
Accounts Receivable	826,470	1,381,719	126,498	-	-	-	181,186	217,762	217,762	217,762	217,762	217,762		
Fixed Assets	1,958	1,958	1,958	1,958	1,958	1,958	1,958	1,958	1,958	1,958	1,958	1,958		
Other Current Liabilities	(312,821)	(700,000)	-	-	-	-	-	-	-	-	-	-		
Summer Holdback	(436,430)	88,035	88,035	88,035	88,035	88,035	88,035	88,035	88,035	88,035	88,035	(435,196)		
Ending Cash	1,313,714	1,293,642	2,130,347	2,251,628	2,426,307	2,912,108	3,500,254	2,910,139	2,280,030	1,851,461	1,890,442	1,775,772		



May 31, 2024

To whom it may concern,

On behalf of the Board of Directors of the Bullis-Purissima Elementary School Foundation (the BCS Foundation), it is my pleasure to reaffirm the BCS Foundation's intention to financially support Bullis Charter School. As we have successfully done for the past 20 years, the BCS Foundation will endeavor to raise and distribute to Bullis Charter School the needed funds for the school to operate in the 2024-25 school year, and beyond.

Our board of BCS parent volunteers remains dedicated to the success of Bullis Charter School and as such we are proud to serve as the conduit through which parents and community members provide critical financial support to Bullis Charter School and support its mission of offering a collaborative, experiential learning environment that emphasizes individual student growth.

Sincerely,

Elizabeth Gardner
Executive Director
Bullis-Purissima Elementary School Foundation

Cc: Jan Baer, BPESF
David Lam, BPESF
Sanjeev Dutta, BCS
Andrea Eyring, BCS
Maureen Israel, BCS

Bullis-Purissima Elementary School Foundation

a 501(c)(3) charitable organization | Tax ID #48-129860

102 West Portola Avenue | Los Altos | California | 94022 | www.bcsfoundation.com

Appendices

<i>Appendix A</i>	Bylaws of the Bullis-Purissima Elementary School
<i>Appendix B</i>	Conflict of Interest Code
<i>Appendix C</i>	California Dashboard Data 2022-2023
<i>Appendix D</i>	WASC Self-Study and Visiting Committee Report 2022
<i>Appendix E</i>	LCAP 2023
<i>Appendix F</i>	Student and Family Handbook 2023-2024
<i>Appendix G</i>	Employee Handbook 2023-2024
<i>Appendix H</i>	School Safety Plan 2023-2024

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**BYLAWS
OF
THE BULLIS-PURISSIMA ELEMENTARY SCHOOL**
(A California Non-Profit Public Benefit Corporation)

**ARTICLE I
NAME**

Section 1. NAME. The name of this corporation is The Bullis-Purissima Elementary School (hereinafter “Bullis Charter School” or the “School”).

**ARTICLE II
PRINCIPAL OFFICE OF THE CORPORATION**

Section 1. PRINCIPAL OFFICE OF THE CORPORATION. The principal office for the transaction of the activities and affairs of this corporation is located at 102 W. Portola Avenue, Los Altos, in Santa Clara County, California. The Board (the “Board”) may change the location of the principal office. Any such change of location must be noted by the secretary on these bylaws opposite this Section; alternatively, this Section may be amended to state the new location.

Section 2. OTHER OFFICES OF THE CORPORATION. The Board may at any time establish branch or subordinate offices at any place of places where this corporation is qualified to conduct its activities.

**ARTICLE III
GENERAL AND SPECIFIC PURPOSES; LIMITATIONS**

Section 1. GENERAL AND SPECIFIC PURPOSES. The purpose of this corporation is to manage, operate, guide, direct and promote the Bullis Charter School (a California public school). Also in the context of these purposes, the Corporation shall not, except to an insubstantial degree, engage in any other activities of power that do not further the purposes of the Corporation.

The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code of 1986 (the “Code”), or the corresponding section of any future federal tax code; or (b) by a corporation, contributions to which are deductible under section 107(c)(2) of the Code, or the corresponding section of any future federal tax code. No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf or in opposition to any candidate for public office.

**ARTICLE IV
CONSTRUCTION AND DEFINITIONS**

Section 1. CONSTRUCTION AND DEFINITIONS. Unless the context otherwise, the general provisions, rule of construction, and definitions in the California Non-Profit Corporation Law shall govern the construction of these bylaws. Without limiting the generality of the preceding sentence, the masculine gender includes the feminine and neuter, the singular includes the plural, and the plural includes the singular, and the term “person” includes both a legal entity and a natural person.

ARTICLE V DEDICATION OF ASSETS

Section 1. **DEDICATION OF ASSETS.** This corporation's assets are irrevocably dedicated to public benefit purposes. No part of the net earnings, properties, or assets of the corporation, on dissolution or otherwise, shall inure to the benefit of any private person or individual, or to any director or officer of the corporation. On liquidation or dissolution, all properties and assets remaining after payment or provision for payment, of all debts and liabilities of the corporation shall be distributed to a non-profit fund, foundation, or corporation that is organized and operated exclusively for charitable purposes and that has established its exempt status under Internal Revenue Code section 501(c)(3).

ARTICLE VI CORPORATIONS WITHOUT MEMBERS

Section 1. **CORPORATIONS WITHOUT MEMBERS.** This corporation shall have no voting members within the meaning of the Non-Profit Corporation Law. The corporation's Board may, in its discretion, admit individuals to one or more classes of nonvoting members; the class or classes shall have such rights and obligations as the Board finds appropriate.

ARTICLE VII BOARD

Section 1. **GENERAL POWERS.** Subject to the provisions and limitations of the California Non-Profit Public Benefit Corporation Law and any other applicable laws, and subject to any limitations of the articles of incorporation or bylaws, the corporation's activities and affairs shall be managed, and all corporate powers shall be exercised, by or under the direction of the Board. The Board may delegate the management of the corporation's activities to any person(s), management company or committees, however composed, provided that the activities and affairs of the corporation shall be managed and all corporate powers shall be exercised under the ultimate direction of the Board.

Section 2. **SPECIFIC POWERS.** Without prejudice to the general powers set forth in Section 1 of these bylaws, but subject to the same limitations, the Board shall have the power to:

1. Appoint and remove, at the pleasure of the Board, all corporate officers, agents, and non-teacher employees; appoint and remove teachers upon recommendation of the Principal or, if none, the Faculty Chair, prescribe powers and duties for them as are consistent with the law, the articles of incorporation, and these bylaws; fix their compensation; and require them security for faithful service.
2. Change the principal office or the principal business office in California from one location to another; cause the corporation to be qualified to conduct its activities in any other state, territory, dependency, or county; and conduct its activities in or outside California; and designate a place in or outside California for holding any meeting of members.
3. Borrow money and incur indebtedness on the corporation's behalf and cause to be executed and delivered for the corporation's purposes, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations, and other evidence of debt and securities.

4. Adopt and use a corporate seal; prescribe the forms of membership certificates; and alter the forms of the seal certificates.

Section 3. NUMBER OF DIRECTORS; DESIGNATED DIRECTORS; AND TERMS. Beginning no later June 24, 2013, the number of directors shall be limited to nine (9). All directors shall be designated by the then existing Board, except that the following seats will be reserved: (1) A director (the “Charter Agency Director”) may be appointed annually by the Chartering Agency (the “Chartering Agency”), at the Chartering Agency’s discretion. The appointed Director shall have all the rights and privileges of any regular member of the Board of Directors; (2) Two (2) directors’ seats shall be reserved for parents of a child or children attending the School in the school year prior to the beginning of the term; such term shall cease if such child or children cease to be enrolled at the School (for example, as a result of withdrawal or graduation); (3) One (1) director’s seat shall be reserved for a member of the School’s geographical community as defined by the location of the School who does not have either a child or children at the School. No teacher or other employee of the School shall serve as director.

Except for the initial Board, each director shall hold office for three (3) years and until a successor director has been designated and qualified. Terms for the initial Board shall be three (3) seats for a term of three (3) years; two (2) seats for a term of two (2) years; and two (2) seats for a term of one year, as identified by the Board no later than June 15, 2004. All terms shall commence on July 1 and shall expire on June 30 of the last year of the term.

Section 4. RESTRICTION ON INTERESTED PERSONS AS DIRECTORS. No more than 49 percent of the persons serving on the Board may be “interested persons”. An interested person is (a) any person compensated by the corporation for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a director as director; and (b) any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law of such person. However, any violation of this paragraph shall not affect the validity or enforceability of transactions entered into by the corporation.

Section 6. DIRECTORS TERM. Each director shall hold office for three (3) years and until a successor director has been designated and qualified. There shall be no limit on the number of terms one may serve.

Section 7. NOMINATIONS BY COMMITTEE. The Chair of the Board or, if none, the President may appoint a committee to nominate qualified candidates for election to the Board at least thirty (30) days before the date of any election of directors. The nominating committee shall make its report at least seven (7) days before that date of the election or at such other time as the Board may set and the Secretary shall forward to each board member, with the notice of meeting required by these bylaws, a list of all candidates nominated by committee.

Section 8. USE OF CORPORATE FUNDS TO SUPPORT NOMINEE. If more people have been nominated for director than can be elected, no corporation funds may be expended to support a nominee without the board’s authorization.

Section 9. EVENTS CAUSING VACANCIES ON BOARD. A vacancy or vacancies on the Board shall occur in the event of (a) death or resignation of any director; (b) the declaration by resolution of the board of a vacancy in the office of a director who has been convicted of a felony,

declared of unsound mind by a court order, or found by final order or judgment of any court to have²⁵⁸ breached a duty under California Non-Profit Public Benefit Corporation Law, Chapter 2, Article 3; (c) the increase of the authorized number of directors; or (d) the failure of the members, at any meeting of members at which any director or directors are to be elected, to elect the number of directors required to be elected at such meeting; and (e) disenrollment from the School of the student (if only one was attending) or all of the students of a parent serving on the Board in one of the two parent-director seats.

Section 10. RESIGNATION OF DIRECTORS. Except as provided below, any director may resign by giving written notice to the Chair of the Board, if any, or to the President or the Secretary of the Board. The resignation shall be effective when the notice is given unless the notice specifies a later time for the resignation to become effective. If a director's resignation is effective at a later time, the Board may elect a successor to take office as of the date when the resignation becomes effective.

Section 11. DIRECTOR MAY NOT RESIGN IF NO DIRECTOR REMAINS. Except on notice to the California Attorney General, no director may resign if the corporation would be left without a duly elected director.

Section 12. VACANCIES FILLED BY BOARD. Vacancies on the Board may be filled by approval of the Board, or if the number of directors then in office is less than a quorum, by (1) the unanimous consent of the directors then in office, (2) the affirmative vote of a majority of the directors then in office at a meeting held according to notice or waivers of notice complying with Corporations Code section 5211, or (3) a sole remaining director.

Section 13. NO VACANCY ON REDUCTION OF NUMBER OF DIRECTORS. Any reduction of the authorized number of directors shall not result in any director being removed before his or her term of office expires.

Section 14. PLACE OF BOARD MEETINGS. Meetings shall be held at the principal office of the corporation. The Board may designate that a meeting be held at any place within the School's jurisdiction that has been designated in the notice of the meeting. All meetings of the Board shall be called, held and conducted in accordance with the terms and provisions of the Ralph M. Brown Acct California Government Code Section 54950, et seq., as said chapter may be modified by subsequent legislation.

Section 15. MEETINGS BY TELEPHONE OR OTHER TELECOMMUNICATIONS EQUIPMENT. Any Board meeting may be held by conference telephone, video screen communication, or other communications equipment. Participation in a meeting under this Section shall constitute presence in person at the meeting if all of the following apply:

- (a) Each member participating in the meeting can communicate concurrently with all other members.
- (b) Each member is provided the means of participating in all matters before the Board, including the capacity to propose, or to interpose an objection to, a specific action to be taken by the corporation.
- (c) The Board has adopted and implemented a means of verifying both of the following:
 - (1) A person communicating by telephone, video screen, or other communications equipment is a director entitled to participate in the Board meeting.

(2) All statements, questions, actions or votes were made by that director and not by another person not permitted to participate as a director.²⁵⁹

(d) The meeting is held and conducted in accordance with the terms and provisions of the Ralph M. Brown Act California Government Code Sections 54950, et seq., as said chapter may be modified by subsequent legislation.

Section 16. ANNUAL AND REGULAR MEETINGS. Regular meetings shall be held at such times as designated by the Board, and as noticed in accordance with the Brown Act. The Board shall hold an annual meeting, regular, special, and emergency meetings for purposes of organization, election of officers, and transaction of other business. Agendas must be posted at least seventy-two (72) hours before the meeting. All meetings of the Board shall be called, held and conducted in accordance with the terms and provisions of the Ralph M. Brown Act California Government Code Sections 54950, et seq., as said chapter may be modified by subsequent legislation.

Section 17. AUTHORITY TO CALL SPECIAL MEETINGS. Special meetings of the Board may be called by the Chair of the Board, if any, the President or any Vice-President, or a majority of the Board members.

Section 18. NOTICE OF SPECIAL OR EMERGENCY MEETINGS. Notice of the time and place of special meetings shall be given to each director by (a) personal delivery of written notice; (b) first-class mail, postage prepaid; (c) telephone, including a voice messaging system or other system or technology designed to record and communicate messages, either directly to the director or to a person at the director's office who would be reasonably be expected to communicate that notice promptly to the director; (d) telegram; (e) facsimile; (f) electronic mail; or (g) other electronic means. All such notices shall be given or sent to the directors address or telephone number as shown on the corporation's records and shall be sent with at least such notice as is required in accordance with the terms and provisions of the Ralph M. Brown Act California Government Code Sections 54950, et seq., as said chapter may be modified by subsequent legislation which are applicable to the type of meeting called.

Notice of the time and place of special or emergency meetings shall be given to all media who have provided written notice to the School.

The notice shall state the time of the meeting and the place, if the place is other than the corporation's principal office and the business to be transacted at the meeting.

All notice requirements will comply with the terms and provisions of the Ralph M. Brown Act California Government Code Sections 54950, et seq., as said chapter may be modified by subsequent legislation.

Section 19. QUORUM. A majority of the authorized number of directors shall constitute a quorum for the transaction of any business except adjournment. Every action taken or decision made by a majority of the directors present at a duly held meeting at which a quorum is present shall be an act of the Board, subject to the more stringent provisions of the California Non-Profit Public Benefit Corporation Law, including, without limitation, those provision relating to (a) approval of contracts or transactions in which a director has a direct or indirect material financial interest, (b) approval of certain transactions between corporations having common directorships, (c) creation of and appointments to committees of the Board, and (d) indemnifications of directors. A meeting at which a quorum is initially present may continue to transact business, despite the withdrawal of some directors, if any action taken or decision is made approved by at least a majority of the required quorum for that meeting.

Section 20. ADJOURNMENT. A majority of the directors present, whether or not a quorum is present, may adjourn any meeting to another time and place.

Section 21. COMPENSATION AND REIMBURSEMENT. Directors may not receive compensation for their service as directors or officers, only such reimbursement of expenses as the Board may establish by resolution to be just and reasonable as to the corporation at the time that the resolution is adopted.

Section 22. CREATION OF POWERS OF COMMITTEES. The Board, by resolution adopted by a majority of the directors then in office, may create one or more committees, each consisting of two or more voting directors, but not half or more of the board, and so many nonvoting committee members as the Board shall select, all to serve at the pleasure of the Board. Appointments to committees of the Board shall be by majority vote of the authorized number of directors. The Board may appoint one or more directors as alternate members of any such committee, who may replace any absent member at any meeting. Any such committee shall have all the authority of the Board, to the extent provided in the Board resolution, except that no committee may:

- (a) Take any final action on any matter that, under the California Non-Profit Public Benefit Corporation Law, also requires approval of the members of approval of a majority of all members;
- (b) Fill vacancies on the Board or any committee of the board;
- (c) Fix compensation of the directors for serving on the Board or on any committee;
- (d) Amend or repeal bylaws or adopt new bylaws;
- (e) Amend or repeal any resolution of the Board that by its express terms is not so amendable ore repealable;
- (f) Create any other committees of the Board or appoint the members of committees of the board;
- (g) Expend corporate funds to support a nominee for director if more people have been nominated for director than can be elected; *[or]*
- (h) Approve any contract or transaction to which the corporation is a party and in which one or more of its directors has a material financial interest, except as special approval is provided for in Corporations Code section 5233(d)(3).

Section 23. MEETINGS AND ACTION OF COMMITTEES. Meetings and actions of committees of the Board shall be governed by, held, and taken under the provisions of these bylaws concerning meetings and other Board actions, except that the time for general meetings of such committees and the calling of special meetings of such committees may be set either by Board resolution or, if none, by resolution of the committee. Minutes of each meeting shall be kept and shall be filed with the corporate records. The Board may adopt rules for the governance of any committee as long as the rules are consistent with these bylaws. If the Board has not adopted rules, the committee may do so.

Section 24. NON-LIABILITY OF DIRECTORS. No Director shall be personally liable for the debts, liabilities, or other obligations of this corporation.

Section 25. COMPLIANCE WITH LAWS COVERING STUDENT RECORDS. The Charter School and the Board of Directors shall comply with all applicable provisions of the Family Education Rights Privacy Act ("FERPA") as set forth in Title 20 of the United States Code Section 1232g and attendant regulations as they may be amended from time to time.

ARTICLE VIII OFFICERS OF THE CORPORATION

Section 1. OFFICES HELD. The officers of this corporation shall be a President, a Secretary, and a Chief Financial Officer or Treasurer. The corporation, at the Board's direction, may also have a Chair of the Board, one or more Vice-Presidents, one or more Assistant Secretaries, one or more Assistant Treasures, and such other officers as may be appointed under Article VIII, Section 4 of these bylaws.

Section 2. DUPLICATION OF OFFICE HOLDERS. Any number of offices may be held by the same person, except that neither the Secretary nor the Chief Financial Officer/Treasurer may serve concurrently as either the President or the Chair of the Board.

Section 3. ELECTION OF OFFICERS. The officers of this corporation, except any appointed under Article IX, Section 4 of these bylaws, shall be chosen annually by the Board and shall serve at the pleasure of the Board, subject to the rights of any officer under any employment contract.

Section 4. APPOINTMENT OF OTHER OFFICERS. The Board may appoint and authorize the Chair of the Board, the President, or another officer to appoint any other officers that the corporation may require. Each appointed officer shall have the title and authority, hold office for the period, and perform the duties specified in the bylaws or established by the Board.

Section 5. REMOVAL OF OFFICERS. Without prejudice to the rights of nay officer under an employment contract, the Board may remove any officer with or without cause. An officer who was not chosen by the Board may be removed by any other officer on whom the Board confers the power of removal.

Section 6. RESIGNATION OF OFFICERS. Any officer may resign at any time by giving written notice to the Board. The resignation shall take effect on the date the notice is received or at any later time specified in the notice. Unless otherwise specified in the notice, the resignation need not be accepted to be effective. Any resignation shall be without prejudice to any rights of the corporation under any contract to which the officer is a party.

Section 7. VACANCIES IN OFFICE. A vacancy in any office because of death, resignation, removal, disqualification, or any other cause shall be filled in the manner prescribed in these bylaws for normal appointment to that office, provided, however, that vacancies need not be filled on an annual basis.

Section 8. CHAIR OF THE BOARD. If a Chair of the Board is elected, he or she shall preside at Board meetings and shall exercise and perform such other powers and duties as the Board may assign from time to time. If there is no President, the Chair of the Board shall also be the chief executive officer and shall have the powers and duties of the President of the corporation set forth in these bylaws.

Section 9. PRESIDENT. Subject to such supervisory powers as the Board may give to the²⁶² Chair of the Board, if any, and subject to the control of the Board, the President shall be the general manager of the corporation and shall supervise, direct, and control the corporation's activities, affairs, and officers as fully described in any applicable employment contract, agreement or job specification. The President shall preside at all members meetings and, in the absence of the Chair of the Board, or if none, at all Board meetings. The President shall have such other powers and duties as the Board or the bylaws may require.

Section 10. VICE-PRESIDENTS. If the President is absent or disabled, the Vice-Presidents, if any, in order of their rank as fixed by the Board, or, if not ranked, a Vice-President designated by the Board, shall perform all duties of the President. When so acting, a Vice-President shall have all powers of, and be subject to all restrictions on, the President. The Vice-Presidents shall have such other powers and perform such other duties as the Board or the bylaws may require.

Section 11. SECRETARY. The Secretary shall keep or cause to be kept, at the corporation's principal office or such other place as the Board may direct, a book of minutes of all meetings, proceedings and actions of the Board, of committees of the Board. The minutes of meetings shall include the time and place that the meeting was held; whether the meeting was annual, general, or special, and, if special, how authorized; the notice given; the names of persons present the Board and committee meetings; The Secretary shall keep or cause to be kept at the principal California office, a copy of the articles of incorporation and bylaws, as amended to date. The Secretary shall give, or cause to be given, notice of all meetings of members, or the Board, and committees of the Board that these bylaws require to be given. The Secretary shall keep the corporate seal, if any, in safe custody and shall have such other powers and perform such other duties as the Board by bylaws may require.

Section 12. CHIEF FINANCIAL OFFICER/TREASURER. The Chief Financial Officer (also known as the Treasurer) shall keep and maintain, or cause to be kept and maintained adequate and correct books and accounts of the corporation's properties and transactions. The Chief Financial Officer shall give or cause to be given to the Directors such financial statements and reports as are required to be given by law, by these bylaws, or by the Board. The books of account shall be open to inspection by any director at all reasonable times.

The Chief Financial officer shall (i) deposit, or cause to be deposited, all money and other valuables in the name and to the credit of the corporation with such depositories as the Board may designate; (ii) disburse the corporation's funds as the Board may order, (iii) render to the President, Chair of the Board, if any, and the Board, when requested, an account of all transactions as Chief Financial Officer and of the financial condition of the corporation; and (iv) have such other powers and perform such other duties as the Board, contract, job specification, or the bylaws may require.

If required by the Board, the Chief Financial Officer shall give the corporation a bond in the amount and with the surety or sureties specified by the Board for faithful performance of the duties of the office and for restoration to the corporation of all of its books, papers, vouchers, money and other property of every kind in the possession or under the control of the Chief Financial Officer on his or her death, resignation, retirement, or removal from office.

ARTICLE IX

CONTRACTS WITH DIRECTORS AND OFFICERS

Section 1. **CONTRACTS WITH DIRECTORS AND OFFICERS.** No director of this corporation nor any other corporation, firm, association, or other entity in which one or more of this corporation's directors are directors have a material financial interest, shall be interested, directly or indirectly, in the contract or transaction, unless (a) the material facts regarding that director's financial interest in such contract or transaction or regarding such common directorship, officership, or financial interest are fully disclosed in good faith and noted in the minutes, are known to all members of the Board prior to the Board's consideration of such contract or transaction; (b) such contract or transaction is authorized in good faith by a majority of the Board by a vote sufficient for that purpose without counting the votes of the interested directors; (c) before authorizing or approving the transaction, the board considers and in good faith decides after reasonable investigation that the corporation could not obtain a more advantageous arrangement with reasonable effort under the circumstances; and (d) the corporation for its own benefit enters into the transaction, which is fair and reasonable to the corporation at the time the transaction was entered into.

This Section does not apply to a transaction that is part of an educational or charitable program of this corporation if it (a) is approved or authorized by the corporation in good faith and without unjustified favoritism and (b) results in a benefit to one or more directors or their families because they are in the class of persons intended to be benefited by the educational or charitable program of this corporation.

ARTICLE X INDEMNIFICATION

Section 1. **INDEMNIFICATION.** To the fullest extent permitted by law, this corporation shall indemnify its directors, officers, employees, and other persons described in Corporations Code section 5238 (a), including persons formerly occupying any such positions, against all expenses, judgments, fines, settlements, and other amounts actually and reasonably incurred by them in connection with any "proceeding" as that term is used in that section, and including an action by or in the right of the corporation by reason of the fact that the person is or was a person described in that section. "Expenses" as used in these bylaws, shall have the same meaning as in that section of the Corporations Code.

On written request to the board by any person seeking indemnification under Corporations Code section 5238 (b) or section 5238 (c) the Board shall promptly decide under Corporations Code section 5238 (e) whether the applicable standard of conduct set forth in Corporations Code section 5238 (b) or section 5238 (c) has been met and, if so, the Board shall authorize indemnification.

ARTICLE XI INSURANCE

Section 1. **INSURANCE.** This corporation shall have the right to purchase and maintain insurance to the full extent permitted by law on behalf of its officers, directors, employees, and other agents to cover any liability asserted against or incurred by any officer, director, employee, or agent in such capacity or arising from the officer's director's, or employee's or agent's status as such.

ARTICLE XII MAINTENANCE OF CORPORATE RECORDS

Section 1. MAINTENANCE OF CORPORATE RECORDS. This corporation shall keep:²⁶⁴

- (a) Adequate and correct books and records of account;
- (b) Written minutes of the proceedings of the Board and committees of the Board; and
- (c) Such reports and records as required by law.

ARTICLE XIII INSPECTION RIGHTS

Section 1. DIRECTORS RIGHT TO INSPECT. Every director shall have the right at any reasonable time to inspect the corporation's books, records, documents of every kind, physical properties, and the records of each subsidiary as permitted by California and federal law. The inspection may be made in person or by the director's agent or attorney. The right of inspection includes the right to copy and make extracts of documents as permitted by California and federal law. This right to inspect may be circumscribed in instances where the right to inspect conflicts with California or federal law pertaining to access to books, records, and documents.

Section 2. MAINTENANCE AND INSPECTION OF ARTICLES AND BYLAWS. This corporation shall keep at its principal California office the original or a copy of the article of incorporation and bylaws, as amended to the current date, which shall be open to inspection by the Board at all reasonable times during office hours. If the corporation has no business office in California, the Secretary shall, on the written request of any Board member, furnish to that member a copy of the articles of incorporation and bylaws, as amended to then current date.

ARTICLE XIV REQUIRED REPORTS

Section 1. ANNUAL REPORTS. The Board shall cause an annual report to be sent to the Board within 120 days after the end of the corporation's fiscal year. That report shall contain the following information, in appropriate detail:

- (a) The assets and liabilities, including the trust funds, or the corporation of the end of the fiscal year;
- (b) The principal changes in assets and liabilities, including trust funds;
- (c) The corporation's revenue or receipts, both unrestricted and restricted to particular purposes;
- (d) The corporation's expense or disbursement for both general and restricted purposes;
- (e) Any information required under these bylaws; and

- (f) An independent accountants' report or, if none, the certificate of an authorized officer²⁶⁵ of the corporation that such statements were prepared without audit from the corporation's books and records.

Section 2. ANNUAL STATEMENT OF CERTAIN TRANSACTIONS AND INDEMNIFICATIONS. As part of the annual report to all members, or as a separate document if no annual report is issued, the corporation shall, within 120 days after the end of the corporation's fiscal year, annually prepare and mail or deliver to each member and furnish to each director a statement of any transaction or indemnification of the following kind:

- (a) Any transaction (i) in which the corporation, or its parent or subsidiary, was a party, (ii) in which an "interested person" had a direct or indirect material financial interest, and (iii) which involved more than \$50,000 or was one of several transactions with the same interested person involving, in the aggregate, more than \$50,000. For this purpose, an "interested person" is either:
- (1) Any director or officer of the corporation, its parent, or subsidiary (but mere common directorship shall not be considered such an interest); or
 - (2) Any holder of more than 10 percent of the voting power of the corporation, its parent, or is subsidiary. The statement shall include a brief description of the transaction, the names of interested persons involved, their relationship to the corporation, the nature of their interest, provided that if the transaction was with a partnership in which the interested person is a partner, only the interest of the partnership need be stated.

CERTIFICATE OF SECRETARY

I certify that I am the duly elected acting Secretary of the Bullis-Purmissima Elementary School, a California non-profit public benefit corporation; that these bylaws consisting of 11 pages are the bylaws of this corporation as amended and adopted by the Board on June 24, 2013; and that these bylaws have not been amended or modified since that date.

Executed on June 24, 2013 at Los Altos, California.

Peter Evans, Secretary

CONFLICT OF INTEREST CODE

OF

BULLIS CHARTER SCHOOL

1. Standard Code of FPPC

The Political Reform Act of 1974 (Gov. Code, § 81000 *et seq.*) requires each state and local government agency to adopt and promulgate a conflict of interest code. As a single-county local government agency, Bullis Charter School, a California nonprofit public benefit corporation (“Corporation”) is therefore required to adopt such a code. The Fair Political Practices Commission (“FPPC”) has adopted a regulation (2 Cal. Code of Regs. § 18730) that contains the terms of a model conflict of interest code (“Model Code”), which can be incorporated by reference as an agency’s code. After public notice and hearing, the regulation may be amended by the FPPC to conform to amendments in the Political Reform Act. The full text of 2 CCR § 18730 may be found at <https://www.fppc.ca.gov/content/dam/fppc/NS-Documents/LegalDiv/Regulations/Index/Chapter7/Article2/18730.pdf>.

2. Adoption of Standard Code of FPPC

The terms of California Code of Regulations, title 2, section 18730, and any future amendments to it duly adopted by the FPPC, are hereby adopted and incorporated herein by reference. This regulation and the Appendix attached hereto designating officials and employees and establishing disclosure categories shall constitute the Conflict of Interest Code of the Corporation. This Code shall take effect when approved by the Corporation Board and the code-reviewing body, the County of Santa Clara Board of Supervisors, and shall thereupon supersede any and all prior conflict of interest codes adopted by Corporation.

3. Filing of Statements of Economic Interests

Pursuant to Section 4 of the Model Code set forth in California Code of Regulations, title 2, section 18730, subdivision (b), each designated employee set forth in the Appendix shall file a Statement of Economic Interests (“Form 700”) with the Corporation’s filing official, the Secretary of the Corporation, who will make the statements available for public inspection and reproduction pursuant to Government Code section 81008. If a Statement is received in signed paper format, the filing official shall make and retain a copy and forward the original of this statement to the filing officer, the County of Santa Clara Clerk of the Board of Supervisors. If a statement is electronically filed using the County of Santa Clara’s Form 700 e-filing system, both the filing official and the County of Santa Clara Clerk of the Board of Supervisors will receive access to the e-filed statement simultaneously.

APPENDIX TO

CONFLICT OF INTEREST CODE

OF

BULLIS CHARTER SCHOOL

Preamble

Any person designated in Section I of this Appendix who is unsure of any right or obligation arising under this Conflict Of Interest Code (“Code”) may request a formal opinion or letter of advice from the Fair Political Practices Commission (“FPPC”) or an opinion from legal counsel to Bullis Charter School, a California nonprofit public benefit corporation (“Corporation”). (Gov. Code § 83114; 2 Cal. Code Regs. § 18730(b)(11).) A person who acts in good faith in reliance on an opinion issued to him or her by the FPPC shall not be subject to criminal or civil penalties for so acting, provided that all material facts are stated in the opinion request. (Gov. Code § 83114(a).)

Opinions rendered by legal counsel to Corporation do not provide a statutory defense to an alleged violation of conflict of interest statutes or regulations. The prosecuting agency may, but is not required to, consider a requesting party’s reliance on such legal counsel’s opinion as evidence of good faith. In addition, Corporation may consider whether such reliance should constitute a mitigating factor to any disciplinary action that Corporation may bring against the requesting party under Government Code section 91003.5.

I.

Designated Employees

<u>Designated Positions</u>	<u>Disclosure Categories</u>
Member of Board of Directors	1
Superintendent/Principal	1
Consultant	3
Newly Created Position	*

***Newly Created Position**

A newly created position that makes or participates in the making of decisions that may foreseeably have a material effect on any financial interest of the position-holder, and which specific position title is not yet listed in the Corporation’s conflict of interest code is included in the list of designated positions and shall disclose pursuant to the broadest disclosure category in the code, subject to the following limitation: The Superintendent/Principal, or designee, may determine in writing that a particular newly created position, although a “designated position,” is

hired to perform a range of duties that are limited in scope and thus is not required to fully comply with the broadest disclosure requirements, but instead must comply with more tailored disclosure requirements specific to that newly created position. Such written determination shall include a description of the newly created position's duties and, based upon that description, a statement of the extent of disclosure requirements. The Superintendent/Principal's, or designee's, determination is a public record and shall be retained for public inspection in the same manner and location as this conflict-of-interest code. (Gov. Code Section 81008.)

As soon as the Corporation has a newly created position that must file statements of economic interests, the Corporation's filing official shall contact the County of Santa Clara Clerk of the Board of Supervisors Form 700 division to notify it of the new position title to be added in the County's electronic Form 700 record management system, known as eDisclosure. Upon this notification, the Clerk's office shall enter the actual position title of the newly created position into eDisclosure and the Corporation's Filing Official shall ensure that any individual(s) holding the newly created position is entered under that position title in eDisclosure.

Additionally, within 90 days of the creation of a newly created position that must file statements of economic interests, the Corporation shall update this conflict-of-interest code to add the actual position title in its list of designated positions, and submit the amended conflict of interest code to the County of Santa Clara Office of the County Counsel for code-reviewing body approval by the County Board of Supervisors. (Gov. Code Section 87306.)

II. Disclosure Categories

Category 1

Persons in positions designated Category 1 must disclose:

- (1) Interests in real property located in whole or in part within two miles of Bullis Charter School schoolsites or of any land owned or used by Bullis Charter School; and
- (2) Investments in, business positions in business entities, and income (including gifts, loans, and travel payments) from:
 - (a) sources engaged in the performance of work or services of the type used by Bullis Charter School;
 - (b) sources that manufacture, sell, repair, rent, or distribute supplies, goods, machinery, materials, vehicles, furnishings, or equipment of the type utilized by Bullis Charter School.

Category 2

Persons in positions designated Category 2 must disclose investments in, business positions in business entities, and income (including gifts, loans, and travel payments) from:

- (a) sources engaged in the performance of work or services of the type used by the department which the designated person manages or directs; and
- (b) sources that manufacture, sell, repair, rent, or distribute supplies, goods, machinery, materials, vehicles, furnishings, or equipment of the type utilized by the department which the designated person manages or directs. For the purposes of this category, a principal's department is his/her entire school.

Category 3

Consultants, as defined for purposes of the Political Reform Act, shall disclose pursuant to the broadest disclosure category in the conflict of interest code subject to the following limitation: The Superintendent/Principal or designee may determine in writing that a particular consultant, although a "designated position," is hired to perform a range of duties that are limited in scope and thus is not required to comply fully with the disclosure requirements of the broadest disclosure category, but instead must comply with more tailored disclosure requirements specific to that consultant. Such a determination shall include a description of the consultant's duties and a statement of the extent of disclosure requirements based upon that description. All such determinations are public records and shall be retained for public inspection in the same manner and location as this conflict of interest code.

SCHOOL PERFORMANCE OVERVIEW

Bullis Charter

Explore the performance of Bullis Charter under California's Accountability System.

Chronic Absenteeism



Orange

Suspension Rate



Blue

English Learner Progress



Blue

English Language Arts



Blue

Mathematics



Blue

Basics: Teachers, Instructional Materials, Facilities

STANDARD MET

Implementation of Academic Standards

STANDARD MET

Parent and Family Engagement

STANDARD MET

Local Climate Survey

STANDARD MET

Access to a Broad Course of Study

STANDARD MET

School Details

NAME

Bullis Charter

ADDRESS

102 West Portola Avenue
Los Altos, CA 94022-1210

WEBSITE

<http://www.bullischarter...>

GRADES SERVED

K-8

CHARTER

Yes

DASHBOARD ALTERNATIVE SCHOOLS STATUS

No

BULLIS CHARTER

Student Population

Explore information about this school's student population.

Enrollment

1,058

Socioeconomically
Disadvantaged

1.9%

English Learners

6.1%

Foster Youth

274

0%

BULLIS CHARTER

Academic Performance

View Student Assessment Results and other aspects of school performance.

[LEARN MORE](#)

English Language Arts



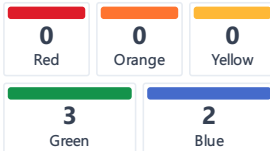
Blue

112.5 points above
standard

Maintained -0.1 Points

EQUITY REPORT

Number of Student Groups in Each Level



[LEARN MORE](#)

Mathematics



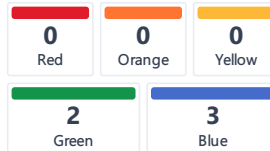
Blue

128.5 points above
standard

Increased 6.1 Points ▲

EQUITY REPORT

Number of Student Groups in Each Level



[LEARN MORE](#)

English Learner Progress



Blue

70% making progress

Increased 13.2% ▲

Local Indicators

[LEARN MORE](#)

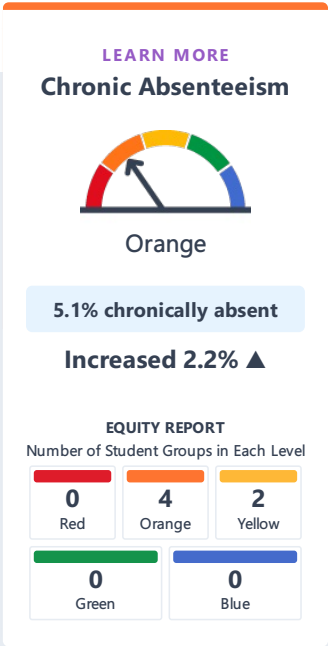
Implementation of Academic Standards

STANDARD MET

BULLIS CHARTER

Academic Engagement

See information that shows how well schools are engaging students in their learning.



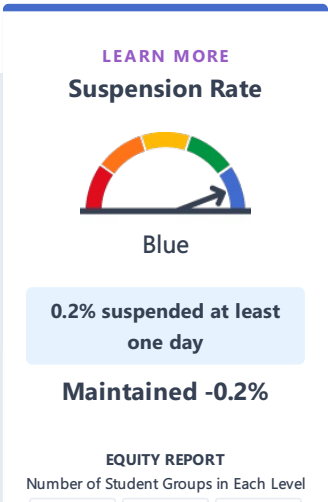
Local Indicators

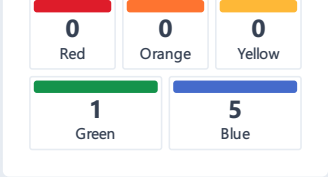


BULLIS CHARTER

Conditions & Climate

View data related to how well schools are providing a healthy, safe and welcoming environment.





Local Indicators

LEARN MORE

Basics: Teachers,
Instructional Materials,
Facilities

STANDARD MET

LEARN MORE

Parent and Family
Engagement

STANDARD MET

LEARN MORE

Local Climate Survey

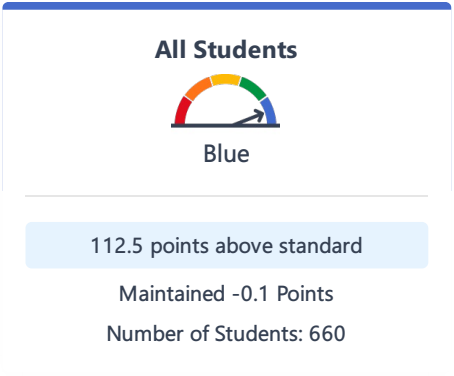
STANDARD MET

View student assessment results and other aspects of school performance under the California Accountability System.

English Language Arts

All Students

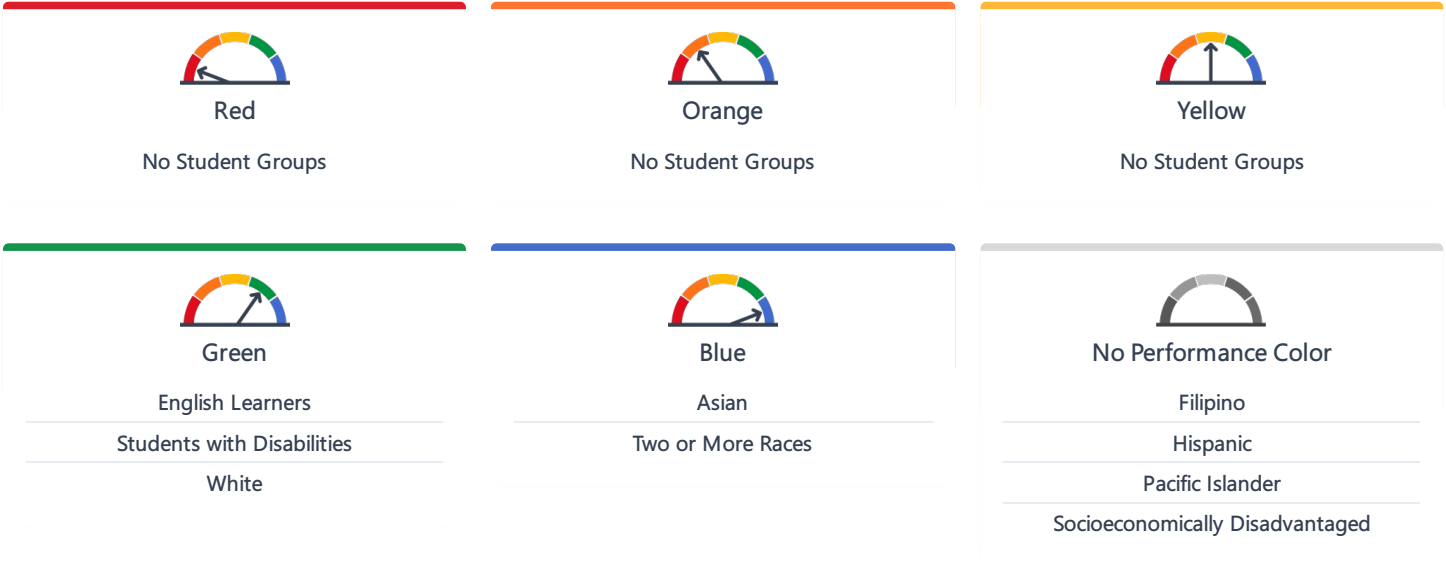
Explore how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



Student Group Details

All Student Groups by Performance Level

9 Total Student Groups





Distance From Standard (English Language Arts)

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

	2022	2023
All Students	112.7 points above standard	112.5 points above standard

English Language Arts Data Comparisons: English Learners

Additional information on distance from standard for current English learners, Recently Reclassified English learners (within the prior four years), and English Only students in English Language Arts.

Current English Learners

24.8 points below standard

Number of Students: 14

Recently Reclassified English Learners

92.1 points above standard

Declined 10.1 Points ▼

Number of Students: 36

English Only

276

109.6 points above standard

Declined 3.7 Points ▼

Number of Students: 377

Mathematics

All Students

Explore how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

All Students



Blue

128.5 points above standard

Increased 6.1 Points ▲

Number of Students: 660

Student Group Details

All Student Groups by Performance Level

9 Total Student Groups



Red

No Student Groups



Orange

No Student Groups



Yellow

No Student Groups



Green

English Learners
Students with Disabilities



Blue

Asian
Two or More Races
White



No Performance Color

Filipino
Hispanic
Pacific Islander
Socioeconomically Disadvantaged



Distance From Standard (Mathematics)

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

	2022	2023
All Students	122.4 points above standard	128.5 points above standard

Mathematics Data Comparisons: English Learners

Additional information on distance from standard for current English learners, Recently Reclassified English learners (within the prior four years), and English Only students in mathematics.

Current English Learners

8.9 points below standard

Number of Students: 14

Recently Reclassified English Learners

112.1 points above standard

Declined 10.3 Points ▼

Number of Students: 36

English Only

278

125.3 points above standard

Increased 6.3 Points ▲

Number of Students: 377

English Learner Progress Indicator

All English Learner Students

Explore information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

[LEARN MORE](#)

English Learner Progress



Blue

70% making progress towards English language proficiency

Increased 13.2% ▲

Number of EL Students: 30

Student English Language Acquisition Results

Summative ELPAC

The percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

Local Indicators

STANDARD MET

Implementation of Academic Standards

This measure covers the implementation of state academic standards.

Local educational agencies (LEAs) annually measure their progress in implementing state academic standards and report the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

The summary of progress is required to be based on information collected with locally selected measures or tools and includes a description of why the district chose the selected measure or tool.

Reflection Tool Rating Scale (lowest to highest)

1	Exploration And Research Phase
2	Beginning Development

3	Initial Implementation	279
4	Full Implementation	
5	Full Implementation And Sustainability	

Professional Development

Progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

English Language Arts – Common Core State Standards for English Language Arts

5	Full Implementation And Sustainability
---	--

Mathematics – Common Core State Standards for Mathematics

5	Full Implementation And Sustainability
---	--

History - Social Science

4	Full Implementation
---	---------------------

English Language Development (Aligned to English Language Arts Standards)

5	Full Implementation And Sustainability
---	--

Next Generation Science Standards

4	Full Implementation
---	---------------------

Instructional Materials

Progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

English Language Arts – Common Core State Standards for English Language Arts

5	Full Implementation And Sustainability
---	--

Mathematics – Common Core State Standards for Mathematics

5	Full Implementation And Sustainability
---	--

History - Social Science

4	Full Implementation
---	---------------------

English Language Development (Aligned to English Language Arts Standards)

4	Full Implementation
---	---------------------

Next Generation Science Standards

5	Full Implementation And Sustainability
---	--

Policy & Program Support

Progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).

English Language Arts – Common Core State Standards for English Language Arts

5	Full Implementation And Sustainability
---	--

Mathematics – Common Core State Standards for Mathematics

4	Full Implementation
---	---------------------

History - Social Science

3	Initial Implementation
---	------------------------

English Language Development (Aligned to English Language Arts Standards)

4	Full Implementation
---	---------------------

Next Generation Science Standards

4	Full Implementation
---	---------------------

Implementation of Standards

Progress implementing each of the following academic standards adopted by the State Board of Education for all students.280

Career Technical Education

3	Initial Implementation
---	------------------------

Health Education Content Standards

4	Full Implementation
---	---------------------

Physical Education Model Content Standards

5	Full Implementation And Sustainability
---	--

Visual and Performing Arts

5	Full Implementation And Sustainability
---	--

World Language

5	Full Implementation And Sustainability
---	--

Engagement of School Leadership

Success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

Identifying the professional learning needs of groups of teachers or staff as a whole

5	Full Implementation And Sustainability
---	--

Identifying the professional learning needs of individual teachers

4	Full Implementation
---	---------------------

Providing support for teachers on the standards they have not yet mastered

4	Full Implementation
---	---------------------


View data about academic participation.

Chronic Absenteeism

All Students

Explore information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled. Additional information on the counts and reasons for absences can be found on DataQuest on the Absenteeism by Reason reports: <https://dq.cde.ca.gov/dataquest/DQCensus/AttAbsByRsn.aspx?agglevelevel=School&cde=43104390106534&year=2022-23>

All Students



Orange

5.1% chronically absent


Increased 2.2% ▲

Number of Students: 1,069

Student Group Details


All Student Groups by Performance Level

11 Total Student Groups



Red

No Student Groups




Orange

English Learners

Hispanic

Students with Disabilities


White



Yellow


Asian

Two or More Races




Green

No Student Groups



Blue

No Student Groups



No Performance Color

African American

American Indian

Filipino

Pacific Islander

Socioeconomically Disadvantaged

African American

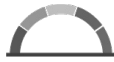


No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

American Indian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Filipino

282



No Performance Color

0% chronically absent

Maintained 0%

Number of Students: 13

Pacific Islander



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Socioeconomically Disadvantaged



No Performance Color

9.1% chronically absent

Increased 1.9% ▲

Number of Students: 22

English Learners



Orange

13.9% chronically absent

Increased 11.1% ▲

Number of Students: 72

Hispanic



Orange

8.9% chronically absent

Increased 2.5% ▲

Number of Students: 45

Students with Disabilities



Orange

10.6% chronically absent

Increased 9.4% ▲

Number of Students: 85

White



Orange

8.3% chronically absent

Increased 3.5% ▲

Number of Students: 193

Asian



Yellow

4.1% chronically absent

Increased 2% ▲

Number of Students: 632

Two or More Races



Yellow

4.9% chronically absent

Increased 1.8% ▲

Number of Students: 182

Local Indicators

STANDARD MET

Access to a Broad Course of Study

This measure explores whether students have access to, and are enrolled in, a broad course of study including the programs and services developed and provided to unduplicated students and individuals with exceptional needs.

LEAs report progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the

adopted courses of study specified in the California Education Code for Grades 1-6 and 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs to their local governing boards at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

The summary of progress is required to be based on information collected through locally selected tools and measures that identifies differences across school sites and student groups, barriers preventing student access, and any revisions to ensure access for all students.

1. The locally selected measures or tools used to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served.

All classes for students are tracked via the Student Information System, Powerschool. Where there is opportunity for students to have choice (e.g. for co-curricular classes or language classes) information is gathered from students and families via surveys sent out in the Powerschool platform and/or via Google Survey.

2. A summary of the differences across school sites and student groups having access to, and are enrolled in, a broad course of study, and may include a description of progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study.

All students are scheduled into courses consistent with the offerings provided by BCS. This includes access to core contents (Math, English, Science, and History) along with access to PE, Music, Drama, World Language, and Art. Students in grades 1-5 also select into two co-curricular classes (twice a year) and have the opportunity to take part in extra-curricular activities. Middle school students select into club options, elective options, and select their World Language option. All classes are tracked via the Student Information System.

3. Identification of any barriers preventing access to a broad course of study for all students.

There are no current barriers to providing access to a broad course of student for all students.

4. Revisions, decisions, or new actions that will be implemented, or has been implemented, to ensure access to a broad course of study for all students.

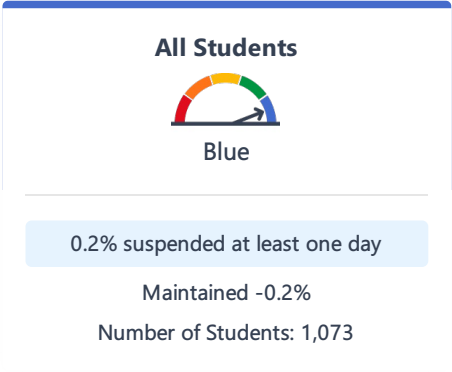
We will continue to monitor and review all scheduled courses prior to the start of the school year.

View data related to the attitudes, behaviors, and performance of students.

Suspension Rate

All Students

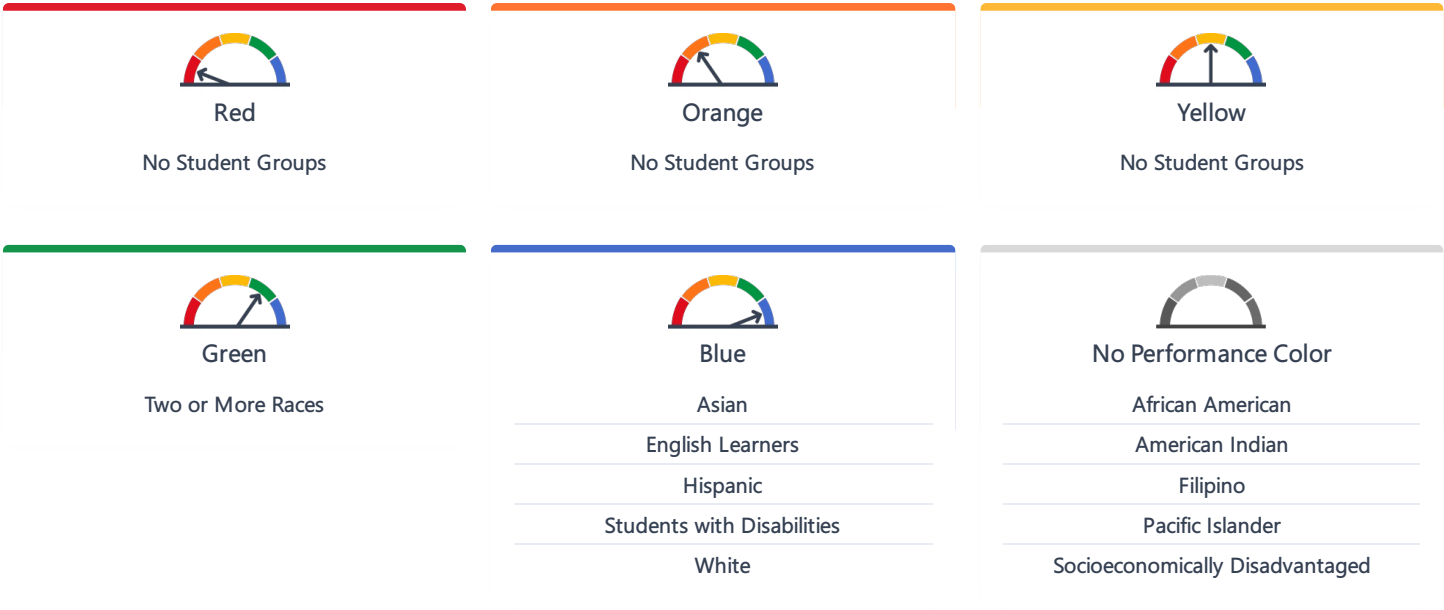
Explore information about the percentage of students in kindergarten through grade 12 who have been suspended for at least one aggregate day in a given school year. Students who are suspended multiple times or for multiple days are only counted once.



Student Group Details

All Student Groups by Performance Level

11 Total Student Groups



African American

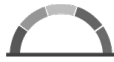


No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

American Indian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Filipino

285



No Performance Color

0% suspended at least one day

Maintained 0%

Number of Students: 13

Pacific Islander



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Socioeconomically Disadvantaged



No Performance Color

0% suspended at least one day

Maintained 0%

Number of Students: 22

Two or More Races



Green

0.5% suspended at least one day

Increased 0.5% ▲

Number of Students: 183

Asian



Blue

0% suspended at least one day

Declined 0.5% ▼

Number of Students: 634

English Learners



Blue

0% suspended at least one day

Declined 1.8% ▼

Number of Students: 72

Hispanic



Blue

0% suspended at least one day

Maintained 0%

Number of Students: 45

Students with Disabilities



Blue

0% suspended at least one day

Maintained 0%

Number of Students: 85

White



Blue

0.5% suspended at least one day

Maintained 0%

Number of Students: 194

Suspension Rate By Year

Percentage of students who were suspended.

	2022	2023
Suspension Rate	0.4%	0.2%

STANDARD MET

Basics: Teachers, Instructional Materials, Facilities

This measure addresses the percentage of appropriately assigned teachers; students' access to curriculum-aligned instructional materials; and safe, clean and functional school facilities.

As applicable, 100% of all school sites promptly address any complaints or other deficiencies identified throughout the academic year and provide information annually on progress meeting this standard to the local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Appropriately Assigned Teachers

Name	Total Teaching Full-Time Equivalent (FTE)	Clear (% of teaching FTE)	Comparison to Statewide Average
LEA	72.45	95.3%	Above
County	11,665.68	86.3%	Above
Statewide	279,044.88	84%	n/a

For additional information about appropriately assigned teachers at schools within this local educational agency, please visit the Dataquest Teaching Assignment with School Data report at <https://dq.cde.ca.gov/dataquest/DQCensus/TchAssgnOutcomeLevels.aspx?agglevel=School&cde=43104390106534&year=2021-22>.

Percent Of Students Without Access To Their Own Copies Of Standards-Aligned Instructional Materials For Use At School And At Home

0

Instances Where Facilities Do Not Meet The "Good Repair" Standard (Including Deficiencies And Extreme Deficiencies)

0

STANDARD MET

Parent and Family Engagement

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the State Board of Education adopted self-reflection tool for Priority 3 at the same meeting at which the LEA adopts its Local Control and Accountability Plan (LCAP), and reports to educational partners and the public through the Dashboard.

1. Rate the LEA's progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families.

Full Implementation and Sustainability

2. Rate the LEA's progress in creating welcoming environments for all families in the community.

Full Implementation and Sustainability

3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.

Full Implementation

4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.

Full Implementation and Sustainability

Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes. 287

Our current strengths include the Focused Learning Goal process, where families, students, and teachers work together to set personalized goals for each student and track progress towards goals throughout the course of the year. We have revisited how we can continue to refine this process in future years.

5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.

Full Implementation

6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.

Full Implementation

7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.

Full Implementation and Sustainability

8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.

Full Implementation and Sustainability

Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.

Currently, BCS has a strong partnership with our family community through the parent association on campus, and there are lots of opportunities for parents to gain information (weekly family newsletter, class ambassadors, etc) and to be involved with providing input (curriculum chats, parent coffees, working committees, ELAC committee, family survey, etc).

9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.

Full Implementation and Sustainability

10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.

Full Implementation

11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.

Full Implementation and Sustainability

12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.

Full Implementation and Sustainability

Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.

We consistently seek out opportunities for families to be involved in school decisions. We've held multiple curriculum chats this year, allowing families to learn about our vision for BCS curriculum and engage in discussions of future desires. Parents have been able to participate in working groups for full-day TK/K. Additionally, we've invited all families to take the yearly family survey.

LEAs report how they administered a local climate survey (at least every other year) that provides a valid measure of perceptions of school safety and connectedness to their local governing boards at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

The summary of progress is required to be based on information collected that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span.

Local Climate Survey Summary

We reviewed student data from the Spring 2023 student survey. All data is measured on a scale of 5. Areas where there has been a decrease in student responses since Spring 2022 are noted on our internal data table (specifically, a .1 decrease in two out of 12 indicators). Each school principal and team leads will set focus areas around student metrics to start the school year, and we anticipate many of the actions identified in the LCAP Goal #3 will contribute to support growth in these metrics. We did see growth in school belonging, school engagement, and rigorous expectation indicators since 2022 and will continue tracking metrics in these areas.



Bullis Charter School SELF-STUDY REPORT

102 W. Portola Ave

Los Altos, CA 94022

May 2-4, 2022

**ACS WASC/CDE Focus on Learning Accreditation Manual,
2019 Edited Edition (2020-2021/2021-2022 SY Visits)**

Bullis Charter School
Board of Directors and Leadership

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Lisa Stone, South K-5 Principal
Daniel Gross, Middle School Principal

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Lisa Stone, South K-5 Principal
Daniel Gross, Middle School Principal
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Sara Fernandez, South K-2 Team Leader & Induction Mentor
Liz Staresnick, North 3-5 Team Leader
Amanda Marino, South 3-5 Team Leader
Neda Chlala, Middle School Team Leader
Katelyn Miller, Middle School Team Leader

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Teacher/Co-administrator, Antioch Charter Academy II

Edna Heller, Member
Co-Administrator/CEO/Superintendent/Teacher, Antioch Charter Academy

Adam White, Member
WASC Co-Chair/English, Leadership Public Schools - Hayward

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Principal/Superintendent, Hume Lake Charter School

John Bosselman, Member
Director of Innovation and Rigor, Latitude 37.8 High School

Bullis Charter School ACS WASC/CDE Self-Study Report

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Preface

BCS began the self-study process in Fall of 2020 since our initial visit was initially scheduled for Fall 2021. Fall 2020 was an interesting time since we began the school year with changes in leadership, including a new superintendent and three new principals. In December 2020, we created our WASC timeline, began our initial draft of Chapters 1 & 2 in January 2021, and completed these in early March. During team meetings in March, Team Leaders guided their teams through reading Ch. 1 & 2, and we were intending to introduce the process by which Home Groups were going to gather evidence when we learned that our visit was being postponed from Fall 2021 to Spring 2022. At that point, we put the process on hold since we thought it would be better to jump back into the process in August with our 2021-22 staff, knowing that we'd have new staff members on board then.

That turned out to be a wise decision since our strategic planning team met in May 2021. During those three days, the team determined that the [BCS Mission](#) was still relevant and didn't require any revisions. However, the team concluded that it was time to update our strategic objectives, which reflect the our schoolwide learner outcomes:

- All students will self-advocate, take agency, and become active listeners.
- All students will achieve academic success.
- All students will discover and pursue individual talents and interests.
- All students will model the six character pillars.
- All students will become self-confident contributors to the global society and demonstrate understanding of the interconnectedness of people and their environment.

In the fall of 2021, we revised and updated Chapters 1 & 2 by adding more data. Then, we launched the work of [Home Groups](#), which were focused on gathering evidence around the two identified student learner needs: 1) support for special populations, and 2) creating inclusive and engaging learning environments.

In January, work of the Focus Groups began. There were two Parent Focus Group meetings and three Student Focus Group ([3-5 North](#), [3-5 South](#), and [6-8](#)) meetings in January. During our January 18 Professional Learning Day, all staff members met in Focus Groups to analyze the evidence collected by Home Groups through the lenses of the A-E Categories. Because we have such a large staff and because we wanted to minimize the number of staff members in each indoor space due to the Omicron surge, instead of having each Focus Group focus on one whole Category (except for Category A) we created Focus Groups around Criteria, with two groups being assigned to some of the same Criteria. This is how the staff was divided into Focus Groups on January 18:

Category A: Organization: Vision & Purpose, Governance, Leadership, Staff, and Resources

Position	Name
Kindergarten Teacher	Savannah Lunsford

Bullis Charter School ACS WASC/CDE Self-Study Report

Grade 4 Teacher	Amanda Marino
Grade 5 Teacher	Liz Staesnick
Grade 6 Math/Science Teacher	Neda Chlala
Drama Specialist	Katelyn Miller
Induction Mentor	Sara Fernandez
Superintendent/Principal	Maureen Israel
Middle School Principal	Daniel Gross
North K-5 Principal	Jessica Morgan
South K-5 Principal	Lisa Stone
Director of Operations	Charles Morgan
Registrar, Data Coordinator	Lisa Panken

Category B: Curriculum**B1: Rigorous & Relevant Standards-Based Curriculum**

Position	Name
Kindergarten Associate Teacher	Carrie Campbell
Grade 1 Teacher	Nina Zinner
Grade 2 Teacher	Rachel Hurd
Grade 3 Teacher	Melissa Hasan
Grade 5 Teacher	Robin Chen
Grade 6 Math/Science Teacher	Neda Chlala
Grade 7 ELA/History Teacher	Keith Brown
Grades 6/7 Spanish Teacher	Vanessa Isaac
Mandarin Specialist	Yanfei Tang
RSP	Maria Gervitz
Art Specialist	Treena Joi Murphy
Drama Specialist	Tone Kubiak
Makerspace Specialist	Mick Coleman

Bullis Charter School ACS WASC/CDE Self-Study Report

B2: Equity & Access to Curriculum

Position	Name
Kindergarten Teacher	Baldwin Cheng
Grade 1 Teacher	Laura Menezes
Grade 2 Teacher	Mara Desmas
Grade 4 Associate Teacher	Angelica De La Torre
Grade 6 ELA/History Teacher	Sara Cannon
Grade 7 Science Teacher	Christina Randall
Flex Teacher	Thao Tran
Physical Education Specialist	Dylan Werth
Drama Specialist	Jocelyn Pickett
Music Specialist	Paul Rendon
Mandarin Specialist	Yi Feng
Induction Mentor	Sara Fernandez
Speech Assistant	Seth Lavelle
Counselor	Seval Asku

Category C: Learning and Teaching**C1: Student Engagement in Challenging and Relevant Learning**

Position	Name
Kindergarten Teacher	Jenna Yonenaga
Grade 1 Teacher	Chelsey Anderson
Grade 2 Teacher	Heidi Mitchell
Grade 3 Teacher	Madhvi Kohli
Grade 4 Teacher	Amanda Marino
Grade 6 ELA/History Teacher	Colleen Wilson
Grades 7/8 Math Teacher	Chuck Dietz

Bullis Charter School ACS WASC/CDE Self-Study Report

Grade 8 Science Teacher	Risela Baldwin
Flex Teacher	Becca Winslow
Art Specialist	Mary DeClercq
Mandarin Specialist	Katie Lin
Dance Specialist	Mary Kalita
Drama Specialist	Lara Press
Physical Education Specialist	Andrew Morin
School Psychologist	Teresa Pruss

C2: Student-Centered Instruction through a Variety of Strategies and Resources

Position	Name
Grade 1 Associate Teacher	Devon Cox
Grade 2 Teacher	Rachel Therkildsen
Grade 3 Teacher	Kelli Leabo
Grade 4 Teacher	Emily Snyder
Grade 5 Teacher	Kirsten Davis
Grade 7 ELA/History Teacher	Wendy Young
Flex Teacher	Lizbeth Barrera
Physical Education Specialist	Emily Selwyn
Art Specialist	Andrew Lipson
FabLab Specialist	Jodi Ramos
Music Specialist	Miriam Factora
Mandarin Specialist	Qinglin Yang
Director of Special Education	Jessica Corniffe

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D: Assessment and Accountability**D1: Reporting and Accountability Process**

Position	Name
Kindergarten Teacher	Nancy Arruda
Grade 1 Associate Teacher	Shelby Evenich
Grade 2 Teacher	Patty Hintz
Grade 3 Teacher	Jennifer Doering
Grade 4 Teacher	Carine de la Girond'arc
Grade 5 Teacher	Liz Staesnick
Grades 7/8 Math Teacher	Liem Tran-Zwijssen
Makerspace Specialist	Lynn Reed
RSP	Maureen Romac

D2: Using Student Assessment Strategies to Monitor and Modify Learning in the Classroom

Position	Name
Kindergarten Teacher	Savannah Lunsford
Grade 1 Teacher	Cherish Ignacio
Grade 3 Teacher	Makayla Harrigan
Grades 4 Associate Teacher	Meredith Barrett
Grades 7/8 Math Teacher	Alli Kustin
Physical Education Specialist	Michael Pugh
Mandarin Specialist	Ariel Song
Spanish Specialist	Lucy Ebert
Board Certified Behavior Analyst	Kenneth Larson
Counselor	Emily McDonough

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Category E: School Culture and Support for Student Personal, Social-Emotional, and Academic Growth
E1 & E2: Parent and Community Engagement + School Culture and Environment

Position	Name
Kindergarten Teacher	Lindsey Cole
Grade 1 Teacher	Meggie Marron
Grade 2 Associate Teacher	Hoshen Markovich
Grade 4 Teacher	Raeanne Gardner
Grade 5 Teacher	Erika Ghose
Grade 6 Math/Science Teacher	Justin Trinh-Halperin
Grade 8 ELA/History Teacher	Ted Grinewich-Yonashiro
Music Specialist	David Belles
Mandarin Specialist	Jason Zhang
Drama Specialist	Katelyn Miller
Special Education Flex Teacher	Sau Git
Director of Technology	Mauricio Romero
Office Support	Khimberly Del Rosario
Financial/Purchasing Coordinator	Kitty Chiu

E3: Personal, Social-Emotional, and Academic Support

Position	Name
Kindergarten Teacher	Leslie Simpson
Grade 1 Teacher	Kayla Teats
Grade 2 Teacher	Kristen Stockdale
Grade 3 Teacher	Laurie Dingler
Grade 4 Teacher	Katie Quayle
Grade 8 ELA/History Teacher	Holly Martin
Music Specialist	Kristin Marriott

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RSP	Sierra Dillon
Occupational Therapist	Josh Zalk
Counselor	Marina Shepherd
Director of Human Resources/Office Support	Aumi Rohm-Wesley
Health Assistant	Nissan Swoboda
Health Assistant	Megan Dunphy

Focus Groups finished their analysis of the evidence on February 3. The Leadership Team then merged information into one document each for which there were two groups focusing on the same Criterion.

The Leadership Team then analyzed all of the [Strengths, Areas of Growth, and Next Steps](#) to identify trends that have the most impact on learner outcomes, which ultimately became our four major student learner needs. These were discussed with the entire staff and parent focus group. Finally, our goals were drafted by the entire Leadership Team.

Chapter I: Progress Report

SIGNIFICANT DEVELOPMENTS

Growth

Since our last full visit in 2015, Bullis Charter School has grown from a school of 712 K-8 learners to a school of 1,067 K-8 learners, a growth of 51.7%. Most of the growth since 2015 occurred during the 2019-20 school year when seven new classes were added: two classes of TK/K and one class each of Grades 1-5.

In addition to the growth in the number of learners since our last full visit in 2015, the physical footprint of Bullis Charter School has increased in size. There is now the K-8 North Campus site, still co-located with Egan Jr. High, which serves K-8 learners, and there is the K-5 South Campus site, co-located with Blach Jr. High, which serves K-5 learners. This means that the K-5 teams are split across two sites. As a result of the addition of seven new classes in the 2019-20 school year, our Middle School Quad of twelve classrooms was added at our North site on the grounds of Egan Jr. High School, adjacent to our North Campus site.

As we increased enrollment, we also increased the size of our staff. At the time of our last full visit in 2015, there were 68 teachers. There are now 89 teachers. New staff positions have also been added, including Director of Human Resources, Director of Special Education, Director of Operations, Facilities Lead, Director of Teaching and Learning, and Director of Technology.

Changes in Leadership

The administrative team has been reorganized, and new people are serving in all administrative roles. Bullis Charter School's Founding Superintendent stepped away from the role in the 2019-20 school year and now serves as the Founding Superintendent, Emeritus. There was an Interim Superintendent during the 2019-20 school year, and a new Superintendent started in July 2020. In 2015, there was one Principal and one Assistant Principal. Now, there are three Principals – North Campus K-5, South Campus K-5, and Middle School – who were new to their roles in the 2020-21 school year. All three were members of the BCS teaching staff for over a decade before becoming Principals.

COVID 19 Pandemic

The COVID pandemic had a major impact on the school. Bullis Charter School shifted to 100% remote learning across all grade levels on March 17, 2020, after schools were closed on March 16. BCS started the 2020-21 school year 100% remotely and began bringing back some cohorts for in-person instruction on September 30, 2020. By early December 2020, cohorts of learners across all grade levels, K-8, had returned to campus for in-person instruction. In grades K-3, in-person instruction happened 5 days per week, and in grades 4-8, in-person instruction happened 2 days per week. Concurrently, a 100% remote learning program was running. The final group of in-person K-8 learners was welcomed to each campus in March, at which point about half of our learners had returned for in-person instruction. All families were able to choose whether their student was remote or part of the in-person program.

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Figuring out how to collaborate and implement all of the BCS programs was a challenge, but the staff rose to the occasion. Professional learning priorities shifted to focus on best practices for remote and hybrid learning while operations priorities shifted to focus on health and safety protocols. Grade level teams needed to collaborate more closely than ever, as each time new learners returned to campus for in-person instruction, rosters changed, creating the need to synchronize across each grade level as much as possible. Multiple task forces, involving parents and teachers, worked throughout the summer to help provide insight and oversight in creating the best possible learning environment for students, both in-person and remotely.

This school year, we began the year yet again having to make adjustments to systems and programs, due to COVID-19. While all students returned to campus to start the 2021-22 school year, new challenges were encountered, most pressing including shifting safety protocols and addressing student socio-emotional needs; many of our students had not been in a formal school setting for over 18 months. Amidst these challenges, though, we had seen great resilience and adaptability in our learners and our staff. We have implemented many of the components so important to our BCS program, including co-curriculars, extracurriculars and student celebrations and assemblies. Though they look slightly different, the reinvigoration of these BCS programs has been an important part of connection and community within our school.

PROGRESS ON SCHOOLWIDE ACTION PLAN/SPSA GOALS

Goal 1: *Continued support of diverse learners through effective implementation of Common Core State Standards and California English Language Development Standards with an emphasis on differentiation.*

Professional Learning

Since our last Self-Study, a major focus of professional learning for teachers has been on analyzing school-wide data to meet each learner's individual needs through effective implementation of standards, including the CCSS and CA ELD standards. Below are examples of professional learning sessions during each year since our last Self-Study.

2015: [Differentiating for Grades 4-8 Learners](#), [The Real Reading Workshop](#), [Fact Fluency & Differentiation](#),

2016: ELD Instructional Strategies, [Using Data to Plan Differentiated Instruction](#), Reading Workshop, Writers Workshop, Integrating Writing in Science, Teaching Literary Elements with Artwork, Using Data in Specialist and Content Areas

2017: Every Child a Reader/Every Child a Writer, Meeting Student Needs, [ELD Standards](#), [Units of Study in Reading](#), [Units of Study in Writing](#)

2018: MTSS & Data Gallery Walk, K-5 Focus on MTSS & Literacy Interventions, 6-8 ELA Tools & Interventions, Math Intervention Workshop, K-8 Curriculum Mapping, [ELD Instructional Strategies](#)

2019: Data Gallery Walk, K-8 Curriculum Mapping, Design a Classroom in which All Students Thrive, Looking Closely at Student Work/Interventions, Integrated & Designated ELD

2020: Units of Study for Teaching Reading and Writing, SIPPS, MTSS/RTI, Feedback, and Data Collection, [Looking Closely at Student Data](#), [EL Learning](#)

2021: [Looking Closely at Learner Data](#)

To focus on planning with the standards in mind, in 2018, all teachers received training from Marie Alcock on how to engage in curriculum mapping. She returned the following year to help us continue the process, with an emphasis on standards-based assessments. It was then that the staff learned about 2.0 and 3.0 assessments, which have allowed our teams to engage in more frequent formative assessments to meet the needs of their learners.

Yearly School-Wide Focus to Meet Needs of ALL Learners

Since 2016, there has been a school-wide focus set for each year based on analysis of data. In 2016-17, the school-wide focus was on the differentiated curriculum, particularly for our ELs. In 2017-18, the school-wide focus was using data to improve listening and speaking skills for all learners because when analyzing the 2017 CAASPP data, we noticed a relative weakness in the Speaking and Listening claim. In 2018-19, the focus was differentiation based on assessment data, which was the result of our first Data Gallery Walk in August of 2018. After piloting the NWEA MAP Growth assessments in one class per grade level, in the 2018-19 school year, we administered the NWEA MAP Growth assessments across all classes at each grade level. Based on analyzing the 2018-19 growth data from the NWEA MAP Growth assessments, in 2019-20, the focus was growth in literacy for all learners. In 2020-21, as a result of the COVID pandemic, the focus was differentiating instruction to meet the needs of all learners, regardless of remote, hybrid, or in-person. Now that we've returned to overwhelmingly in-person instruction, the foci for the 2021-22 school year are re-engaging the community, given that many in our community hadn't been to our school sites for 1.5 years and based on constituent survey data, and individual growth/achievement for all learners- given NWEA MAP Growth assessment data.

Developing Goals Based on School-wide Achievement Data

Starting in 2018, we have engaged our staff in data gallery walks to identify trends, gaps, and needs. During these data gallery walks, we have analyzed student and parent survey data as well as CAASPP and NWEA data. These analyses - which take place during our annual August Professional Learning - have helped develop the yearly school-wide focus for each year since 2018.

Additionally, since there has been more emphasis placed on engaging staff in the analysis of school-wide achievement data to inform instruction and to promote growth in all learners, we began administering the NWEA MAP Growth assessments in 2017-18. Each year since, we have engaged the staff in [analyzing NWEA data](#) to notice trends and to differentiate instruction to meet learners' needs. Since the MAP Growth assessments are given at the beginning of the year, teachers use the data from them to set goals for their learners as well as professional goals for themselves. They are also administered in the middle and end of the year to gauge growth for all learners across TK-8.

In the absence of CAASPP data from the 2019-20 school year, we turned our attention to the NWEA MAP Growth data to analyze our instructional program, particularly during the time of 100% remote learning

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and the mix of remote/hybrid/in-person learning for the majority of the 2020-21 school year. We took a particularly close look at growth data for our English Learners (ELs) given that ELD had been a focus of ours for several years since we were particularly concerned about the effect learning during the pandemic would have on their growth.

[NWEA Growth Data](#) from Fall 2019-Winter 2020 indicated that our program was promoting growth in our English Learners, particularly in Reading. In all grade levels, our ELs exceeded their growth projections in Reading (Note: in Grades 3 & 5, that data represented only one learner, so to protect anonymity, that data was omitted from the analysis). Our EL data for Math and Language were more variable, with ELs meeting or exceeding growth projections in the early primary and middle school grades. The data also indicated a relative strength in meeting the needs of our Special Education learners in Reading, more than in Math and Language Usage.

NWEA Growth Data from Winter 2020-Winter 2021 showed that our ELs met or exceeded their growth projections at a rate greater than the overall population on the Math and Reading tests, but not the Language Usage test.

	Math	Reading	Language Usage
% of ELs who met/exceeded growth projections	72.7%	78%	50%
% of all learners who met/exceeded growth projections	58.2%	71.6%	67.7%

NWEA Growth Data from Fall 2020-Winter 2021 showed that our ELs met or exceeded their growth projections at a rate greater than the overall population of the school on all three tests. This testing year was different - with some students taking the tests remotely and others on-site - so we recognize the need for continual monitoring and analysis.

	Math	Reading	Language Usage
% of ELs who met/exceeded growth projections	50.9%	61.2%	51.6%
% of all learners who met/exceeded growth projections	48.9%	57.7%	50.6%

NWEA Growth Data from Winter 2021-Spring 2021 showed that our ELs met or exceeded their growth projections at a rate less than the overall population on the Math and Reading tests. The gap is much greater for Reading than Math. We did not administer the Language Usage test during the Spring

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administration.

	Math	Reading	Language Usage
% of ELs who met/exceeded growth projections	53%	29%	N/A
% of all learners who met/exceeded growth projections	55%	47%	N/A

Despite disappointing NWEA MAP Growth data for our ELs in Spring 2021, the majority of our returning ELs were reclassified in Fall 2021 based on Spring 2021 Summative ELPAC data. In the Fall of 2021, we had 81 English Learners who were at BCS the year prior. Of those 81 returning ELs, 48 were reclassified by September 29, 2021 based on Spring 2021 Summative ELPAC data. Therefore, 59.26% of the returning ELs were reclassified.

Goal 2: *We will build on teachers' strengths to develop teacher leaders to impact professional and student learning within Bullis Charter School and the larger educational community.*

Because of the unique culture and learning environment at BCS, the overwhelming majority of our annual Professional Learning in August and January is conducted by members of our staff. The Director of Teaching and Learning, Jessica Lura, provides the framework for professional learning each year.

Each year, our professional learning incorporates our Team Leads as facilitators of small group and grade level discussions. Other key members of the faculty (including Special Education staff) have the opportunity to lead presentations and/or facilitate conversations around continued support for our students.

During the Project-Based Learning STEAM Practicum, we leaned on BCS teacher and administrative strengths to impact the larger educational community. The Project-Based Learning STEAM Practicum was a five-day professional learning experience for teams of local teachers and administrators and each day included Bullis teachers leading sessions on project-based learning, creativity, and integrated instruction. This included K-8 home teachers, our MakerSpace and FabLab teachers, and our administrators. The yearly practicum culminated in a celebration where the participants shared their learning and how participating impacted the teaching and learning that was happening in their classrooms and schools.

Many Bullis teachers present at local, state, and national conferences including our Mandarin team's presentation at the National Association for Bilingual Education, California Association for Bilingual Education, and the National Chinese Language Conference, our MakerSpace team presenting at the California Science Teachers Association conference, the California STEAM Symposium, and the National Science Teachers Association conference.

We also support our teachers' growth as teacher leaders through leadership opportunities including being a vertical team lead (K-2 team lead, 3-5 team lead, 6-8 team lead, and specialist team lead), being an associate teacher guide (a 1:1 support for each associate teacher), and working as an Induction mentor to support new teachers in their first two years of teaching.

While we have been focused on building capacity of our staff over the years, especially as the size of our staff and student body have increased, what we have not done is analyze the impact of this work on students. We realize that this has been a missed opportunity on our part, and moving forward, we need to set metrics to be able to gauge the degree to which there are positive student outcomes as a result of it.

Goal 3: *Implement the Next Generation Science Standards (NGSS) and STEAM (science, technology, engineering, arts, mathematics) strand in all K-8 homeroom and specialist classes.*

Since 2015, all staff have received training in the NGSS. Below are some of those professional learning sessions:

2015: [Next Generation Science Standards](#), [CA ELD Standards](#)

2016: Creating Engineering Challenges in Your Classroom, [Implementing the NGSS](#), Environmental Science - NGSS

2017: Integrating NGSS into Specialists Content Areas, NGSS and Global Citizenship

2018: K-5 NGSS

2019: NGSS FOR K-2, NGSS for 3-5

2021: [FOSS & Science Exploration Day \(K-5\)](#)

The NGSS are now being implemented in all grade levels, K-8. K-8 NGSS-aligned FOSS materials have been purchased to facilitate implementation. The NGSS are embedded within K-8 PBL and design-thinking units as well as middle school intersessions.

CAST data provides the best gauge of our efforts in implementing the NGSS. Because of the pandemic, we only have two years to go on, 2018-19 and 2020-21. When we compare our [SBAC data](#) in ELA and Math to our CAST data, we do see that the percentage of students meeting and exceeding standard is lower than in ELA and Math.

CAST Data

	2020-21	2018-19
Grades 5 & 8 Standard Met or Exceeded	80.58%	82.2%

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Grades 5 & 8 Standard Exceeded	44.17%%	45.55%
Grade 5 Standard Met or Exceeded	80.47%	81.55%
Grade 5 Standard Exceeded	50%	46.6%
Grade 8 Standard Met or Exceeded	80.77%	82.96%
Grade 8 Standard Exceeded	34.62%	44.32%

Based on feedback from teachers teaching remotely during the 2019-20 and 2020-21 school years, we do know that implementing instruction aligned to the NGSS remotely, particularly in Grades K-5, was a challenge, so it didn't happen as thoroughly or consistently as it should have. That could be why the percentage of students meeting or exceeding standard on the CAST in 2020-21 is lower than the percentage of students meeting or exceeding standard on the CAST in 2018-19. Since we know that implementing instruction aligned to the NGSS across all grade levels is necessary for our learners to exhibit mastery of the standards by the time they leave BCS, we devoted time in August 2021, before the start of the 2021-22 school year, for K-5 teachers to explore all of the NGSS-aligned FOSS materials and plan units of instruction for the year aligned to the NGSS during a [FOSS & Science Exploration Day \(K-5\)](#). We intended for this to be somewhat of an NGSS reset in K-5, and we're hoping that will have a positive effect on our CAST data for the 2021-22 school year as well as for future years. We predict that continuing to focus on Science instruction aligned to the NGSS will be a focus moving forward.

Goal 4: *We will strengthen our students' global competency through our foreign language program and the Biliteracy Pathway Awards program.*

We continue to face challenges with implementing a successful World Language Program. The staffing issues that existed in 2015 still exist, particularly for our Spanish program. Despite these challenges, we continue to have learners receive the Biliteracy Pathway Award (Grade 5) and the Middle School Biliteracy Attainment Award each year.

[Spreadsheet](#)

2016	2 Biliteracy Pathway Awards (Mandarin) 1 Middle School Biliteracy Attainment Award (Spanish)
2017	2 Biliteracy Pathway Awards (Mandarin) 6 Middle School Biliteracy Attainment Awards (3 Spanish, 3 Mandarin)
2018	7 Biliteracy Pathway Awards (Mandarin) 1 Middle School Biliteracy Attainment Award (Mandarin)
2019	3 Middle School Biliteracy Attainment Awards (1 Spanish, 2 Mandarin)
2020	2 Biliteracy Pathway Awards (Mandarin) 1 Middle School Pursuit of Bilingualism (Mandarin) 3 Middle School Biliteracy Attainment Award (Mandarin) 1 Middle School Biliteracy Attainment Award (Spanish)

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For the 2021-22 school year, our approach to Mandarin instruction in Grades 4-8 changed to meet the variety of needs that exist for those grade levels. Instead of making Mandarin instruction optional before school for Grades 4 and 5, which it had been prior, all students in Grades 4 & 5 receive instruction during the regular school day. Also, to address the fact that our students have mastered Mandarin at a variety of levels in Grades 4-8, including those who are new to BCS in those grade levels and those who study Mandarin outside of school, we adjusted the schedules for our Mandarin teachers so that multiple sections of Mandarin for each of those grade levels occur simultaneously, allowing them to group students across classes to meet the needs of the wide range of proficiency levels in each cohort.

Data from our Parent Surveys from 2018 to 2020 suggest that despite the challenges we have faced with implementing a successful World Language program, there has been some improvement in how it is perceived by our families as an effective program, particularly our Mandarin program.

Family Survey Data from 2018-2020 (5-Point Scale)

	Mandarin	Spanish
K-5 Family Survey	↑ 0.6 points from 2018-2020	↓ 0.2 points*
6-8 Family Survey	↑ 0.8 points from 2018-2020	↑ 0.2 points from 2018-2020

NOTE: Because of the peculiar nature of the 2020-21 school year, the focus of the Family Survey was different, so questions about specific academic programs weren't included.

The Grade 5 Conversational Spanish Course received some of the lowest scores on the survey across this time period (3.4 and 3.2). As a result, we have since eliminated this course due to its ineffectiveness. Now, Spanish instruction at BCS starts in Grade 6.

SCHOOLWIDE GROWTH AREAS FOR CONTINUOUS IMPROVEMENT

Secure Facilities That Will Fully Support the BCS Program

We continue to work with the Los Altos School District to determine what long-term facilities structures may look like for Bullis. In 2020 (due to the pandemic) the current facilities agreement was extended until 2023. We recognize the adjustments we may have to make in programmatic offerings if facilities access changes in the future.

Individual & Small Group Differentiation by Process and Product and Support Students' Language Development

We recognize that a key way to support students' language development is through differentiation as well as personalized and small group instruction. As the needs of our learners and teachers change, we continue to support teachers through professional opportunities that showcase English language development best practices, model high-quality integrated and designated ELD instruction, and

provide feedback to drive teacher practices.

Align Curriculum & Assessments to Standards, Including ELD Standards

In January 2018, led by Dr. Marie Alock, we started working on school-wide curriculum mapping and focused on how to align curriculum, instruction, and assessment to all standards including ELD standards. This alignment is still happening and continues to be an area of focus for us as an organization, particularly as the size of our staff has grown considerably in the past few years.

Engage Parents of Growing EL Population

Ensuring we are supporting all of our students is a key part of our mission and model. With higher percentages of EL students joining us in the early years of school (TK/K), we are focused on ensuring we provide support with ELA standards and individualized learning goals for students. In 2021, we reached out to all EL families to gauge interest in participating on the ELAC committee for Bullis, and have established parental involvement in the committee that will help drive decisions for the LCAP and student support for all ELs. We need to continue to find other ways to engage members of our EL community.

Responsibilities and Protocols More Clearly Defined and Systematized

With such large growth in the student population in 2019-2020, as well as with the transition to a new administration, the need to continue to codify systems and processes is relevant and necessary. With the pandemic affecting school operating procedures for 2020-21, we have focused on systems that need immediate attention/updates (e.g. arrival and dismissal procedures, visitor protocols) and will continue to analyze necessary protocols and processes moving forward.

Develop Long-Term Goals Based on School-wide Student Achievement Data and Use Data to Inform School-wide Practices & PD Plans

The consistent analysis of data is critical for our ability to continuously improve our instruction to meet the needs of all learners. Analysis of standardized data (such as NWEA and CAASPP) will allow us to set some long-term goals, particularly in meeting the needs of all sub-populations of learners. Understanding trends in the data will inform professional learning opportunities moving forward, both full staff and for individual grade levels. The involvement of special education teachers and specialists in our professional learning can help elevate our focus on special populations even further.

Chapter II: Student/Community Profile and Supporting Data and Findings

Community

Bullis Charter School (“BCS”) is a single school serving 1,067 (CALPADS 2021) students split across two campuses – one K-8 and the other K-5 – in Los Altos, CA. The North Campus shares the facilities of the Egan Junior High School campus, and the South Campus shares the facilities of the Blach Intermediate

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School. The school was created 18 years ago by a group of families aiming to build a better neighborhood school and to expand on traditional public school models. BCS draws students from across the district, which is a community that highly values education and has high expectations of the schools that serve it. BCS serves a diverse population that speaks over 33 languages, including Spanish, Vietnamese, Cantonese, Hebrew, Polish, Russian, Mandarin, and Turkish, and possesses a diverse range of academic, social, and emotional needs. While the CCSS guide instruction at BCS, the focus is on providing a program that maximizes growth for each learner, enabling every child to reach their full potential.

Family and Community Trends

The populations of Los Altos, Los Altos Hills, and Mountain View, which are the cities in which the overwhelming majority of the BCS families live, have been declining during the last several years. In Los Altos and Los Altos Hills, that trend started in 2017, and in Mountain View, that began in 2019. Coinciding with this trend, the K-8 enrollments for the local school district and BCS combined have shown a decrease each year since our last Self-Study. Regardless, BCS has shown considerable growth since its last Self-Study in 2015. In 2015, there were 712 students enrolled, and at the beginning of the 2021-22 school year, BCS had an enrollment of 1,067 students, with the majority of that growth occurring in the 2019-20 school year when 7 new classes were added.

Parent/Community Organization

The [Bullis Booster Club](#) is BCS's parent-led volunteer organization. Its mission is "to unify the school community around the BCS mission and support our school, its students and its staff in various ways." It has its own executive board, which meets regularly, and the superintendent and principals attend those meetings throughout the year.

Bullis-Purissima Elementary School Foundation

The [Bullis-Purissima Elementary School Foundation](#) ("The Foundation"), established in 2003, "is the conduit through which parents and community members provide critical financial support to Bullis Charter School and supports its mission of offering a collaborative, experiential learning environment that emphasizes individual student growth." It maintains its own volunteer Board and staff.

School/Business Relationships

BCS has created relationships with businesses and organizations across the years to bring real-world experiences to its students. For example, since 2004, BCS has had a relationship with [The Leatherback Trust](#), which has resulted in students across Grades K-8 at BCS learning about leatherback sea turtles and conservation. BCS also draws upon experts in many fields to provide guidance and feedback to its students during project based learning units. For example, we have established a relationship with personnel at [Aedis Architects](#) and [One Workplace](#), who provide us with experts to not only teach content to our students during the middle school School of the Future intersession but also to provide our student teams with feedback on their designs as they engage in the design-thinking process.

Staff Description

To meet the needs of our increased enrollment over the years, the size of our staff has increased. In total, there are 117 staff members: 103 certificated and 14 classified.

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There are 79 credentialed general education teachers on staff, which includes 35 Homeroom Teachers in Grades K-5, 16 K-5 Specialists (Art, Drama, Music, Mandarin, Physical Education, Makerspace), 23 Grades 6-8 Specialists (ELA/History, Math, Science, Art, Drama, Music, Physical Education, FabLab), and 5 Associate Teachers. There is also a full-time Induction mentor, who was a former Homeroom Teacher at BCS. The staff also includes one Drama and one Dance teacher who work under an independent contract with the school. We also have 3 K-5 Flex teachers who provide support.

The school has two counselors who work with students for whom there are social and/or behavioral concerns. The Special Education Staff includes 1 Director of Special Education, 2 School Psychologists, 1 Speech and Language Specialist, 3 Resource Teachers, and 1 Occupational Therapist, a Board Certified Behavior Analyst, and behavior techs to support in classrooms.

The administrative staff includes a full-time Superintendent/Principal and 3 full-time Principals: 1 K-5 Principal on each site and a Middle School Principal at the North site.

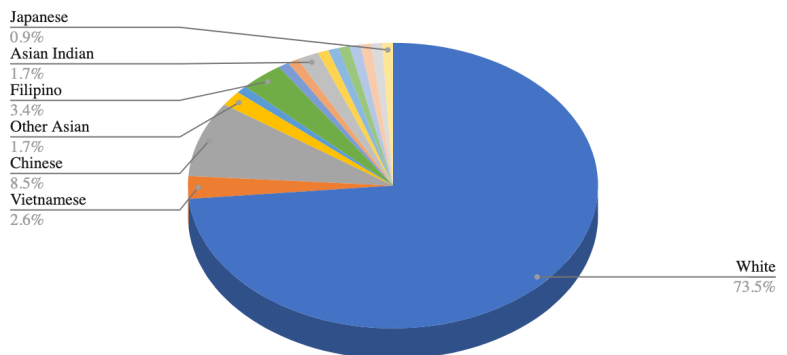
The full-time classified staff includes a Registrar, Director of Technology, Director of Operations, Director of Human Resources, Office Support, Finance Coordinator, 2 Health Assistants (one on each site), and 3 Custodians.

Gender & Ethnicity of Staff

Gender	
F	93
M	24
Grand Total	117

Hispanic	
No	102
Yes	15
Grand Total	117

Count of Ethnicity



BCS Mission & Learner Outcomes

Mission: Bullis Charter School offers a collaborative, experiential learning environment that emphasizes individual student growth. As a model of educational innovation, BCS 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.

BCS is a mission-driven organization. Embedded in the mission are the schoolwide learner outcomes. We strive to develop students who are critical, reflective thinkers; collaborators, and problem solvers; who feel personally empowered; who act responsibly in all areas: personally, socially, globally, and who love

learning. We believe that all students can achieve academic success; families and the school must work together to serve the whole child; and that teacher/staff passions, collaboration and love of learning are central to student success.

In the spring of 2021, the Strategic Planning Team convened to review and update the [2015-2020 Strategic Plan](#). The group of staff members, leadership team members, parents, and community stakeholders worked with the Cambrian Group to create a list of recommended draft strategies that was presented to the BCS Board in June. The BCS Board provided recommended adjustments to the proposed objectives and strategies and [approved a final version](#) in July of 2021. The strategic objectives, which are rooted in the BCS Mission are the following:

- All students will self-advocate, take agency, and become active listeners.
- All students will achieve academic success.
- All students will discover and pursue individual talents and interests.
- All students will model the six character pillars.
- All students will become self-confident contributors to the global society and demonstrate understanding of the interconnectedness of people and their environment.

ACS WASC Accreditation History

BCS had its initial visit on May 9, 2006, after which it received its 3-year Initial accreditation. We experienced our first Self-Study visit on March 23-25, 2009, after which we received a 6-year accreditation. We submitted a Mid-Cycle Report on June 1 2012. Our second Self-Study visit was on March 23-25, 2015, after which we received a 6-year accreditation with a Two-day Review. That Mid-Cycle Report with 2-Day Visit was completed on April 30-May 1, 2018. This year, we are completing our third Self-Study.

LCAP

As indicated in the [2019-2021 Annual Update](#), families took part in task forces and town halls during which they were able to ask questions and provide input on decisions being made. In the spring of 2020, families had the opportunity to join online focus groups around key areas we knew we were going to need to be considering as we moved forward, particularly during the pandemic. At the end of the 2020-21 school year parents were provided with a survey to provide feedback and express interest in joining future planning groups moving forward. Also in the spring of 2020, we engaged stakeholders – staff members, parents, and community members – in the strategic planning process, during which we analyzed the school's vision and identified strategies for the school to focus on for the next 3-5 years. Staff members also took surveys twice during the 2020-21 school year and met 1:1 with their principals to provide feedback and input about moving forward. Staff members also had the opportunity to participate in planning groups during the summer of 2021. Our ELAC committee met multiple times to review historic LCAP goals and make recommendations for future actions.

Goal #1: All students will achieve growth and academic success

Need: Individual student growth for all, particularly Special Education and EL students.

Metrics: California dashboard for Math and ELA will be all green and blue (standard & above), 100% of teachers' long-term plans reflect the CCSS and are reviewed annually

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Goal #2: All teachers will engage in professional learning that increases their instructional knowledge and practice to serve all students.

Need: With new teachers joining the BCS staff each year, and a particularly high number of new staff who joined in the 2019-20 school year due to growth, we need to align the entire staff around high expectations when it comes to teaching and learning. We need to dive deeply into assessment structures and expected learning outcomes to ensure there is alignment and rigor across and within all grade levels.

Metrics: 100% of teachers who teach EL students will plan for and implement daily integrated and designated ELD, 100% of teachers will identify one new strategy they've implemented to support students with disabilities and provide evidence to back that up, principals will complete 3-5 observations each year of all teaching staff to review integration of new strategies learned during Professional Learning, 90% of teachers agree/strongly agree that professional learning opportunities at BCS contribute to their professional growth

Goal #3: BCS will create a school climate where all students on all campuses feel included, safe, and accepted for who they are.

Need: Especially at a time when students are returning to campus after learning remotely, reintegration into and connection to the BCS community must be a priority.

Metrics: 100% of all BCS students feel a sense of community at the school, 100% of all BCS students feel respected by peers and teachers, Maintain an average ADA of 97%

Goal #4: We will engage all parents in joyful, active partnership to support their children and the BCS mission.

Need: Coming off of a period of hybrid and remote learning, we must ensure that we are reconnecting our families to our mission and evaluating new opportunities and ways in which we can connect with our families and community.

Metrics: 100% of parents feel as though they are connected to the BCS community

SCHOOL PROGRAM DATA – DESCRIPTION OF PROGRAMS

General Education Program

All students in grades K-8 receive instruction in ELA (Reading, Writing, Listening, Speaking), Mathematics, Social Studies/History, Science, Physical Education, World Language (Mandarin in K-5 and Spanish or Mandarin in 6-8), Drama, Music, and Art. All students in Grades K-5 explore making and design thinking in our MakerSpaces, and our students in Grades 6-8 do the same in our FabLab, which contains laser cutters, power tools, and 3D printers.

All students in Grades 1-5 experience [co-curriculars](#), which are multi-grade standards-based electives in the areas of Global Citizenship; Math, Science, and Technology; and Performing Arts. Co-curriculars are designed to help students explore passions they already have and to discover new ones.

All students in Grades 6-8 take part in [intersessions](#). During these 2-3 week intersessions, regular instruction is suspended as our middle schoolers take deep dives into experiential, project based, and/or design thinking units.

English Learners

At Bullis, we currently have 59 students classified as English Learners. We also have 151 students who have been reclassified as fluent English proficient (RFEP). In addition, our population includes 263 students who have a primary language other than English but have been classified as Initial Fluent English Proficient (IFEP). In total, there are at least 33 different languages spoken in our school community.

Students who are classified as EL participate in our English Learner program. This program includes daily designated ELD instruction, integrated ELD instruction, and an individualized Focused Learning Goal (FLG) in an area of English language development. Students in Grades K-5 receive their designated ELD time from their classroom teachers, either 1-1 or in a small group with other ELs. This time is built into the regular school day and intentionally targets ELD standards in ways that build into and from content instruction to develop the critical language ELs need for content learning in English. All teachers, including specialists, integrate language development supports and strategies into instruction across content areas. These supports include sentence frames, realia, labeling, total physical response, and plenty of opportunities for oral practice. In addition, all of the learners in our EL program work with their teacher to set a focused learning goal that targets their language development. Progress toward each child's goal is monitored throughout the year by the teacher, parent, and child. These elements of our EL program are purposefully combined with rigorous hands-on and real-world learning experiences to maximize language development and learner growth.

With the support of Title III funds, Bullis provides training for all staff throughout the year focused on unpacking ELD standards, strategies for supporting ELs in the classroom, and monitoring progress through data. We have purchased materials and assembled toolkits for teachers to use in their classrooms to support ELD instruction. Many of our staff members have also written their own professional goals focused specifically on supporting the growth of their English language learners. All homeroom and ELA teachers monitor progress throughout the year through the use of grade level benchmark assessments, NWEA MAP growth data, and CAASPP/SBAC data (Grades 3-8). We also administer the Summative ELPAC for all ELs each Spring to measure growth and determine possible reclassification. To qualify for reclassification, an English learner must first have an overall performance level score of 4 on the Summative ELPAC to be considered. We then look for evidence of growth in NWEA data in addition to evidence of meeting grade level standards on grade level benchmarks and SBAC. Once these criteria are met and it is clear that the learner is performing at a level similar to that of their English-only peers, we consult with the teacher and the parents to confirm the child is ready for reclassification.

Low Income/Socio-Economically Disadvantaged Students

Though BCS is not a Title I school, serving all students, including those from low income backgrounds, is a school priority. In Fall of 2021, the county board who authorizes our charter, approved two new [enrollment preferences](#) (#2 and #7) as part of our lottery that provide priority to students from families who qualify for free or reduced priced meals (FRPM). This priority extends to students both in district and out of district. With the approval of these enrollment preferences, we have adjusted our outreach during enrollment season to make sure we are targeting families who may qualify. We have also committed to creating a pilot extended day program for our TK/K families, with a preference for families who qualify for FRPM, hoping to provide additional support. Though a declining population within the Los Altos

community within the past few years, coupled with the large number of families who have relocated outside of Silicon Valley during the pandemic, we are closely watching to ensure we are identifying and supporting all students who meet this criteria.

Programs and Services for Students Designated with Special Learning Needs

Special Education and 504

As part of our school mission, BCS has always been focused on individual student growth. This includes serving students who may have different academic or behavioral needs than the general population. As a single site charter, BCS has been partnered with the Santa Clara County of Education for Special Education support, with Santa Clara serving as the SELPA for Bullis. Since 2015, we have developed an in-house Director of Special Education position to oversee the support of all students and serve as the main conduit with families and with the SELPA. We have also begun to bring more Special Education positions “in house,” hiring service providers directly in lieu of through the county.

The Special Education population has made up anywhere from 6.7% (2018-19) to 7.3% (2021-22) of the student body at Bullis, with the percentage of Special Education students increasing as the overall student population increased in 2019-2020. We have continued to have Resource Specialists, a Speech and Language Pathologist, a School Psychologist, and an Occupational Therapist on staff, and added a Board Certified Behavioral Analyst and Behavior Techs on staff in the 2020-21 school year. An additional School Psychologist was added to the staff in the 2021-22 school year, in order to support additional assessment and counseling needs that have emerged during the pandemic and with the return to in-person learning. A part-time school counselor was also hired, to support the work of our full-time school counselor. Both school counselors may support Special Education students with IEP counseling minutes, as deemed necessary, though these school counselors support our general population as well.

All Special Education staff meet weekly to review caseloads, and staff are in consistent consultation and communication with general education teachers, often pushing into classrooms for observations and/or to provide direct support to students.

For students who do not qualify for Special Education services but may need additional supports or accommodations within the classroom, our principals oversee the 504 process with families, in collaboration with teachers and counselors. These 504 plans are revisited on a yearly basis at minimum, to ensure they continue to address and meet the needs of our students.

MTSS

In the 2021-22 school year, we revised the process for identifying and supporting students who may need Tier 2 and Tier 3 support. We realized that a revision was necessary since the prior process wasn't conducive to the increased size of our student population since 2019. We noticed, based on assessment data, that some of our students were struggling for a few years. It seemed as if they had fallen through the cracks.

We started by creating a team that would convene biweekly to review and discuss those students identified by their teachers as perhaps needing more support as well as identify others who may need

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more support based on assessment data. That group is composed of the following: Superintendent/Principal, three principals, Director of Teaching and Learning, Director of Special Education, School Counselor, and K-2 Team Leaders who had experience in intervention strategies. A specific member of the team is assigned to meet with the teacher after a referral is made, and prior to the next meeting of the team, student work is gathered and observations are conducted to bring back to the team. Collaboratively, the team decides upon next steps based on the data and student work, which includes strategies to implement by the teacher over the course of 6 weeks and coaching that may need to take place prior by the member of the team assigned to that student. At the 6-week mark, data is shared with the team as an update, and next steps are decided based on results, which could include setting up an assessment plan if deemed necessary.

SCHOOLWIDE LEARNER OUTCOMES/GRADUATE PROFILE

Based on the evidence gathered and analyzed by Home Groups and Focus Groups, as well as the context noted above, BCS students have a variety of opportunities to discover and pursue individual talents. Choice and access are part of our graduate profile, and there are opportunities for students through our curriculum and our model/structure to have access to these courses. However, all students are not developing the skills necessary to achieve academic success to the best of their ability because there are inconsistent levels of rigor across our classrooms and not all content is tailored appropriately to meet students where their needs begin.

DEMOGRAPHIC DATA

Below is the breakdown of the demographic data at BCS. The grade level and enrolled student numbers in the first table represent the student population as of the 2021-22 school year. As noted above, there was significant growth in the school population in the 2019-2020 school year.

Grade Level	Number of Enrolled Students	% Male	% Female
TK/K	137	55.15%	44.85%
1	134	47.72%	52.28%
2	133	52.38%	47.62%
3	132	53.44%	46.56%
4	125	51.59%	48.41%
5	125	44.45%	55.55%
6	110	50.46%	49.54%
7	82	46.91%	53.09%
8	89	43.82%	56.18%

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To note: We have 1 student in 3rd grade, 1 student in 5th grade, 1 student in 6th grade, and 2 students in 7th grade who identify as non-binary, though they have gender assigned to them in our SIS. Additionally, we have 1 student in 8th grade who utilizes female pronouns though her gender is noted as “Male” in our SIS.

	2021-22	2020-21	2019-20	2018-19
BCS enrollment	1067	1088	1039	915
English Learners number	61	93*	59	38
Percent	5.7%	8.60%	5.70%	4.50%
Reclassified Fluent English Proficient number	48**	No students reclassified	13	Data Unknown
Percent of reclassified EL students	51.6%	N/A%	34.2%	Data Unknown
Initial Fluent English Proficient number	263	204	211	158
Percent	24.65%	18.66%	20.31%	17.27%
Free/Reduced Priced Meal Number	1.6%	1.7%	1.4%	1.0%
Percent	17	19	15	9
Students with disabilities	78	77	70	64
Percent	7.3%	7.08%	6.70%	7.00%
African American number	2	4	5	9
Percent	.2%	0.37%	0.50%	1%
Asian number	608	614	539	460
Percent	57%	56.43%	51.90%	50.30%
Filipino number	4	0	0	0
Percent	.4%	0%	0%	0%
Hispanic or Latino number	43	36	41	35
Percent	4.03%	3.30%	3.90%	3.80%
Pacific Islander number	2	0	0	0
Percent	.2%	0%	0%	0%
White number	213	225	234	233
Percent	19.96%	20.68%	22.50%	25.50%
Two or more races number	167	133	173	167
Percent	15.65%	12.20%	16.70%	18.30%

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* as there was no summative ELPAC in 2019-20, this number likely represents students who may have been reclassified as RFEP if a test was available (as is the case with all schools due to the pandemic)

**includes students reclassified from both the 2019-20 and 2020-21 school years, as there was no summative ELPAC in 2019-20

DATA ON ADDRESSING THE EIGHT STATE PRIORITIES

Below is information from the LCFF California Dashboard on state and local indicators that are applicable to BCS.

LCFF Priority 1 - Basics

As noted above in our staffing description, we have seen a large increase in our staffing numbers in the previous three years. 79 teachers are credentialed and appropriately assigned. One teacher is currently not credentialed, though she is currently not required to be in her position (Dance Teacher). Below is a breakdown of additional sub-categories of staff qualifications, as of the 2021-2022 school year. These numbers have been consistent for the past few years.

Additional Staff Qualifications	Numbers/Notes
National Board Certified Teachers	4
% of teachers outside of credentialed area	0
# of teachers enrolled in an intern program	0
Professional Development Activities	<p>A list of professional development content can be found in the attached documents:</p> <p>2021-22 professional learning structure 2020-21 professional learning structure 2019-20 professional learning structure</p> <p>All teaching staff participate in the professional learning each week and all certificated and non-certificated staff participate in select professional learning during in-service and at other designated times</p>

Each year, we assess school facilities status and report as appropriate via the School Accountability Report Card ([linked here](#)). The most recent Facility Inspection Tool (FIT) report was provided in June 2021 in conjunction with our local district facilities team. All inspected systems were rated “Good” and the overall facilities rating was “Good.”

LCFF Priority 2 - Implementation of Academic Standards

To focus on planning with the standards in mind, in 2018, all teachers received training from Marie Alcock on how to engage in curriculum mapping. She returned the following year to help us continue the process, with an emphasis on standards-based assessments. It was then that the staff learned about 2.0 and 3.0 assessments, which have allowed our teams to engage in more frequent formative assessments to meet

the needs of their learners.

LCFF Priority 3 - Parent Engagement

One of the most important components of our school's success is the community of parents who are incredible contributors to our school community and daily operating systems. Many of these symptoms have been in place since the initial years of the charter, and this continuing support from families has created a solid foundation of familial involvement at the school. Our parent volunteers are critically important in supporting and organizing community events, including our annual Walkathon, Family BBQs and picnics, classroom celebrations, staff celebrations, and many other activities. Our parent group (known as the Bullis Booster Club - BBC) supports new families who join our community each year through new family activities and assigning a "Bear Guide," an established family at Bullis Charter School who is available to answer questions and help them build connections with other families.

Volunteer parents from the BBC are critical supporters in helping run our daily hot lunch program and staffing our libraries so students and classrooms have access on a daily basis. In a typical year, BCS is fortunate to be able to utilize parents whose expertise and experience in key areas help enhance programs provided to our students. This may look like opportunities within the classroom to serve as Room Ambassadors and organize communication with other families, spending time in the classroom reading to students, running centers, etc., or offering their expertise in support of specialist classes or productions. Whenever there is a need for an expert within their field to support students in presenting or learning, we look first to our parent population to source our experts.

Parents also play an integral role in our school governance structure, including seats on the Board of Directors (as mandated in our by laws), membership on the Finance Steering Committee, ELAC committee, and Strategic Planning Team. Our parent board (BBC) is incredibly active and consistently brings new families into the fold.

Most recently, as we transitioned to a remote learning environment for the end of the 2019-20 school year and the start of the 2020-21 school year, parents were an integral part of Task Forces designed to help inform operational and health procedures, remote learning expectations, student support structures, and more. The guidance from these Task Forces was crucial in expediting our ability to reopen safely and reassess protocols and structures regularly.

LCFF Priority 4 - Performance on Standardized Tests

BCS is dedicated to welcoming all students, and to preparing all students to succeed in high school and beyond. California Assessment of Student Performance and Progress (CAASPP) data from the last three available years show that a significant percent of BCS students overall, and specific groups of students, perform above state grade-level standards for English Language Arts (ELA) and Mathematics.

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SBAC Data

	2020-21	2018-19	2017-18	2016-17
All students, meet or exceed ELA	90.18%	90.07%	92.98%	94.21%
exceed ELA	65.9%	66.33%	70.68%	71.66%
All students, meet or exceed Math	91.84%	90.90%	93.33%	93.81%
exceed Math	75.23%	76.73%	80.00%	78.64%
English Learners meet or exceed ELA	34.78%	30.76%	72.73%	70.37%
English Learners meet or exceed Math	56.52%	38.46%	72.72%	85.19%
Reclassified Fluent English Proficient meet or exceed ELA	93.08%	96.71%	100%	100%
Reclassified Fluent English Proficient meet or exceed Math	92.31%	95.56%	98.51%	100%
Students with disabilities meet or exceed ELA	64.58%	70.59%	75.00%	77.15%
Students with disabilities meet or exceed Math	64.58%	70.59%	79.55%	74.28%
SED meet or exceed ELA	NA privacy	NA privacy	NA privacy	NA privacy
SED meet or exceed Math	NA privacy	NA privacy	NA privacy	NA privacy
Asian meet or exceed ELA	91.41%	93.01%	94.87%	97.30%
Asian meet or exceed Math	95.57%	95.08%	97.22%	99.10%
Black or African American meet or exceed ELA	NA privacy	NA privacy	NA privacy	NA privacy
Black or African American meet or exceed Math	NA privacy	NA privacy	NA privacy	NA privacy
Hispanic or Latino meet or exceed ELA	84.62%	89.48%	79.17%	80.77%
Hispanic or Latino meet or exceed Math	80.77%	78.95%	79.17%	73.08%
White meet or exceed ELA	83.01%	84.67%	91.04%	94.25%
White meet or exceed Math	79.25%	83.44%	88.97%	89.93%
Two or more races meet or exceed ELA	88.33%	93.11%	96.43%	95.79%
Two or more races meet or exceed Math	90.76%	95.69%	95.54%	97.90%

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The 2020-21 school year was an anomaly. However, when analyzing the data for the few years prior, CAASPP data show a significant decline in achievement for EL students (2017-18 to 2018-19) and a downward trend for students with disabilities (2016-17 to 2018-19).

NWEA MAP Growth data helps us to dive deeper into how our learners are doing since it provides both achievement and growth data. Analyzing growth data by grade and [subgroups](#) helps illuminate for us areas we should focus on during the self-study. Below is NWEA growth data that showcases growth since the pandemic began. It shows at which grades our learners showed **more** or **less** growth than projected. What is obvious from this data is that across the 2020-21 school year, in all grade levels but two, Grades 7 & 8, observed growth fell short of projected growth. Growth for all learners must be a focus for us moving forward.

NWEA Reading Growth Data

Grade	Winter20-Winter21	Winter20-Winter21	Fall20-Spring21	Fall20-Spring21
	Projected Growth	Observed Growth	Projected Growth	Observed Growth
K				
1	19.3	22	18	11
2	13.5	15	14.3	8
3	11.1	13	9.8	7
4	7.4	9	7.3	4
5	6.1	8	5.8	5
6	3.6	7	4.2	4
7	3.3	5	3.5	4
8	4	6	2.9	3

NWEA Math Growth Data

Grade	Winter20-Winter21	Winter20-Winter21	Fall20-Spring21	Fall20-Spring21
	Projected Growth	Observed Growth	Projected Growth	Observed Growth
K				
1	18	22	15.7	13
2	13	10	14.6	8
3	12.7	15	13.7	11
4	11.4	9	12.3	10
5	10.3	8	11.5	11
6	4.5	5	9.4	9
7	6.5	11	7.5	9
8	5.2	8	5.4	6

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LCFF Priority 5 - Pupil Engagement

Chronic Absenteeism

Our overall chronic absenteeism rate was in the highest level (Blue) of the California Dashboard for 2018 and 2019 reporting years, indicating low levels of chronic absenteeism (1.5% and 1.3%, respectively). Tracking this metric has been more challenging in the previous two school years (2020 and 2021) with the reality of quarantining and COVID restrictions. It is worth noting, however, that Bullis' quick transition to online learning in Spring of 2020 resulted in students missing very few days of instruction; all students were transitioned into online learning environments within one school day. This quick transition has helped ensure that students were not "lost" in the transition time.

Average ADA

Per our facilities agreement with our local district (Los Altos School District) Bullis is committed to maintaining a daily ADA above 96%. We have consistently met and exceeded this expectation prior to the beginning of the pandemic.

LCFF Priority 6 - School Climate

Below is the most recent information from the California Dashboard regarding the suspension rate and expulsion rate at BCS. There were no suspensions at Bullis during the 2020-2021 school year and no expulsions at Bullis in the previous three school years (2018-2021). Previous year suspension data can be seen below.

Suspension Data: 2019-2020

Ethnicity	Cumulative Enrollment	Total Suspensions	Unduplicated Count of Students Suspended	Suspension Rate	Percent of Students Suspended with One Suspension	Percent of Students Suspended with Multiple Suspensions
American Indian or Alaska Native	*	*	*	*	*	*
African American	*	*	*	*	*	*
Asian	546	4	4	0.7%	100.0%	0.0%
Filipino	17	2	2	11.8%	100.0%	0.0%
Hispanic or Latino	41	0	0	0.0%	0.0%	0.0%
Pacific Islander	*	*	*	*	*	*
White	238	2	2	0.8%	100.0%	0.0%
Two or More Races	174	2	2	1.1%	100.0%	0.0%
Not Reported	*	*	*	*	*	*

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Suspension Data: 2018-2019

Ethnicity	Cumulative Enrollment	Total Suspensions	Unduplicated Count of Students Suspended	Suspension Rate	Percent of Students Suspended with One Suspension	Percent of Students Suspended with Multiple Suspensions
American Indian or Alaska Native	*	*	*	*	*	*
African American	*	*	*	*	*	*
Asian	460	1	1	0.2%	100.0%	0.0%
Filipino	*	*	*	*	*	*
Hispanic or Latino	35	0	0	0.0%	0.0%	0.0%
Pacific Islander	*	*	*	*	*	*
White	235	3	3	1.3%	100.0%	0.0%
Two or More Races	167	2	2	1.2%	100.0%	0.0%
Not Reported	*	*	*	*	*	*

The most recent School Accountability Report Card ([linked here](#)) provides information on School Conditions and Climate, specifically looking at credentialed teachers, facilities, and access to materials.

Co-Curricular and Extra-Curricular Activities

BCS has a robust co-curricular and extra-curricular program. The co-curricular program is built into the school day, and all 1st-5th grade students participate in two co-curricular classes of their choice once a week, in the categories of Performing and Visual Arts, Global Citizenship, and Math, Science, and Technology. The [catalog of current co-curricular options](#) is provided here.

Students also have access to extra-curricular activities that take place after school hours, Monday through Friday. There are over [30 current options](#) for students to choose from, and over 40% of 1-5 grade students participate in at least one extra-curricular activity throughout the course of the year. Finally, local surveys provided to students, staff, and families ask questions on belonging and community within the school.

Besides academic data, we gather constituent survey data related to school climate. Given the unique nature of the 2020-21 school year, we were particularly interested in gathering data around School Belonging and School Engagement. Overall, the data show that these are areas of growth for us this year, particularly when it comes to engagement.

2020-21 BCS Constituent Survey (Students): 1-5 Scale

	Grades 3-5	Grades 6-8
School Belonging: How much students feel they are part of the school community.	3.9	3.2
School Engagement: How attentive	3.6	2.9

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and invested students are in school.		
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GRADES 3-5

	Grades 3-5 North	Grades 3-5 South
How much support do the adults at your school give you?	3.8	3.9
How well do people at your school understand you as a person?	3.5	3.6
How much respect do students at your school show you?	3.7	3.7
How much respect do teachers at this school show you?	4.2	4.3
Overall, how much do you feel like you belong at your school?	4.2	4.2
How excited are you about going to your classes?	3.6	3.5
In your classes, how excited are you to participate?	3.4	3.5
When you are not in school, how often do you talk about ideas from your classes?	2.9	2.8
How focused are you on the activities in your classes?	4	3.8
How interested are you in your classes?	3.7	3.7
How often do your teachers give you feedback?	3.8	3.7

MIDDLE SCHOOL

	Middle School
How connected do you feel to the adults at your school?	2.8
How well do people at your school understand you as a person?	3
How much do you matter to others at this school?	3
How much respect do students in your school show you?	3.4
How much respect do teachers at this school show you?	3.7
Overall, how much do you feel like you belong at your school?	3.5
How excited are you about going to your classes?	2.8
In your classes, how eager are you to participate?	2.8
How often do you get so focused on activities in your classes that you lose track of time?	2.4

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When you are not in school, how often do you talk about ideas from your classes?	2.7
How often do teachers give you feedback?	3.7
Overall, how interested are you in your classes?	3.1

Other relevant data related to school climate: our School Counselor and team worked with 87 students during the 2020-21 school year, including 38 students who were new referrals.

LCFF Priority 7 - Access to a Broad Course of Study - Not applicable

LCFF Priority 8 - Other Pupil Outcomes

Funding is always a critical part of school operations, and BCS has a sub-committee of the board (the Finance Committee) that plays a critical role in helping support this process for the school. Though BCS does not receive Title I funds, BCS does have an [external foundation](#) (as noted above) that supports in raising money to help account for the funding gap that often exists between charter and district schools, in the case of BCS due to the Basic Aid funding formula.

BCS works with EdTec as a back officer provider to support with financials. Attached is the most recent [budget presentation](#) entering the 21-22 school year that details breakdown of revenue and expenses, as well as notes the inclusion of the [Expanded Learning Opportunities Grant](#) and the In-Person Instruction Grant that were additional funding sources for the 21-22 school year amidst the pandemic. [Multi-year projections](#) are included as well as our most recent [financial audit](#).

PERCEPTION DATA

As we work through the accreditation process, ensuring we have input from key stakeholders on how the school is viewed is critically important to our continued growth and success. For the 2021-22 school year, we have worked on updating the cadence of our parent/guardian survey, changing from a yearly survey to a twice-yearly survey with updated questions, specifically focusing on decreasing the questions asked to account for more actionable questions with opportunities for qualitative commentary and possible follow-up. As of this writing, the updated questions were still being finalized with key stakeholders, but an example of previous question analysis is included below.

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EXAMPLE: 2019 PARENT SURVEY			
CLIMATE			
1. BULLIS CHARTER SCHOOL HAS A POSITIVE AND MOTIVATING CULTURE/ATMOSPHERE	4.2	-0.1	
2. BCS IS A CRINGE AND NURTURING PLACE	4.3	-0.2	
3. AS A PARENT I FEEL WELCOME AT BCS	4.2	-0.1	
4. BCS HOLDS STUDENTS TO VERY HIGH BEHAVIORAL STANDARDS	4.3	-0.1	
5. THE BCS FACILITIES SUPPORT STUDENTS' EDUCATIONAL NEEDS	4.2	-0.1	
6. I WOULD RECOMMEND BCS TO A FRIEND	3.6	-0.3	
7. I FEEL THAT BCS PROVIDES UNIQUE EDUCATIONAL OPPORTUNITIES FOR MY STUDENT	4.4	-0.1	
COMMUNICATION			
1. I AM WELL INFORMED ABOUT WHAT IS GOING ON AT BCS	4.2	0	
2. I AM FAMILIAR WITH BCS'S STRATEGIC PLANS AND GOALS	4.3	-0.1	
FAMILY ENGAGEMENT			
1. BCS OFFERS ME WAYS TO BE INVOLVED IN MY STUDENT'S EDUCATION	4.1	-0.1	
2. THERE ARE OPPORTUNITIES FOR ME TO HAVE A VOICE IN THE SCHOOL'S DECISION MAKING PROCESS	4.4	0	
3. I FEEL EMPOWERED TO MAKE A DIFFERENCE AT BCS	3.8	-0.2	
4. I SHARE RESPONSIBILITY FOR MY STUDENT'S ACHIEVEMENT	3.8	-0.1	
LEADERSHIP			
1. I HAVE CONFIDENCE IN THE BCS ADMIN TO MAKE DECISIONS IN THE BEST INTEREST OF THE SCHOOL AND STUDENT	4.2	0	
2. I FIND THAT THE BCS ADMIN EXHIBITS RESPECT AND PROFESSIONALISM AMONG ALL MEMBER OF THE SCHOOL COMMUNITY	4.1	-0.1	
3. I FIND THAT THE PRINCIPALS ARE AVAILABLE TO PARENTS AND WILLING TO LISTEN	4.2	-0.1	
4. I FIND THAT THE BCS BOARD MEMBERS ARE ACCESSIBLE TO PARENTS AND WILLING TO LISTEN	4.1	-0.1	
5. I HAVE CONFIDENCE IN THE BCS BOARD TO MAKE DECISIONS IN THE BEST INTEREST OF THE SCHOOL AND STUDENTS	4.1	0	
6. I UNDERSTAND WHAT SHARE OF THE SCHOOL'S SPENDING FOR MY STUDENT COMES FROM THE FOUNDATION	4.1	-0.1	
7. I FEEL THAT BCS HAS CONTRIBUTED IN POSITIVE WAYS TO PUBLIC EDUCATION	4	0	
Top 3 Low Scored items			
<ul style="list-style-type: none"> I FEEL EMPOWERED TO MAKE A DIFFERENCE AT BCS THERE ARE OPPORTUNITIES FOR ME TO HAVE A VOICE IN THE SCHOOL'S DECISION MAKING PROCESS THE BCS FACILITIES SUPPORT STUDENTS' EDUCATIONAL NEEDS - Low score and material drop from prior year 			
Top 5 High scoring items			
<ul style="list-style-type: none"> I WOULD RECOMMEND BCS TO A FRIEND I FEEL THAT BCS PROVIDES UNIQUE EDUCATIONAL OPPORTUNITIES FOR MY STUDENT BCS OFFERS ME WAYS TO BE INVOLVED IN MY STUDENT'S EDUCATION I SHARE RESPONSIBILITY FOR MY STUDENT'S ACHIEVEMENT I FEEL THAT BCS HAS CONTRIBUTED IN POSITIVE WAYS TO PUBLIC EDUCATION 			

Student surveys are typically administered twice a year, though with the pandemic we have also seen a shift in the questions asked and see an opportunity for adjustment as well. Below is a review of 2021 key survey questions and their responses. Additional information on student surveys can be found above as well.

EXAMPLE: 2021 STUDENT SURVEY			
338 RESPONDENTS		SCORE	
SCHOOL BELONGING			
1. HOW MUCH SUPPORT DO THE ADULTS AT YOUR SCHOOL GIVE YOU	3.9		
2. HOW WELL DO PEOPLE AT YOUR SCHOOL UNDERSTAND YOU AS PERSON	3.8		
3. HOW MUCH RESPECT DO STUDENTS AT YOUR SCHOOL SHOW YOU	3.5		
4. HOW MUCH RESPECT DO TEACHERS AT THIS SCHOOL SHOW YOU	3.7		
5. OVERALL HOW MUCH DO YOU FEEL LIKE YOU BELONG AT THE SCHOOL	4.3		
SCHOOL ENGAGEMENT			
1. HOW EXCITED ARE YOU ABOUT GOING TO YOUR CLASSES	4.2		
2. IN YOUR CLASSES HOW EXCITED ARE YOU TO PARTICIPATE	3.6		
3. WHEN YOU ARE NOT IN SCHOOL HOW OFTEN DO YOU TALK ABOUT IDEAS FROM YOUR CLASSES	3.6		
4. HOW FOCUSED ARE YOU ON THE ACTIVITIES IN YOUR CLASSES	3.5		
5. HOW INTERESTED ARE YOU IN YOUR CLASSES	2.9		
6. HOW OFTEN DO YOUR TEACHERS GIVE YOU FEEDBACK	3.9		
SCHOOL MINDSET			
1. IN SCHOOL HOW POSSIBLE IS IT FOR YOU TO CHANGE: BEING TALENTED	3.7		
2. GIVING A LOT OF EFFORT	3.6		
3. BEHAVING WELL IN CLASS	3.9		
4. LIKING THE SUBJECTS YOU ARE STUDYING	3.8		
5. HOW EASILY YOU GIVE UP	3.4		
6. YOUR LEVEL OF INTELLIGENCE	3.5		
SCHOOL RIGOROUS EXPECTATIONS			
1. HOW OFTEN DO YOUR TEACHERS TAKE TIME TO MAKE SURE YOU UNDERSTAND THE MATERIAL	3.8		
2. HOW OFTEN DO YOUR TEACHERS MAKE YOU EXPLAIN YOUR ANSWERS	3.9		
3. WHEN YOU FEEL LIKE GIVING UP, HOW LIKELY IS IT THAT YOUR TEACHERS WILL MAKE YOU KEEP TRYING	3.7		
4. OVERALL, HOW HIGH ARE YOUR TEACHERS' EXPECTATIONS OF YOU	4.2		
5. HOW MUCH DO YOUR TEACHERS ENCOURAGE YOU TO DO YOUR BEST	3.5		
Altered survey due to COVID circumstances			
Key items of note – Top 3 Scores:			
<ul style="list-style-type: none"> HOW MUCH RESPECT DO TEACHERS AT THIS SCHOOL SHOW YOU OVERALL HOW MUCH DO YOU FEEL LIKE YOU BELONG AT THE SCHOOL WHEN YOU FEEL LIKE GIVING UP, HOW LIKELY IS IT THAT YOUR TEACHERS WILL MAKE YOU KEEP TRYING 			
Key items of note – Bottom 2 Scores:			
<ul style="list-style-type: none"> WHEN YOU ARE NOT IN SCHOOL HOW OFTEN DO YOU TALK ABOUT IDEAS FROM YOUR CLASSES SCHOOL'S RIGOROUS EXPECTATIONS – although a score of 3.9/5, benchmarked at 20-39th percentile! 			

Finally, staff have opportunities for input in a variety of ways, whether through surveys administered after professional development, through vertical meetings with their Team Leads, by joining task forces or working groups within the school, and through a staff survey administered at least twice a year. In 2020-21, the staff survey was shifted to model after the [Gallup Q12 format](#) in order to measure engagement amongst staff, recognizing there were so many new staff members in the previous few years.

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Last year's baseline data will be able to be compared to the data collected in 2021-22 (still being collected and reviewed as of the writing of this overview).

Most recently, we have collected additional perception data from our students and our families in preparation for our WASC review. You can see student and parent commentary at the links below:

[North 3-5 Padlet](#), [South 3-5 Padlet](#), [6-8 Padlet](#)

SUMMARY OF PROFILE

Based on the data, we have identified the following as our major student learner needs:

- How can we provide more socio-emotional support -- especially during a time when students have faced a lot of uncertainty in structures the past 2+ years, both inside and outside of school?
- Given CAASPP and NWEA MAP Growth data, what steps can we take to improve opportunities for our EL students and students with disabilities?

Questions for Focus Groups (especially for teachers/families who are underrepresented):

- How are we meeting the needs of special education students, EL students, and other groups?
- How can we improve social-emotional learning and growth opportunities, including for key groups of students?
- How do we create learning environments where students feel included, engaged, and motivated to learn?

Chapter III - Self-Study Findings

ORGANIZATION: VISION AND PURPOSE, GOVERNANCE, LEADERSHIP, STAFF, AND RESOURCES

A1. Vision and Purpose Criterion

The school has a clearly stated vision and mission (purpose) based on its student needs, current educational research, including equity, diversity, and inclusion, the district Local Control and Accountability Plan (LCAP), and the belief that all students can achieve at high academic levels. Supported by the governing board and the district LCAP, the school's purpose is defined further by schoolwide learner outcomes and the academic standards.

A1.1. Vision – Mission – Schoolwide Learner Outcomes – Profile: The school has established a clear, coherent vision and mission (purpose) of what students should know and demonstrate; it is based upon high-quality standards and is congruent with research, practices, the student/community profile data, a belief that all students can learn and be college and career ready, and aligned with district goals for students.

Findings	Supporting Evidence
There is a mission that contains learner outcomes	BCS Mission
The active strategic plan contains learner outcomes that, although worded differently, are rooted in the mission	Strategic Plan
Goals for students articulated in the mission are Captured via FLGs (Individualized Goals); opportunities to measure effectiveness/outcomes using available data has been limited	2021 FLG Teacher Info Sheet Data Assessment Matrix FLG Scores: Grade 1 , Grade 3 , Grade 6 , Grade 8

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A1.2. Development/Refinement of Vision, Mission, Schoolwide Learner Outcomes: There are effective processes in place to ensure involvement of all stakeholders in the *development and periodic refinement of the vision, mission, and schoolwide learner outcomes*.

Findings	Supporting Evidence
The strategic planning process brings together different stakeholders to regularly evaluate actions to be aligned with mission	Strategic Plan List of Current Educational Partners
The strategic plan is reviewed at key points throughout the year and findings are shared out to various groups (including Board)	Planning Notes From Spring '21
Change in leadership and the pandemic has resulted in a disruption to the historical strategic planning process/timeline	No action plans created for currently approved strategies

A1.3. Understanding of Vision, Mission, Schoolwide Learner Outcomes, District LCAP: Students, parents, and other stakeholders of the school and business community demonstrate understanding of and commitment to the vision, mission, the schoolwide learner outcomes, and the district LCAP.

Findings	Supporting Evidence
Eighth graders speak to how they've embodied and exemplified the school's mission during their Eighth Grade Culmination Presentations	8th Grade Culmination Planning
While children in Grades K-7 demonstrate understanding of the Six Pillars since those are referenced throughout the year through school-wide events, like assemblies, the mission isn't consistently referenced or discussed with students.	Mission hangs in each room but no clear structures or routines to do anything with it
Parents and staff members are involved in ELAC and LCAP committees, but it is a limited group of parents	ELAC Interest Survey ELAC Meeting Minutes

Strengths/Areas of Growth

	Strengths	Areas of Growth
1	We have a mission that drives all of our decisions and programs.	Changes in leadership have stalled the strategic planning process.
2	Learner outcomes are rooted in the mission.	Involving more student voices in schoolwide decision-making and planning.
3	Various stakeholders from the staff, parent, and community at-large communities are involved in the strategic planning process.	Getting more parents of ELs involved in school decision-making

A1. Prompt: Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.

BCS has been **highly effective** in creating and maintaining a mission that has changed very little since the school began. The mission is revisited as part of the strategic planning process every few years, and only minor changes have been made since it was first written, which speaks to the timelessness of it. BCS has also been **somewhat effective** in involving a variety of community members—such as staff and parents—in the strategic planning process in order to gain input from a variety of perspectives. Although alumni have

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sometimes sat on the Strategic Planning Team, we have never had current students be part of this process. A next step may be to include more student voices in schoolwide decision-making and planning by involving current students in the strategic planning process. With our recent changes in leadership and the pandemic, the strategic planning process has stalled, and we have not been providing yearly updates to the strategic plan as in years past. A next step should be to bring back the annual strategic planning process that involved yearly updates during the lifespan of each plan.

BCS has been **somewhat effective** in engaging various stakeholders in the process of developing and periodically refining the vision, mission, and schoolwide learner outcomes. A next step would be to involve more student voices in decision-making and school-wide planning. We also recognize that specifically our parents of English Learners need to be more involved in school decision-making.

BCS have **highly effective** practices in maintaining that ALL students can be successful. In fact, its strategic objective speak direction to this:

- All students will self-advocate, take agency, and become active learners.
- All students will achieve academic success.
- All students will discover and pursue individual talents and interests.
- All students will model the six character pillars.
- All students will become self-confident contributors to the global society and demonstrate understanding of the interconnectedness of people and their environment.

It's FLG process illustrates this as well since four individualized goals are set for each child based on where they are at the beginning of each year, and progress made toward meeting end-of-year metrics are celebrated, focusing on growth instead of only achievement.

A2. Governance Criterion

The governing board (a) has policies and bylaws and the school's purpose is aligned with them to support the achievement of the schoolwide learner outcomes, academic standards, and college- and career-readiness standards based on data-driven instructional decisions for the school; (b) delegates implementation of these policies to the professional staff; and (c) monitors results regularly and approves the single schoolwide action plan/SPSA and its relationship to the Local Control and Accountability Plan (LCAP).

A2.1. Understanding the Role of the Governing Board and District Administration: The school community understands the governing authority's role, including how stakeholders can be involved.

Findings	Supporting Evidence
Nominations committee appointed by Board chair to recommend potential candidates to the Board of Directors	BCS Bylaws
All board meeting agendas are made available to the public posted physically on both school sites on our website; minutes are posted to the website.	Board Agendas and Minutes Docs Posted @ Campus
General governance questions are addressed on our website	Board FAQs
Need to increase involvement of individuals outside of our parent community to be invited as candidates to the Board of Directors	Since 2016, all board members are or have been parents of BCS students
Some in parent community are unsure of extent of the Board's role and don't fully understand the Board's position on issues	Parent Focus Group Padlet

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A2.2. Relationship between Governing Board and School: The school's stakeholders understand the relationship between the governing board's decisions, expectations, and initiatives that guide the work of the school.

Findings	Supporting Evidence
All board meeting agendas are made available to the public posted physically on both school sites on our website; minutes are posted to the website.	Board Agendas and Minutes Agendas Posted @ Campus
Annual board meeting where all staff are introduced to Board of Directors	Board Agenda From Beginning of School Year 2021
More opportunities needed for board members to engage with staff built-in	Beyond beginning of school year board meeting and some teachers presenting before the board at meetings throughout the year, there aren't other opportunities for Board members to engage with staff
Some in parent community are unsure of extent of the Board's role and don't fully understand the Board's position on issues	Parent Focus Group Padlet

A2.3. Uniform Complaint Procedures: The school leadership understands and utilizes the Uniform Complaint Procedures from the district.

Findings	Supporting Evidence
The Uniform Complaint Procedures are available on our website.	Uniform Complaint Procedures

Strengths/Areas of Growth

	Strengths	Areas of Growth
1	Board meeting agendas and minutes are promptly posted and publicly visible	Need to increase involvement of individuals outside of our parent community to be invited as candidates to the Board of Directors
2	Governance questions and Uniform Complaint Procedures are publicly available on our website	Some in parent community are unsure of extent of the Board's role and don't fully understand the Board's position on issues

A2. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

For governance criterion, there are a few items that continue to work well for our organization. Board meeting agendas are posted and publicly available in advance of each meeting, and minutes are available to the public via the school website. Governance documents, including such things as our Uniform Complaint Procedures, are also available for public view on our school's website. There is a need for us to increase involvement of individuals outside of our parent community to be invited as candidates to join our Board of Directors. Some parents in our community have also communicated that they are unsure of the Board's role and would like more clarity on their position regarding issues that impact our school community. A next step to address this might be increasing board member visibility within the school community, perhaps with opportunities for meet and greets or Q&A sessions. Overall, what **works well** is both the visibility and promptness of board meeting agendas and governance documents, but what **does**

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not work well is the lack of involvement of outside community members in board-related matters as well as parent visibility of the board's role and understanding of key issues.

A3. Leadership: Data-Informed Decision-Making and Continuous School Improvement Criterion

Based on multiple sources of data, the school leadership, parent/community, and staff make decisions and initiate activities that focus on all students achieving the schoolwide learner outcomes, academic standards, and college- and career-readiness standards. The school leadership and staff annually monitor and refine the schoolwide action plan/SPSA and make recommendations to modify the LCAP as needed.

A3.1. Broad-Based, Inclusive, and Collaborative: The school's broad-based, inclusive, collaborative planning process is a continuous improvement cycle that a) assesses data to determine student needs, b) collaboratively determines and implements strategies and actions and c) monitors results and impact on student success.

Findings	Supporting Evidence
The strategic planning process brings together different stakeholders to regularly evaluate actions to be aligned with mission	Strategic Plan List of Current Educational Partners Planning Notes From Spring '21
LCAP participation included parent and staff groups who provided input on different components of plan; included representation and input from ELAC committee	Parent and staff Padlet #1 Parent and staff Padlet #2 Parent and staff Padlet #3 Parent and staff Padlet #4 ELAC's LCAP Brainstorm Padlet
Staff reviews and analyzes student work at various points throughout the school year to identify trends and next steps	Grade 2 Example of Analyzing Assessment Data Grades 4-5 Example of Analyzing Assessment Data
Staff needs more collaborative time throughout the year to engage in data analysis and analysis of student work in order to determine student needs and plan accordingly	2021-22 BCS Calendar

A3.2. School Action Plan/SPSA Correlated to Student Learning: The school's schoolwide action plan/SPSA is directly correlated to and driven by the analysis of student achievement data and other data and aligned with district [LCAP](#).

Findings	Supporting Evidence
Because we are not a Title 1 school, we do not have SPSA. We utilize our LCAP as our plan.	LCAP

A3.3. Collective Accountability to Support Learning: The school leadership and staff demonstrate shared decision-making, responsibility, and self-reflection on actions and accountability for implementing practices, programs, actions, and services that support student learning.

Findings	Supporting Evidence
We provide clarity on the distribution of roles and responsibilities	CADIE Chart

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throughout our organization using a project management chart	
School leadership, comprised of teacher leaders and administrators, are involved in monthly meetings to provide input on schoolwide decisions	Leadership Team Agenda Screenshot
Teacher leaders run monthly vertical team meetings to support the implementation of our programs and collaborate to support student learning.	Middle School Team Agenda K-2 Team Agenda 3-5 Team Agenda
The RTI team holds bi-monthly meetings composed of teachers/admin/special education staff to further support teachers in ways they can provide appropriate interventions to ensure student success	Excerpt of RTI Tracking Sheet Excerpt of RTI Meeting Notes

A3.4. Internal Communication and Planning: The school has effective existing structures for internal communication, planning, and resolving differences.

Findings	Supporting Evidence
Updates to all staff sent at regularly frequencies through email as well as archived through internal staff shared documents	Morning Updates posted on Intranet Friday FYIs Monday Memos (existed before Morning Updates)
We have an intranet to house information and resources that are regularly needed by staff members so that they are readily accessible.	BCS Intranet
BCS staff meets every Thursday in either full staff, vertical team, or teaching and learning meetings.	Middle School Team Agenda K-2 Team Agenda 3-5 Team Agenda Staff Meeting Agenda North Staff Meeting Agenda South

Strengths/Areas of Growth

	Strengths	Areas of Growth
1	We have regularly scheduled and intentional meeting times set up for our staff to collaborate in various groupings.	More time needs to be allocated for staff to analyze data and plan instructional interventions based on this data
2	We systems in place to update staff on a regular cadence (i.e. Morning Updates, Friday FYIs, etc.)	More time is necessary to implement our CADIE chart that outlines roles and responsibilities in a thorough and actionable way.
3	We have a staff intranet that includes important information and resources, which is accessible to staff members at all times	

A3. Prompt: Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.

Our leadership is able to make data-informed decisions and address items for school improvement in a variety of ways. One system that works particularly well is our regularly scheduled and intentional meeting times that provide opportunities for our staff to collaborate in a variety of groupings. We also have a

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formalized system of communication in place to update staff on a regular cadence, such as daily “Morning Updates” and weekly “Friday FYIs.” Our staff intranet also includes important information and resources that staff members can access at all times.

While we do have a regular cadence of meetings, we would benefit from building more time into our calendar for staff to analyze data and plan instructional supports that promote student growth based on this data analysis. We also need to continue our work to formally outline roles and responsibilities in order to provide clarity for leadership team members and streamline operations.

Overall, what **works well** is our regular cadence of staff and team meetings and our systems of communication, but what **does not work well** is a lack of other opportunities for staff to analyze data and plan instruction that improves learner outcomes. Our system for outlining roles and responsibilities is also **somewhat effective** but needs more development in order to be highly effective.

A4. Staff: Qualified and Professional Development Criterion

Qualified staff and leadership facilitate achievement of the student academic standards and the schoolwide learner outcomes through a system of preparation, induction, and ongoing professional development. There is a systematic approach to continuous improvement through professional development based on student performance data, student needs, and research.

A4.1. Qualifications and Preparation of Staff: The school has confidence in district and school procedures to ensure that leadership and staff are qualified based on staff background, training, and preparation. The processes to assign staff members and provide appropriate orientation for all assignments maximizes the expertise of the staff members in relation to impact on quality student learning.

Findings	Supporting Evidence
A variety of platforms are used, such as our school website, EdJoin, and Greenhouse, to attract and screen potential staff members.	BCS Website - Job Postings Greenhouse Screenshot HR List of Credentials, Degrees, Coursework, etc.
Job postings identify attributes of teachers who create a high quality, nurturing, collaborative learning environment that promotes student success.	K-2 Job Posting Role of BCS Educator AT Program Flier
New staff members receive multiple days of onboarding	Sample Onboarding Slide Deck

A4.2. Professional Development and Learning: The school effectively supports professional development/learning with time, personnel, material, and fiscal resources to facilitate all students achieving the academic, college- and career-readiness standards, and the schoolwide learner outcomes.

Findings	Supporting Evidence
Meeting calendar indicates professional learning dates both before and during the school year	In-Service Structure 2021-2022 Meeting, Events, Professional Learning Spreadsheet Professional Learning - Mid-Year
Monthly vertical team meetings address teacher needs and provide opportunities for support and collaboration	Middle School Team Agenda K-2 Team Agenda

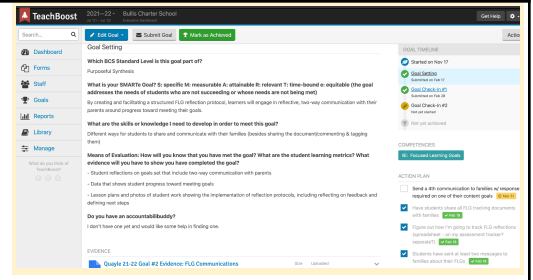
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	3-5 Team Agenda
Running record of professional learning and evaluation from 2013-2021	Professional Learning Feedback and Evaluation
We need more time at regular intervals across the year to analyze data and do planning as a staff	We often hear verbal feedback from staff that there isn't sufficient time to look at student data and plan

A4.3. Measurable Effect of Professional Development on Student Learning: There are effective processes in place to assess the measurable effect of professional development on teacher practice and the impact it has on student performance.

Findings	Supporting Evidence
Professional learning addresses areas of growth for teachers and provides them with opportunities to discuss strategies and implementation	Partner talk commitment responses , Vertical team meeting minutes from 1/27/22- Partner Talks item- K-2 North , 3-5 South and North discussing what was actually done with partner talks -Something from past summer PDs where people gave input on which tech tools they wanted to learn about, which led to the planning of the internal tech conferences?
Collecting data on the effectiveness of professional learning and impact on student learning is an area of opportunity	Limited measuring of the impact of professional development on student performance.

A4.4. Supervision and Evaluation: The school implements effective supervision and evaluation procedures in order to promote professional growth of staff.

Findings	Supporting Evidence
A goal cycle is determined and communicated to staff to support the development, implementation, and evaluation of goals.	Goal Evaluation Timeline Goal Setting One-Pager 2021-22
An online platform, TeachBoost, allows teachers to track their goal progress and evaluators to review and provide input.	
An evaluative structure for non-teaching staff is in the process of being developed in the 21-22 school year	Staff Evaluation Template

A4.5. Communication and Understanding of School Policies and Procedures: The school implements a clear system to communicate administrator and faculty written policies, procedures, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

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Findings	Supporting Evidence
Bullis houses all school policies and procedures on the Intranet. A walkthrough of the site is completed with staff during our Professional Development days in August.	Intranet
Our school website contains all communications regarding written policies, procedures, and handbooks etc.	Bullis School Website
Updates to all staff sent at regularly frequencies through email as well as archived through internal staff shared documents	Morning Updates posted on Intranet Friday FYIs

Strengths/Areas of Growth

	Strengths	Areas of Growth
1	Jobs are posted on a variety of platforms in order to increase the organization's visibility as well as highlight attributes of staff members that would contribute positively to our school	Staff needs more time at regularly scheduled intervals to analyze data and plan instruction.
2	A goal cycle is developed and communicated to staff in order to provide support for drafting, implementation, and evaluation of goals.	More data needs to be collected to determine effectiveness of professional learning and how to best meet the needs of all teachers, which includes measuring how professional learning contributes to student outcomes
3	Professional learning takes place prior to the start of the school year in order to build community culture and highlight priorities for the coming school year	

A4. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Criterion for professional development of staff is addressed in a variety of ways. We begin by focusing on how to best attract new staff members, which includes posting available positions on a variety of platforms as well as highlighting the attributes of candidates that would effectively contribute to a nurturing and collaborative learning environment. To support the professional growth of our teachers, a goal cycle is developed and communicated to staff in order to provide support for the drafting, implementation, and evaluation of these goals. We also engage all staff in 10 days of professional learning prior to the start of the school year in order to build community culture and highlight priorities for the upcoming school year.

That being said, there are a few areas for growth that will help us improve our professional development. For instance, our staff needs additional time to analyze data and plan instruction that improves student outcomes. These opportunities should occur at regular intervals to best maximize professional growth for both teachers and students. We also realize that we need more data to evaluate the effectiveness of our professional learning. Collecting this data would not only ensure that we are meeting the needs of our teachers but also whether our professional learning is contributing to improved student outcomes.

Overall, what **works well** is the visibility and clarity of our job postings, the development and communication of our professional goals cycle, and our emphasis on professional learning prior to the start of the year. What **does not work well** is the lack of regularly scheduled times for staff to meet and

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analyze student data. Additionally, our feedback loop on the effectiveness of professional learning content is **not effective** as it does not measure how teachers are using this information to improve student outcomes.

A5. Resources Criterion

The human, material, physical, and financial resources are sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) and LCAP to support students in accomplishing the schoolwide learner outcomes, academic standards, and college- and career-readiness standards.

A5.1. Resource Allocation Decisions: The school leadership and staff are involved in the resource allocation decisions. There is a relationship between the decisions about resource allocations, the district's [LCAP](#) and the school schoolwide action plan/SPSA, the school's vision, mission, the schoolwide learner outcomes, major student learner needs, academic standards, and college- and career-readiness standards.

Findings	Supporting Evidence
LCAP participation included parent and staff groups who provided input on different components of plan; included representation and input from ELAC committee	Parent and staff Padlet #1 Parent and staff Padlet #2 Parent and staff Padlet #3 Parent and staff Padlet #4 ELAC's LCAP Brainstorm Padlet
School leadership, comprised of teacher leaders and administrators, are involved in monthly meetings to provide input on schoolwide decisions	Leadership Team Agenda Screenshot
Site-based staff have limited involvement in the budget setting process	N/A

A5.2. Practices: There are district processes and practices in place for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices.

Findings	Supporting Evidence
There is an annual audit process overseen by the Finance Committee, a sub committee of the board.	Fiscal Audit from 2020
The budget process is overseen by the Finance Committee, in collaboration with EdTec, the financial back office.	Finance Committee Agenda Minutes
There are financial policies that guide business and accounting practices and are reviewed regularly.	Finance Policies Finance Committee Agenda
There is no process for site-based staff to track budget actuals	N/A

A5.3. Facilities Conducive to Learning: The school's facilities are safe, functional, well-maintained, and adequate to meet the students' learning needs and support the educational program (i.e., accomplish the vision, mission, and the schoolwide learner outcomes).

Findings	Supporting Evidence
There are specialized middle school spaces to support its unique program, including intersession and Clubs, which promotes creativity, collaboration, and high-quality project-based learning and design thinking.	Woodworking Classroom equipped with various tools and equipment for student use during 7th & 8th grade woodworking intersessions, 6-8th grade applied math projects, theatre props and set building,

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	<p>Middle School Clubs</p> <p>Multimedia Classroom equipped with recording studio, video cameras, video editing programs, used in Intersessions, classroom projects, and Clubs</p> <p>Cooking Classroom equipped with six kitchen stations and cooktops</p>
Operations staff, in coordination with District facilities staff, conduct regular surveys of facilities condition to identify any problem areas and develop plans to address	FIT Sheets Quarterly Meeting Agenda with local district staff
Parents reference the challenges that our facilities setup presents	<p>Anecdotal conversations</p> <p>Facilities agreement updates</p> <p>Parent survey responses (examples)</p>

A5.4. Instructional Materials and Equipment: The policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, instructional technology, manipulatives, and laboratory materials are effective.

Findings	Supporting Evidence
Inventories are updated annually to ensure that teachers have the materials necessary to implement a high-quality, rigorous program.	Spring 2021 Inventory and Supplies
Obsolete materials are periodically removed from classrooms as updated materials are ordered.	Spring 2021 Inventory and Supplies In Spring 2021, there was a schoolwide dumping of previous versions of curriculum materials (old versions of Units of Study, out-of-date Social Studies materials, etc...)
Instructional technology is evaluated and updated annually by our Director of Technology	Carts of laptops and iPads (North Tech , South Tech) are replaced when devices are no longer or able to be updated
There are challenges to ensure that resources distributed equitably across classrooms and campuses	N/A

A5.5. Resources for Personnel: Resources are available and used to enable the hiring, nurturing, and ongoing professional development of a well-qualified personnel for all programs.

Findings	Supporting Evidence
Use of intranet for staff members to easily access available resources in a variety of areas, including those from previous professional learning opportunities. Continuing to update this resource is necessary.	Intranet - resources and curricula , Technology , professional learning resources
Teachers and staff set professional goals tied to a continuum and collect evidence throughout the year of their work in their chosen goal areas. It is necessary to revise this process and provide even more clarity to all staff members.	Continuum Example teacher goals: <ul style="list-style-type: none"> - Sample Goal #1 - Sample Goal #2 - Sample Goal #3 Anecdotal conversations about continuum and its use
An evaluative structure for non-teaching staff is in the process of being developed in the 21-22 school year. This aims to also address opportunities for professional growth.	Staff Evaluation Template

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Professional Learning takes place for 2 weeks each August and throughout the year	August 2021 PD resources: gender inclusive signs , dimensions of gender slides , ABCs of IEP slides , behavior support slides Yearly Professional Development Calendar
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Strengths/Areas of Growth

	Strengths	Areas of Growth
1	Staff members receive 2 weeks of professional learning before school starts each year.	There is no process for site-based staff to track budget actuals
2	Teachers continue their professional growth by setting professional goals based on learner outcomes and collecting evidence throughout the year.	Teachers need more clarity on the process for using the continuum and setting and monitoring their professional goals.
3	We have some specialized spaces that support a rigorous and innovative educational program (MakerSpace, FabLab, Woodworking Classroom, Cooking Classroom, etc.)	We do not yet have a fully developed evaluative structure for non-teaching staff
4	Teachers have access to a wide variety of materials, resources, and technologies.	Resources are not always readily accessible or distributed equitably across classrooms and campuses.
5		Staff members have limited involvement in the budget setting process

A5. Prompt: Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.

BCS is **somewhat effective** in relation to involving school leadership and staff members in resource allocation decisions. There is a school leadership team that meets regularly to discuss schoolwide decisions in relation to our mission and learner outcomes, but they have very limited involvement in the budget setting process. A next step would be to engage a broader range of staff members in the decision-making process at strategic points and provide more insight into our budget setting process.

BCS has **effective** processes for developing and conducting an annual audit, as evidenced by an annual audit process overseen by a finance committee. There is also collaboration between our Finance Committee and EdTech when it comes to the budgeting process. BCS is **not effective** in tracking budget actuals, as evidenced by site-based staff not having a process for doing so.

BCS is **somewhat effective** in providing facilities conducive to learning. This is evidenced by several spaces designed to provide real-world learning opportunities (FabLab, Woodworking, Cooking, etc.), and there is coordination between our operations staff and the district to address any areas of concern with facilities. However, parent surveys and anecdotes indicate that our facilities setup presents challenges.

BCS is **somewhat effective** in maintaining adequate instructional materials and equipment/technology. Our [inventories](#) show evidence of access to a variety of textbooks and materials, though resources are not always distributed equitably across classrooms and campuses. While many resources are available on our

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staff [intranet](#), this platform needs constant updating and attention to make it user-friendly.

BCS is **effective** in providing professional learning opportunities throughout the year, as evidenced by August Professional Learning Resources ([gender inclusive signs](#), [dimensions of gender slides](#), [ABCs of IEP slides](#), [behavior support slides](#)) and a [calendar of trainings](#). However, BCS is only **somewhat effective** in nurturing professional development for all of its staff members. While all staff members set professional goals, each year, several staff members seek more clarity on the process of setting and tracking goals and using our continuum. Additionally, our non-teaching staff members do not yet have a fully developed evaluative structure.

A6. Resources Criterion [Charter Schools only]

The governing authority and the school leadership execute responsible resource planning for the future. The school has developed policies, procedures, and internal controls for managing the financial operations that meet state laws, generally accepted practices, and ethical standards. The school is fiscally solvent and uses sound and ethical accounting practices (budgeting/monitoring, internal controls, audits, fiscal health, and reporting).

A6.1. Long-range Financial (and Other Resources) Plan and Stakeholder Involvement: The school regularly involves stakeholders in the review of its long-range plan/capital needs (and other resources) in relation to the school's vision, mission, and schoolwide learner outcomes. Decisions about resource allocation are directly related to the school's vision, mission, and schoolwide learner outcomes.

Findings	Supporting Evidence
The LCAP outlines the allocation of funds in alignment to school goals	LCAP Budget Overview for Parents
LCAP participation included parent and staff groups who provided input on different components of plan; included representation and input from ELAC committee	Parent and staff Padlet #1 Parent and staff Padlet #2 Parent and staff Padlet #3 Parent and staff Padlet #4 ELAC's LCAP Brainstorm Padlet
School leadership, comprised of teacher leaders and administrators, are involved in monthly meetings to provide input on schoolwide decisions	Leadership Team Agenda Screenshot

A6.2. Regular Accounting and External Audit Procedures: The school has written policy that defines internal controls, contracts, regular accounting, and external audit procedures.

Findings	Supporting Evidence
BCS reviews and updates its Financial Policies yearly.	Financial Policy
An external audit happens yearly, overseen by the Finance Committee, a sub-committee of the board.	Fiscal Audit from 2020

A6.3. Processes for Implementation of Financial Practices: The school employs accountability measures to assure that personnel follow fiscal policies and procedures.

Findings	Supporting Evidence
The yearly fiscal audit includes an assessment of personnel accountability measures, gathered via survey from key partners involved in fiscal	Fiscal Audit from 2020

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decisions.	
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A6.4. Budgeting Process — Transparency: The school develops and monitors its annual budgeting process to ensure transparency and stakeholder involvement.

Findings	Supporting Evidence
The budget is reviewed at a variety of points throughout the spring, including at board meetings and Finance Committee meetings.	Finance Committee Agenda Minutes Board Meeting Agenda
Site-based staff have limited involvement in the budget setting process	N/A

A6.5. Adequate Compensation, Staffing, Reserves: The school governing body provides adequate compensation to faculty, administrators, and staff; adequate staffing for the school's program; and reasonable accumulation of reserves.

Findings	Supporting Evidence
Annual budget represents a substantial and appropriate amount of funds allotted for compensation	Budget 2021-22 School Year
Teachers salaries have been determined based on a continuum which identifies key areas which our faculty contribute to our program	Continuum with salary bands
FTE counts are foundational in the building of the annual budget	Average salary calculations by FTE
There are some holes in fully staffing the school's program, largely in relation to having one associate teacher per grade level per campus.	Only one grade level this academic year has had a dedicated associate teacher for the full year Teacher shortages documented across the country Greenhouse screenshot - Very few applicants for AT positions

A6.6. Marketing Strategies: The school has marketing strategies to support the implementation of the developmental program, including research and information to help develop future planning.

Findings	Supporting Evidence
The BCS Foundation supports the schools operating budget, providing additional funds aside from state and federal revenue for the school to implement its yearly program.	BCS Foundation website

A6.7. Informing the Public and Appropriate Authorities: The governing authorities and school leaders inform the public and appropriate governmental authorities about the financial needs of the organization.

Findings	Supporting Evidence
LCAP, approved budget, and budget overview are available on our public website as well as shared with our authorizer	LCAP Budget Overview for Parents Budget 2021-22 School Year BCS Public Website

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Strengths/Areas of Growth

	Strengths	Areas of Growth
1	BCS has substantial funds allocated for compensation for faculty, administrators, and staff.	The school's Associate Teacher program is not adequately staffed with one associate teacher per grade level, per campus.
2	BCS has financial policies that are audited, reviewed, and updated yearly.	Site-based staff have limited involvement in the budget setting process
3	Input from staff, parents, and other key stakeholders is collected at various points throughout the year (LCAP and ELAC groups, leadership meetings)	
4	The budget is reviewed at a variety of points throughout the spring and shared at public board meetings	

A6. Prompt: Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.

BCS is **effective** in involving stakeholders in its review and development of its long-range plans, as evidenced by are focused on learner outcomes and the school mission. The school leadership team also holds monthly meetings to provide input on schoolwide decisions about resources related to learner outcomes.

BCS has **effective** procedures for implementing financial practices and engaging in external audits, as evidenced by having a [written policy](#) and yearly [external audits](#) overseen by a Finance Committee.

BCS is **somewhat effective** in providing transparency and stakeholder involvement in the budgeting process. The budget is reviewed at a variety of points throughout the spring, including at public board meetings. However, site-based staff have limited involvement in the budget-setting process. Finding ways to incorporate staff input into the budget process would be a good next step.

BCS's governing body is **effective** in providing adequate compensation to faculty, administrators, and staff, as evidenced by an [annual budget](#) that has **substantial** funds allotted for compensation. However, BCS has **not been effective** in adequately staffing the school's program. Due to teacher shortages and very [limited applicants](#), BCS has not been able to hire enough associate teachers to fully staff the associate teacher program as it was designed. Continuing to redefine what recruitment and outreach to possible candidates looks like will be an important step moving forward.

BCS **adequately** informs the public and appropriate authorities about the financial needs of the organization, as evidenced by the LCAP, approved budget, and budget overview being shared with our authorizer as well as made readily available on our [public website](#).parent and staff input on the [LCAP](#) and participation in the ELAC committee to ensure decisions and resources

CURRICULUM

B1. Rigorous and Relevant Standards-Based Curriculum Criterion

All students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the

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achievement of the schoolwide learner outcomes, academic standards, and the college- and career-readiness standards in order to meet graduation requirements.

B1.1. Current Educational Research and Thinking: The school provides an effective, rigorous, relevant and coherent curriculum based on current educational research and thinking that supports the academic standards.

Findings	Supporting Evidence
Staff engages in professional learning opportunities to keep up to date on changing standards and to support learners.	Schedule of staff meetings (please note August PD and mid-January PD)
Second language education in Mandarin integrates speaking and listening skills and reinforces certain subject area topics	Grade level long term plan example
Some grade levels regularly analyze student performance to inform teaching	3rd grade analysis of S performance
K-8 Reading/Writing Curriculum based on Lucy Calkins Units of Study, which, among other things, utilize outdated “3-cueing” theory of reading. As a result, additional curriculum is needed to supplement reading and writing lessons.	Figurative Language Sort - supplementary material that 5th grade uses to support Lucy Calkins curriculum Intro to Opinion Writing - Samuel Essay - heavily leans on Step Up to Writing curriculum to scaffold literature opinion writing
K-8 grades have access to NGSS & K-5 EEI for Science, Social Studies (Foss updated K-8) and PBLs	Grade 3 Long Term Plan (social studies and science) Makerspace Long Term Plan 6th Grade Long term plan Science Framework (aligned with Next Generation Science Standards) Grade 5 Chen Mixtures and Solutions labs
Grades 6-8 Spanish uses Vista Higher Learning textbook Descubre 1 (online 2017 version)	MS Spanish long term plan
K-5 implements Eureka Math for math curriculum, which has been shown to be effective and rigorous. However, many teachers have to make adaptations to the curriculum to make it relevant for their class.	Eureka Math website

B1.2. Academic and College- and Career-Readiness Standards: The school has defined academic standards and college- and career-readiness indicators or standards for each subject area, course, and/or program that meet or exceed graduation requirements.

Findings	Supporting Evidence
K-8 Long term plans have academic standards defined for each subject area.	5th grade long term plan 6th grade long term plan
6-8 Long term plans have college and career readiness standards integrated into plans	7th Grade Long Term Plan (includes C3 Framework Standards)
5th and 8th grade students at BCS can participate in Biliteracy Pathways and demonstrate global competency	2020-21 Biliteracy Pathways Participation Interest Form
K-8 BCS follows Common Core Standards, which are “a rigorous set of standards” as defined by The Council of Chief State School Officers (CCSSO) and National Governors Association Center for Best Practices (NGA Center)	Middle School Math Geometry Standards

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Report cards are standards-based	5th grade report cards
Co-curriculars are intended to be standards-based, but the fidelity of this is limited	Introduction to birdwatching letter listing standards alignment

B1.3. Congruence with Student Learner Outcomes and Standards: There is congruence between the actual concepts and skills taught, the schoolwide learner outcomes, academic standards, and the college- and career-readiness indicators or standards.

Findings	Supporting Evidence
Focused Learning Goals (FLG) are created for each student, allowing teachers to track and share learner outcomes with families	Example of FLG Conference Sheet
K-8 Staff Long Term Planning documents demonstrate connections and congruence between lessons taught and academic standards	2nd grade long term plans
K-8 Staff analyzes testing data from in-class assessments, NWEA, and CAASPP testing to inform teaching practices	Staff Meeting Slides on NWEA Data Analysis
Data assessment matrix 2020-21 shows that majority of students meet grade level expectations by the end of the year, even during a year disrupted by Covid-19 and distance learning	Data assessment matrix 2020-21 2020-2021 Assessment Matrix
5th grade uses standards-tied quick checks and Eureka assessments to assess students on specific math standards	Standard quick check Embarc site with links to assessments
5th grade and 8th grade students awarded biliteracy pathways certificate	Biliteracy Pathways Certificates
Final projects connect to standards and unit outcomes	Spanish: Family Tree Project Rubric & Ch. 1 and Ch. 2 skit rubric First Grade Moon Phases (slide 2) First Grade plans and Lessons 5th Grade Decimal Diner Project Algebra Polynomial Project

B1.4. Integration Among Disciplines: There is integration and alignment among academic and career technical disciplines at the school.

Findings	Supporting Evidence
8th Grade ELA utilized Makerspace/Fablab teacher support to take part in Cultural Exploration Project with partner school in Japan	Cultural Evolution PBL Planning Doc
Specials offered: Art, Music, Physical Education, Mandarin, Spanish, Drama, MakerSpace The wide range of specials allows students to explore passions. The curriculum is standards-aligned and consistent.	Art, music, drama : 50 mins per week PE: 100 mins per week World Languages: 110+ mins per week Students' Schedules
Schoolwide participation in Hour of Code lets students see what it is like to be a programmer	Hour of Code
Intersession - 6-8 students take on special projects to follow interests and learn technical skills. 7th Grade focuses on Cooking, Sewing, and Woodworking skills.	7th Grade Intersession Planning Document Trimester #3 6th Grade Intersession Planning 6-8 Intersession Competencies
Co-curriculars are standards-aligned classes that tie to global citizenship, math, science, and technology, and performing and visual arts	2021 Fall South Co-curricular sign up choices Fall North Co-curricular sign up choices
Clubs - students develop, pitch, plan, and run School Clubs which allow for	2021 Virtual Clubs Fair

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learning and development of specialized skills & interests.	
PBLs offer students a chance to explore topics in depth in a way that gives them perspective into different career pathways and integrates several different disciplines	<p>5th grade PBL - How do we, as designers, create an online learning experience that engages our community with the American Revolutionary era? - integrates SS, reading, writing, art, drama, music, and computer science</p> <p>5th grade Digital Citizenship PBL integrates reading, writing, and digital citizenship skills</p> <p>7th Grade Masters of the Renaissance PBL integrates history, art, research, and presentation skills</p>

B1.5. Community Resources and Articulation and Follow-up Studies: The school engages with community partners and resources, articulates regularly with feeder schools, local colleges and universities, and technical schools. The school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.

Findings	Supporting Evidence
Leatherback Sea Turtle PBL: 2nd grade students learn about LBST and design model to protect sea turtles from various threats. 6th graders bring the models to Costa Rica with them.	2nd gr. Leatherback Sea Turtle PBL (Art doc) *area for growth: more documentation*
5th grade Environmental Entrepreneurship PBL has students collaborating with local food banks to grow food for people in need	Environmental Entrepreneurship PBL
BCS graduates come back for end of year assembly to share their college plans	The slides from the EoY 2021 assembly. Please note that these are both those who are in the graduating high school and college classes, not just high school.
Summer bridge program supports local free and reduced lunch students over the summer, and some of them eventually come to attend BCS	Bullis Boosters Summer Bridge Camp job posting
7th Grade Intercession involves projects which are meant to benefit local community - including food drives, engineering, and sewing projects	2017-2018 Intercession Schedule Document
Pre-Covid - Junior Olympics - biannual competition with local charter schools run by BCS staff	Torch Relay photos from 2018
World Languages connects with local high schools to see what they cover and what needs to be covered for the students to be ready for Spanish 2 or Mandarin 2 or beyond.	Spanish 1 long term plan from LAHS
There is a missed opportunity to collaborate more with local community colleges, apprenticeship programs and high schools*	Did not find connections BCS has build with local community programs
Though local high schools come to present to 8th grade students, there is no documented structure or plan for this.	No evidence found - except anecdotal

Strengths/Areas of Growth

	Strengths	Areas of Growth
1	Integration among school disciplines is deep and offers a wider range of rigorous and engaging content. There is alignment across K-8.	There is no real evidence of how analysis of student performance on major assessments (NWEA, CAASPP, etc.) aligns with student needs in the classroom and consequent adjustments in curriculum

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2	Congruence with standards and outcomes is sometimes clear, sometimes well documented, and historically successful by school's chosen metrics.	Congruence across grade levels is teacher dependent and fidelity to standards-based curriculum is teacher dependent. Documentation is dependent on teachers.
3	Project Based Learning is widely engaging and rigorous, with diverse and memorable opportunities to make contact with standards	There are relevant, 21st century skills, that are not readily accessible in the curriculum (e.g. computer science standards).
		There is an opportunity to organize more outreach/more community-focused events.

B1. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Bullis' academic curriculum is **somewhat effective** in alignment to national and state standards in most subject areas. For example, **many** Project-Based Learning (PBL) units (K-8) and Middle School Intersession integrate science or social studies with reading, writing and/or math, and **are sometimes** supported by VAPA or World Language specialists. FABLab and MakerSpace also collaborate (and integrate technical standards) with **many** homeroom and middle school teachers throughout the course of the year. However, implementation of some programs and larger assessments interfere with regular student outcomes, and may not align with learners' needs and/or skills.

Bullis Charter School has defined academic standards and college- and career-readiness indicators or standards for **almost all** subject areas, courses, and/or programs that meet or exceed graduation requirements. We **effectively** report on standards and math practices. We **frequently** reevaluate and update our report cards to ensure that the information about our students is **more accessible** to the families. For world languages, we are **not consistent** with reporting out using standards based grading. There is also a missed opportunity to provide key 21st century skills (e.g. Computer Science).

Overall, there is **high congruence** between the actual concepts and skills taught, the schoolwide learner outcomes, academic standards, and the college- and career-readiness indicators or standards. There is **highly effective** integration and alignment among academic and career technical disciplines at Bullis Charter School. We are **less effective** at documenting our collaboration amongst staff and students.

Additionally, we are working towards improving our community outreach. We are **extremely effective** at including our BCS families in learning events, celebrations, and showcases. However, Bullis Charter School **engages only somewhat effectively** with community partners and resources, articulates regularly with feeder schools, local colleges and universities, and technical schools.

B2. Equity and Access to Curriculum Criterion

All students have equal access to the school's entire program and are provided assistance with a personal learning plan to meet the requirements of graduation and are prepared for the pursuit of their academic, personal, and career goals.

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B2.1. Variety of Programs — Full Range of Choices: All students are able to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. The school provides for career exploration, preparation for postsecondary education, and pre-technical training for all students.

Findings	Supporting Evidence
BCS offers Co-Curriculars to all K-5 students, and extra-curricular courses to K-8 students in the field of performing and visual arts, math, science, and technology, and global citizenship. All co-curricular and extra-curriculars are selected by students in collaboration with their parents/guardians.	Co-Curricular Information Extra-Curricular Information
Grade 6-8 Middle school students can lead and choose clubs based on their interests	Virtual Club Fair
Grades K-8 students can choose their personal goals that they wish to demonstrate improvement through the Focused Learning Goal process.	FLG Intranet Link - “We believe that setting, pursuing, and reflecting on goals drives learning. These systematic processes promote ownership of learning, nurture passions and interests, and assist individuals in achieving full potential.”
Students in Middle School take part in Intersession three times a year, to explore other learning opportunities.	21-22 Intersession folder and Middle School Open Enrollment Info
BCS offer a rigorous and multifaceted learning environment through Project-Based Learning units	Project-Based learning that spirals throughout the K-8 Curriculum Projects are cross cut through multiple subjects. In second grade the Geostates Project-Based learning unit is a study of creating an ideal community. It is social studies cross cut with math, and art.
BCS offers a world-language program to all students. Mandarin is offered K-8 while Spanish is offered grade 6-8. The Spanish program is not as developed as the Mandarin program.	Mandarin K-8th
K-5 BCS students have access to a Makerspace lab while K-8 students have access to a FabLab.	Makerspace/FabLab Evidence

B2.2. Accessibility of All Students to Curriculum, including Real World Experiences: A rigorous, relevant, and coherent curriculum that includes real world applications is accessible to all students through all courses/programs offered. Course enrollment patterns reflect the diversity of the school’s students.

Findings	Supporting Evidence
Students take part in class field trips that are often aligned with the curriculum.	5th grade Tech Museum 4th Grade Field Trip
PBL and other Unit plans	8th Grade PBL Collision (Learning Environment) 4th grade makerspace science unit Kindergarten community helpers 1st Grade Biomimicry PBL Unit Plan
Every grade level incorporates at least 2 Project-Based Learning units in its year-long plans to provide students with authentic, integrated learning	Examples of PBL Units K: Looking at the Weather

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experiences.	1st: 1st Grade Biomimicry PBL Unit Plan 4th: Drought PBL Plan 5th: Cultural Evolution PBL 6th: Early Civilization Design Challenge Long-Term Plans: 1 , 2 , 3 , 4 , 5 , 6 , 7 ELA/History , MS Math , 21-22 Intercession Intercession competencies Woodworking Project Student Slides
BCS offers Intercession 3x a year to middle-school students as a way to apply learning to focus on real-world experiences	
Courses do not necessarily reflect diversity of the school students	Co-curriculars are offered based on teacher preference and not specific to diversity of the students Clubs in middle school are chosen and offered based on what students want to do

B2.3. Student-Parent-Staff Collaboration: Parents, students, and staff collaborate in developing and monitoring a student's personal learning plan, including college and career and/or other educational goals.

Findings	Supporting Evidence
Parents, teachers, and students collaborate to create individual FLGs for each student. Monthly FLG monitoring is supposed to be done by teacher, parent, and student (age appropriate differentiation), but is more seen between teacher and student and is missing parent involvement in the monitoring process. There isn't a lot of evidence that these goals are connected to college and career readiness, but they are tied to other educational goals and personal passions.	2nd grade FLG example 4th grade FLG conference sheet 7th grade FLG tracking sheet List of FLG planning resources
RTI intervention is used to support students who need support academically, socially, or emotionally.	BCS RTI Pyramid RT2 Tier 2 Huddle Form
There is a full-time and part-time school counselor onsite to support teachers, students, and families.	Counseling request form
There is often regular email communication with families (both individual as well as whole group emails and newsletters).	MS math email communication with family 4th grade Newsletter 1st Grade Newsletter Bear Essential Newsletter
There are classroom Ambassadors in each K-5 classroom. Classroom Ambassadors are parent volunteers that help facilitate classroom events, field trips, and school wide events.	Ambassador email
ELL learners are identified and their academic progress is tracked throughout K-8	Data Assessment Matrix ELD Resources Guide for Staff
Staff receives some training in Integrated ELD strategies and grade-level teams create subject matter strategy guides. Integrated ELD support is used in classrooms sometimes, and there is not as much evidence of designated ELD support.	Examples: <ul style="list-style-type: none"> • ELD Training folder of resources • Kindergarten • 1st grade: small group & 1-on-1 ELD

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	<ul style="list-style-type: none"> • 4th grade ELD strategies
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B2.4. Post High School Transitions: The school implements strategies and programs to facilitate transitions to college, career, and other postsecondary high school options and regularly evaluates their effectiveness.

Findings	Supporting Evidence
Bilingual pathway award for 5th and 8th graders and Math Pathways showcase programs that facilitate readiness for future education and career, but there is not evidence of other programs that facilitate this	Bilingual pathway award criteria Math pathway
There is some continued communication with students who have graduated regarding curriculum and experience at BCS that helped them feel prepared for college and career. There is an opportunity to see this used more regularly and effectively.	During 2020-2021 August PD, BCS middle schoolers and graduates spoke to teachers about what parts of their BCS experience and curriculum supported their transition to HS and college and what was missing from their experiences or what they wish they had learned at BCS. Students who are graduating high school or college speak at the end of the year assembly to talk about what they are doing and what part BCS played in that - Look at slide 2
Experts coming into the classroom to discuss their field of work and how they got there	Kindergarten community helpers unit - expert speakers (slides 3 and 4)
Teachers regularly write recommendations for learners who move on from BCS (multi-grade level)	Email recommendation

Strengths/Areas of Growth

	Strengths	Areas of Growth
1	BCS offers a variety of programs that allows for a lot of opportunities and options for students in areas of interest and/or passion.	Strategies and programs to facilitate transitions to college and career are limited and/or not documented.
2	There are many opportunities to apply knowledge of content to solve real world problems spanning throughout all grades and contents.	While there is a standardized FLG process, there is an opportunity for parents, teachers, and students to both assess the content of goals set and align them to career/college readiness, especially in the older grades.
3	There are consistent communication channels between school and families to provide information about what is going on in the classroom and at home.	Course offerings do not necessarily reflect the diversity of the school student population and there is no set cadence by which course content is reviewed and updated.

B2. Prompt: Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.

Bullis Charter School is highly effective at providing an environment where all students have equal access

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to the school's entire program. The school is mostly effective when it comes to providing assistance with personal learning plans to meet the requirements of graduation and preparing students for the pursuit of academic, personal, and career goals.

Bullis Charter School effectively offers a variety of programs for students from TK-8th grade that allow for many opportunities for students to explore and grow within their areas and interests of passion. However, because course offerings are based on teacher preference, our offerings do not effectively reflect the diversity of the school's student population and/or the passions areas of all students. As this is a less effective area, a suggested next step in this area would be to provide the opportunity to have a variety of student voice in the recommendation process for co-curriculars, extra-curriculars, and clubs.

Bullis Charter school works well by offering opportunities for all students, teachers, and families to work together to create individual learning goals(Reading, Math, Writing, Behavior, and Personal). Students are responsible for updating their progress on their goals weekly on Seesaw and Google Sheet. It is encouraged for families to provide feedback on their learner's growth of their FLGs. However, it is not always consistent throughout all learners and collaboration between families on these goals is not effective. All of the learners have a FLG conference with their teachers and parents to discuss what goals would best suit them to demonstrate improvement. The FLG goals do not necessarily tie into the learner's future career or college path. EL students have an EL goal that is embedded into their FLG goals, which is effective.

Outside of the classroom, the RTI process is somewhat effective as it supports learners who need additional support around social, behavioral, and academic skills.

Although Bullis has made an effort to gather their feedback from former students, there is an area of growth for Bullis to provide a consistent space for students to give feedback on their experience being at Bullis. As Bullis is highly effective in communication with families through Bear Essentials and newsletters from their teachers, there is an opportunity to gather input not only from former students but from families with students who have graduated/left BCS.

LEARNING AND TEACHING

C1. Student Engagement in Challenging and Relevant Learning Criterion

To achieve the schoolwide learner outcomes, academic standards, and college- and career-readiness standards, all students are involved in challenging and relevant learning experiences in an equity-centered learning environment.

C1.1. Results of Student Observations and Examining Work: All students are involved in challenging and relevant work as evidenced by observations of students working and the examination of student work.

Findings	Supporting Evidence
It is evident in the Rising Grade 5-8 Argumentative Writing/Opinion/NonFiction Writing Evidence that challenging and relevant work such as multi-paragraph essay writing occurred whereas the work in the Rising Grades 3-4 Writing Folders included many images or screenshots of writing without context which make it difficult to assess the whole piece without know the topic or purpose or having full access to the documents..	2021 Writing Assessments restricted link

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Example of an engaging and differentiated learning task: These photos show students working on our Decimal Diner project. Students were tasked with ordering food and calculating change for some very picky eaters. Since they got to choose the menu and items, they were highly engaged and the task was learner centered. This was a low floor, high ceiling task, as we were able to differentiate for struggling learners by having them choose fewer items and using graph paper to line up their numbers. For advanced learners, we gave them the challenge of finding different totals or calculating tax.	Decimal Addition and Subtraction - Decimal Diner Project
Anchor charts in classrooms are noticeable and help explain processes, objectives and allow for quick reference for students	Grade 4 , Grade 5 , Grade 2
Learners are engaged in college and career readiness through co-curriculars and PBLs as evidenced by student feedback provided by student interviews	South Student Interviews Padlet North Student Interviews Padlet
Students are engaged and challenged in math by having regular class work as well as differentiation provided on ipads.	Math Differentiation
It is unclear to show students' examples or instructions in different grade levels in Spanish regarding differentiation.	One student example here .
Drama provides differentiation (options) in the final product for learners with different needs. It also showed differentiation in the lesson plan.	Student monologue example Lesson plan example
Mandarin assesses learners through various tasks, including paper assessments, and performance tasks.	Student Presentations
There is evidence of student-centered learning in pairs and small groups	Grade 3 , Grade 4 , Grade 5 , MakerSpace

C1.2. Student Understanding of Learning Expectations: All students understand the standards/expected performance levels for each area of study in order to demonstrate learning and college and career readiness.

Findings	Supporting Evidence
World Language expectations are clear to the students.	Spanish Dojo Expectations & Mandarin Interview Questions .
Kindergarten visuals, routines, units, parent communication, conferences, SEL lessons, and materials are clearly listed showing easy access to information for teachers, students, and parents.	Table of Contents K
Student Interviews North Grade 3 - 5 answering "How will PBL units, design-thinking units, or other school work prepare you for your future career, for college, and/or for life?" and "How will co-curriculars prepare you for your future career, for college, and/or for life?"	North Grade 3 -5 Student Interviews
Student Interviews South Campus answering "How will PBL units, design-thinking units, or other school work prepare you for your future career, for college, and/or for life?" and "How will co-curriculars prepare you for your future career, for college, and/or for life?"	South Campus Interviews
Art used the standards as the visual aid in the classroom so the learners were aware of it. Clear rubric for the learners to refer to/self-reflect.	Standards poster Visual rubric of craftsmanship Rubric for self-reflect

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Essential Questions, Standards and Lesson Goals presented to students at the beginning of lesson to frame objective/outcome	MS 7th History , 8th Grade Science PBL
Specific expectations and criteria are available to students in grades 1-8 throughout lessons and units.	5th , 6th Grade PE , Grade 5 writing plans , 4th group work , MS ELA lesson , MS Math Tracking , Grade 1 Checklist
Activities and assignments that encourage students to extend their learning beyond the classroom; examples of skill application in the greater world (career-readiness)	MS Math , 5th Grade , MS Science PBL , Weather PBL , Hands on Exploration Field Trip , 4th grade field trip
Students understand what is expected of them through verbal directions/ reminders	South Interviews
Expectations with PBLs & Co-curriculars inspire and promote learning, college & career readiness	North Interview , South Interviews
Students know what is expected of them by using a writing rubric to self and peer assess writing pieces.	Self/Peer Assessment of Writing
Document explaining all major concepts covered over the course of 6th-8th grade music, arranged in the order in which they are taught.	Middle School Music
In Mandarin, teachers provided timely feedback on Seesaw or Google Classroom so the learners can revise their work and improve.	Feedback

Strengths/Areas of Growth

	Strengths	Areas of Growth
1	Evidence including student work and teacher planning notes and documents showed evidence of differentiation based on data, student choice, and learner growth after targeted support was provided.	The majority of the classes do not have standards posted in the classroom for student outcomes or do not include clear written objectives/ expectations/ standards available to students
2	Many manipulatives and visuals are available and utilized to encourage student growth.	Many of the lesson plans or Scope and Sequences do not have the ELD modifications and differentiation explicitly stated.
3	Classes have both vertical and horizontal alignment when discussing students and expectations across the grades, subjects, and standards.	

C1. Prompt: Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.

Bullis specialists and K-8 grade level subject area teachers provided **extensive evidence** of explaining all major concepts covered over the year, including many project based learning experiences that allows learners to build 21st century learning skills: collaboration, communication, critical thinking, creativity and character. However, many of those documents **had less evidence** of the ELD modifications and differentiation aspects explicitly demarcated. Additionally, Drama, Science, and 3rd grade show **clear evidence** of inclusion and diversity in their lesson plans but there is **no evidence** shown or documented in

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other subjects (not that it doesn't exist, but we did not find it in the available resources). There was **little evidence** that standards or outcomes were accessible to students in the classroom.

Visuals encouraging students growth and class expectations are clear and shown in classrooms for **most subjects across grade levels**. **Many** grade levels and specialists are highly effective in using tools, manipulatives and visuals to encourage student growth as evidenced by kindergarten visuals, writing rubrics in 3rd grade that are used for peer and self assessments, graphic organizers in 4th grade, rubrics for self assessment in art, and pictures in the materials/presentations in Mandarin. However, since the building is lacking space for Languages and P.E. who have to travel, it is challenging for them to display theirs consistently.

There is **great evidence** available that shows that there is intentional collaboration between staff across school, as well as between peers in the classroom. This is evidenced by the data matrix, vertical team meeting and horizontal team meeting agendas.

C2. Student-Centered Instruction through a Variety of Strategies and Resources Criterion

All teachers use a variety of strategies and resources to create an equity-centered learning environment, including technology and experiences beyond the textbook and the classroom, to actively engage students and emphasize creative and critical thinking skills and applications.

C2.1. Teachers as Facilitators of Learning: Teachers facilitate learning as coaches and are current in the instructional content taught and research-based instructional methodologies including differentiation and the integrated use of technology.

Findings	Supporting Evidence
Intercession - Teachers facilitate learning that includes several methods of differentiation and the use of technology	<i>*intercession work in middle school not linked to any folder</i> Overview
Students in grade 3 are designing a product using technology (kids are collaborating and using technology as a team)	Grade 3: Example
Students engage in activities utilizing a variety of integrated technology in Makerspace and Fab Lab	Makerspace-Speaking opportunities Fab Lab Digital Design
ELD strategies across all content areas, including 1:1 instruction on ELD standard	Grade 1: Special Population 4th grade ELD strategies Word Wall Transition Words Activity (2nd grade) Differentiation within PE lesson plans
Middle school students can exhibit mastery of history content in creative ways, allowing voice and choice	Assignment details 7th grade mastery task parameters Rubric Student Sample 1 Student Sample 2
Teacher uses Kodaly/Orff methodologies for instruction using different modalities to cater to different needs and learning styles of students	Lesson 11 G3
Several tasks ask students to recall content but do not ask them to engage in synthesis or other forms of higher-order thinking	Grade 3 example Grade 3 example

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Students engage in game play to assess understanding	Grade 3 example Multiplication Kahoot
Middle school students created a prototype that would help people during a drought for their Project Based Learning Unit.	MS PBL example
While students engage in a variety of different types of tasks to learn content, evidence is lacking that these tasks are differentiated to meet the needs of individual learners	No evidence that the tasks above are differentiated to meet the needs of different types of learners

C2.2. Creative and Critical Thinking: All students demonstrate creative and critical thinking within a variety of instructional settings, using a variety of materials, resources, and technology beyond the textbook.

Findings	Supporting Evidence
Middle school students can exhibit mastery of history content in creative ways, allowing voice and choice	Assignment details 7th grade mastery task parameters Rubric Student Sample 1 Student Sample 2
After learning about a unit about the Philippines in Music class, students were improvising movements to a Philippine game and performing in canon.	VIDEO: Sagidi Sapopo
Students participate in a project based learning unit aligned with real life circumstances of drought in California	4th Grade Drought PBL
Students at different grade levels engage in Collaborative Team Building Activities.	6th grade team building (PE) 2nd grade team building (PE)
Students utilize a variety of resources to research and learn new content.	Intersession overview 5th Grade: Middle Colonies Fab Lab collaborative coding projects with robots Website design in Fab Lab Makerspace cardboard construction 3rd grade example 3rd grade example #2
Student learning is enhanced by field trips that are tied to grade level standards.	5th Grade Tech Museum 4th Grade YSI Field Trip 6th Grade Egyptian Museum

C2.3. Application of Learning: All students demonstrate that they can apply acquired knowledge and skills at higher levels and depths of knowledge to extend learning opportunities.

Findings	Supporting Evidence
Through math talks, students demonstrate their knowledge of math concepts previously taught with a detailed explanation for their thinking.	3rd grade example
Middle school students engage in guided note taking to learn and explore grade-level content.	Government Exploration Student Work Example
Middle school students are given voice and choice in how they exhibit learning in a creative way.	Video Planning and StoryBoard Doc Student Work Example

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Students take strategies they already know and apply them to more complex scenarios (in this example, multiplication strategies applied to 2x2 multiplication).	Multiplication Inquiry Project
While students engage in a variety of different types of tasks to learn content at a basic level, evidence is lacking that these tasks are differentiated to meet the needs of individual learners or that they possess the level of rigor necessary to promote inquiry and growth for learners at all levels	Tasks reflect attainment of knowledge at a basic, recall level with little variety in quality of student output of learning

C2.4. Career Preparedness and Real World Experiences: All students have access to and are engaged in career preparation activities.

Findings	Supporting Evidence
Students across grade levels engage in PBL units that teach them how to be contributing members to their local community. 8th grade students were able to apply their knowledge of Mandarin to help seniors in their local community	8th grade students who were learning Mandarin had the opportunity to go to the senior center to support them finishing their census form. (We didn't finish this project because of Covid.) Kinder Community Helpers
During Intersession, middle schoolers learn real life skills	7th grade woodworking lesson plan Student work
To promote taking action on topics of interest and passion, middle schoolers engage in a three week project-based learning unit on social activism (Intersession I).	PBL Activism
Students at various grade levels have opportunities to deliver presentations to others.	Fab Lab Innovation Project Student Presentations
Students at the earliest grade levels have class jobs.	Class job system example 4th Kinder Class Jobs

Strengths/Areas of Growth

	Strengths	Areas of Growth
1	Some kids take ownership of their learning from planning, development and research to application. They decide on the product for showing what they know, sometimes using rubrics to guide them.	Offering support for kids so that they can access projects and have autonomy so that growth is maximized. Sometimes, the projects are so open and varied that it makes it impossible for a teacher to support kids who need it.
2	Across grade levels, kids are working together in small groups and collaborating.	Teachers need training in how to design standards-aligned rigorous tasks to meet different students' learning needs in order to maximize growth and promote higher-order thinking for all across K-8
3	In the middle school grades, students engage in career preparation activities related to areas of interest and passion to help their local community.	There are very few examples of productive struggle with students; only evidence of surface level application within content. There is an opportunity to differentiate materials/tasks/resources to meet the needs of all students.

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4	Teachers provide a variety of resources for students to learn content.	
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C2. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Many teachers provide opportunities for children to learn content from a variety of resources beyond the classroom and textbook as evidenced by [Intersession overview](#), [5th Grade: Middle Colonies](#), [Fab Lab, collaborative coding projects](#) with robots, [Website design in Fab Lab](#), [Makerspace cardboard construction](#), [3rd grade example](#), and [3rd grade example #2](#). Teachers across various grade levels provide opportunities for students to be creative through PBL and Design-Thinking units as evidenced by the Intersession. **Some teachers** provide choice in how students exhibit their learning while providing criteria rooted in standards to assess their work as evidenced by [PBL Activism](#) and [Video Planning and StoryBoard Doc](#).

BCS is **effective** in providing opportunities for middle school students to gain real-work knowledge and practice skills that will help them in settings outside of the classroom and school. Middle school students learn hands-on real world skills, such as cooking, woodworking, and sewing ([Intersession Overview, 7th grade woodworking lesson plan](#)) and how to take action on issues about which they are passionate to promote change in the world ([PBL Activism](#)).

BCS is **effective** in providing collaborative opportunities for its students. Although there are many opportunities for collaboration amongst students, there is **not much evidence** that suggests that teachers collaborate across grade levels, sites, and content areas that would result in an articulated, aligned K-8 program. Next steps could include redesigning the professional development calendar to provide more opportunities for articulation across grade levels and sites as well as establishing a K-8 continuum of expected learning outcomes and long-term plans based on these outcomes.

BCS is also **not effective** in designing rigorous learning tasks across all grade levels that meet different students' learning needs in order to maximize growth as well as promote higher-order thinking for all. A next step is to provide professional development and training in how to create learning tasks and assessments that are rigorous, aligned to standards, and promote growth in all learners.

ASSESSMENT AND ACCOUNTABILITY

D1. Reporting and Accountability Process Criterion

The school leadership and instructional staff use effective and equitable assessment processes to collect, disaggregate, analyze, and report schoolwide student performance data to the school staff, students, parents, and other stakeholders. The analysis of data guides the school's programs and processes, the allocation and usage of resources, and forms the basis for the development of the schoolwide action plan/SPSA aligned with the LCAP.

D1.1. Professionally Acceptable Assessment Process: The school leadership and instructional staff use effective and equitable assessment processes to collect, disaggregate, analyze, and report student performance data to all stakeholders.

Findings	Supporting Evidence
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All K - 5 Homeroom teachers report benchmark data into the Assessment Matrix	Data Assessment Matrix
All K - 8 students engage in FLG goals-setting conferences	FLG Teacher Resource
All K - 8 students receive report cards 3 times each year	Report cards sent home to families at the end of Trimesters 1, 2, and 3
There are inconsistencies in what is reported out and how it's reported out across K-8 report cards, which makes understanding the information on them difficult to fully understand by staff and families.	Near the beginning of the 2021-22 school year, K-8 report cards were examined by the faculty , and several inconsistencies/issues were reported. Edits were suggested to make things more consistent across K-8 report cards and to make what's reported in them, and we understand that more work needs to be done on report cards
Standardized test data (NWEA, SBAC, CAST) data are communicated at public board meeting	Parent report, board meeting (11/1/21)
ELPAC data is shared with and analyzed by teaching staff to determine instructional strategies to implement in the classroom in order to meet the needs of English Learners.	ELPAC Teaching and Learning PD
Faculty analyzes mid-year NWEA and other mid-year assessment data to identify trends and next steps in order to meet individual learners' needs.	Looking at Student Data Closely 2020 Mid-Year Data Reflection for non-Homeroom teacher Looking at NWEA Data to Inform Instruction: Homeroom teacher example
Families receive NWEA data about their students three times per year	NWEA Family Reports sent home after each administration: Fall, Winter, Spring
Parents have questions about assessment data and how their children are doing.	<p>Comments from Parent Focus Group (screenshots below)</p> <div> <p>How testing is used at BCS is still a bit unclear. Why NWEA and how exactly do teachers use it.</p> <p>Do teachers have access to student NWEA from Spring sessions at the start of the new school year. Do they help prepare/set expectations when kids are ready to take the tests. Are test results considered</p> <p>plan and metrics to serve students with different demographics and learning needs</p> <p>I feel once a month communication about what the student has achieved and what is lacking would be helpful.</p> </div>

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D1.2. Basis for Determination of Performance Levels: The school leadership and instructional staff have agreed upon the basis for students' grades, growth, and performance levels to ensure consistency across and within grade levels and content areas.

Findings	Supporting Evidence
There are inconsistencies and issues with the K-8 report cards that we are trying to address.	Report Card Faculty Meeting Doc
Some teams calibrate scoring on assessments, particularly the Grades 7/8 Math team.	CC7/8 Standard Assessment Calibration
There is a common K-8 FLG rubric to communicate progress made in reaching Focused Learning Goals,	FLG Teacher Resource
All grade levels have access to the Units of Study Learning Progressions for Reading and Writing, but they are used inconsistently and for different purposes across the grade levels.	Some teachers use the learning progressions (example below) to pre-assess students at the beginning of the year. Others use them to set learning targets/goals for students. Others use them to assess student work as the year progresses. K-6 Opinion Writing Learning Progression
All teachers in Grades K-5 administer the DRA2 reading assessment. However, it has been reported by members of the leadership team that there are inconsistencies in how the assessments are administered.	Data Assessment Matrix Conversations during RtI meetings question validity of DRA2 results

D1.3. Monitoring of Student Growth: The school has an effective system to determine and monitor all students' growth and progress toward meeting the schoolwide learner outcomes/graduate profile, academic standards, and college- and career-readiness indicators or standards.

Findings	Supporting Evidence
There is a team consisting of admin and teachers (RTI) that meets regularly to discuss next steps for students that are referred by their teachers as perhaps needing extra support.	Snapshot of RTI Form
SPED students are given appropriate goals that are monitored throughout the year by both general education and special education staff working collaboratively.	Communication Between homeroom teacher and SPED Team
Faculty analyzes mid-year NWEA and other mid-year assessment data to identify trends and next steps in order to meet individual learners' needs. However, there isn't follow-up on steps taken.	Looking at Student Data Closely 2020 Mid-Year Data Reflection for non-Homeroom teacher Looking at NWEA Data to Inform Instruction: Homeroom teacher example
Learners have FLG documents to communicate progress on individual goals throughout the year, which are shared with teachers and their families.	5th Grade Student Sample

D1.4. Assessment of Program Areas: In partnership with district leadership, the school leadership and instructional staff periodically assess programs and expectations, including graduation requirements, credits, course completion, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum.

Findings	Supporting Evidence
The BCS Homework Policy has been revised across the years – most recently in the summer of 2021 – to better support student needs	Student Handbook (p. 8)

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(academic, social-emotional).	
Year-long plans are adapted each year to meet learners' needs. In January of the 2021-22 school year, they were modified to be standards-based, but several teams need more time to complete that work.	Middle School Math Year-Long Plan Grade 4 2021-2022 Long Term Plan Kindergarten 2021-2022 Long-Term Plan
Middle school teams meet to adapt intersessions annually.	8th grade school of the future 19-20 vs 21-22
Curricula used has been evaluated and changed across time with input from staff members.	Adoption of Eureka and EEI (Education and the Environment Initiative) instead of EDM (Every Day Math) and Reflections in the last 2-5 years Foss Workshop
Co-Curriculars are rooted in standards across three categories: Global Citizenship, Math/Science/Technology, Visual & Performing Arts.	Coaches in Training Letter TED Talks Letter
Teachers collaborate annually to improve their content knowledge about PBL and to revise existing PBL units and create new ones in order to provide a relevant, rigorous program to BCS learners.	PBL Resources August PL PBL Slideshow for August 2021 PD

D1.5. Schoolwide Modifications Based on Assessment Results: The school uses assessment results to make changes in the school program, professional development activities, and resource allocations demonstrating a results-driven continuous school improvement process.

Findings	Supporting Evidence
After analyzing CAST data, a push was made to ensure that all K-8 classrooms contain NGSS-aligned materials and that teachers were given time to explore how to use it to provide a high-quality Science program to BCS learners.	Foss Workshop There aren't any benchmark Science assessments at BCS, like there are benchmark ELA and Math assessments.
Based on CAASPP writing data, all K-8 classrooms were required to implement one Reading and Writing Unit of Study during the 2019-2020 school year, and then Reading and Writing Units of Study during the 2020-2021 and 2021-2022 school years	SBAC ELA Analysis
Teachers use assessment data to inform instruction, but there is no follow up to ensure that action plans based on assessment data are implemented.	Looking at Student Data Closely 2020 Mid-Year Data Reflection for non-Homeroom teacher Looking at NWEA Data to Inform Instruction: Homeroom teacher example Teaching and Learning PD (ELD & EL Support)

Strengths/Areas of Growth

	Strengths	Areas of Growth
1	Time is set aside for teachers to engage in analysis of assessment data, overwhelmingly ELA and Math data, and create action plans based on it.	There is no follow-up to ensure that action plans based on assessment data are implemented.
2	Students across K-8 engage in an individualized goal-setting process each year during which progress is monitored across the year, and they are assessed on that progress based on evidence at the end of the year.	K-8 report cards need to be revised so there is alignment in how information is reported out across K-8 and so that they reflect each individual's mastery of grade level standards

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3		CAST data indicates a need to more regularly analyze Science assessment data to promote growth, but there are currently no school-wide benchmark or interim Science assessments.
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D1. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

BCS is **highly effective** at gathering data for ELA and math, and that data is analyzed at least at the mid-year mark by all teachers. Analysis of data is somewhat effective across content and grade levels since action plans are created at least once per year based on it, but there is no follow-up to ensure that those action plans are implemented. Next steps could be for vertical teams to schedule meetings across the year during which they calibrate scoring on common assessments, look for trends based on the data from them, create action plans based on the data, and are held accountable for implementing those action plans. BCS is **not effective** in gathering data for Science. Currently, the data related to science is lacking, particularly in Grades K-5, to guide instruction. A next step could be to administer interim assessments, perhaps the NWEA Science Test, to inform Science instruction.

The school is **highly effective** in implementing Focused Learning Goals (FLG) across Grades K-8. Students engage in the goal setting process for 4 goals. Goals are monitored throughout the year along with receiving feedback from teachers. Goals are assessed at the end of the year based on evidence provided by learners, families, and teachers.

BCS is **somewhat effective** at reporting student performance data to stakeholders. School-wide assessment data is shared at public board meetings, and report cards are sent to parents at the end of each Trimester. However, based on feedback from parents, there are questions about how assessment data is used at BCS. Also, there are issues with the K-8 report cards that need to be addressed in order to be able to more clearly communicate to parents how their children are doing across the time that they are at BCS. Next steps include improving our K-8 report cards so that there is alignment across the grade levels and so that information on them is clearly understood by parents.









D2. Using Student Assessment Strategies to Monitor and Modify Learning in the Classroom Criterion

Teachers employ a variety of appropriate assessment strategies to evaluate student learning. Students and teachers use these findings to modify the learning/teaching practices to improve student learning.


D2.1. Demonstration of Student Achievement: Teachers use the analysis of formative and summative assessments to guide, modify, and adjust curricular and instructional approaches.

Findings	Supporting Evidence
All K - 5 Homeroom teachers report benchmark data into the Assessment Matrix	Data Assessment Matrix
Staff engage in analysis of student work and data. Specific actions and next steps are planned based on analysis of that data. To what degree, though, are those action plans implemented?	4th Grade Analysis in 2019 Looking at Student Data Closely 2020 Mid-Year Data Reflection for non-Homeroom teacher Looking at NWEA Data to Inform Instruction:

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	Homeroom teacher example Looking at Student Data Closely January 2021 Folder Analysis of SBAC ELA Performance Task Looking at Learner Data 2021 (February 2021) Kinder Analysis & Differentiation for Site Words
Differentiation happens in various subjects across some grade levels based on assessment data.	Kindergarten: Differentiated Reading and writing Kinder evidence lacks pre assessment data on the matrix 1st grade has word study groups 2nd grade spelling and math  Differentiated Math.pdf  Differentiated Spelling Instruction.png Missing for other grade levels
Data from exit tickets and formative assessments used to guide use of small groups and specific interventions across various classes and grade levels.	 Math- Small group work example Exit tickets and VHL homework/activities guide lesson planning in middle school Spanish In Mandarin class, students take assessment with iChinese reader and then were assigned books based on their level. Copy of Grade 5 Looking at Student Work Closely: Interventions (January 28, 2021)  Copy of Analysis of Student Performance
Extra supports are created for students based on assessment data.	 Copy of Sight Word Raps  Aid helping student with group math w...  Notes for Designated ELD in Reader's W...  Aid helping student with group ...

D2.2. Teacher and Student Feedback: Teachers provide timely, specific and descriptive feedback in order to support students in achieving learning goals, academic standards, college- and career-readiness standards, and schoolwide learner outcomes. Teachers also use student feedback and dialogue to monitor progress and learn about the degree to which learning experiences are understood and relevant in preparing students for college, career, and life.

Findings	Supporting Evidence
Students at various grade levels engage in peer feedback protocols.	5th grade peer feedback protocol on writing (Session 10) Kinder FishBowl Protocol with PBL - Slide 3 Peer feedback on writing.JPG  Self and peer assessment of writing.jpg Photo of students collaborating Groups working together
Some teachers provide timely feedback to students that students then use to revise their work after receiving it, but this is not seen across grade	Ariel 1st grade evidence

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levels or subjects.	
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Strengths/Areas of Growth

	Strengths	Areas of Growth
1	Teachers analyze assessment data and create action plans based on it.	Putting in place structures to implement action plans based on assessment data and analyzing effectiveness of those action plans.
2	Students at various grade levels engage in peer feedback protocols.	All teachers provide actionable, timely feedback that students use to improve their work and promote individual growth.
3	Teachers across various grade levels provide support and differentiated learning tasks for students with different learning abilities.	

D2. Prompt: Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.

Many teachers at Bullis Charter School engage in analyzing assessment data to monitor and modify learning and create action plans based on that analysis. However, evidence is lacking that indicates that BCS is **not effective** at implementing the action plans based on analyzing assessment data and then reflecting on the effectiveness of those action plans. A next step could be to engage teachers in inquiry cycles that include analyzing student work/assessment data, planning based on that analysis, observation, and reflection.

BCS teachers are **highly effective** in providing opportunities for students to provide peer feedback to each other via structured peer feedback protocols. However, only **some** teachers provide timely, specific, and descriptive feedback for students that they can use to improve upon their work. A next step could be to provide professional development to teachers about providing effective feedback to students across grade levels and subject areas.

SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL, SOCIAL-EMOTIONAL, AND ACADEMIC GROWTH


E1. Parent and Community Engagement Criterion

The school leadership employs a wide range of culturally sensitive strategies to encourage family and community involvement, especially with the learning/teaching process.

E1.1. Parent Engagement: The school implements strategies and processes for the regular involvement of all stakeholder support groups in the learning and teaching process for all students.

Findings	Supporting Evidence
Teacher newsletters and Bear Essentials inform families about what is happening at school.	5th grade parent newsletter MS Newsletter & Upcoming Events Weekly Bear Essentials newsletter from superintendent sent every Thursday

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Parents volunteer in a variety of ways at BCS, which is made possible thanks to the work of the Bullis Boosters Club (BBC), a parent-run organization whose mission is to help the school and its teachers. There has been a push in the last 2 years to engage and recruit more new families to volunteer, especially since the school has increased in size.	Library and Lunch Duty Parent Email Example Email Classroom Volunteer Vax Check BBC Website Parent Volunteer Sign-Up Sheet for Cal Academy  Chaperones for Rosicrucian Field Trip 2... Field Trip Volunteer Vax Check Room ambassadors for each class that sends weekly emails to parents BCS New Family Orientation & Reception New Families Fireside Chat Over 100 volunteers for 2021 Walkathon
The governing structure of BCS gives parents a unique opportunity to help shape their child's education and provide input into the school's operations and programs.	Board Meetings
Events occur throughout the year to inform parents about BCS and promote engagement and interest in their students' school lives. There is some involvement from parents of English learners, but BCS needs to take steps to involve these families more.	ELAC Meetings Parent Info Nights Town Halls throughout the 2020-21 and 2021-22 school years
The Focused Learning Goal process invites collaboration between student, teacher, and parents to promote individual growth in all students.	FLG Conferences with students/parents
Parents have opportunities to serve on focus groups and task forces focused on providing a high-quality learning environment for all learners.	CV Task Forces: July 2020
Parents ask for ways that they can best support their learners at home, so there is a need for the school to provide families with guidance.	Appreciation for speaker series events that have taken place and desire for there to be more of them.

Strengths/Areas of Growth

	Strengths	Areas of Growth
1	Parents having a variety of ways to engage in the school community	Getting our new families excited about being involved in the school community by volunteering, especially given the increase in the size of the student body..
2	Parents are a part of the goal-setting process and help to hold students accountable for meeting their FLGs.	Increasing engagement of parents of English learners
3	Parents are informed of happenings in the classroom via homeroom newsletters K-8 and Seesaw.	Workshops or speaker series available to parents to help better support their children inside and outside of the classroom.

E1. Prompt: Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.

BCS is **highly effective** in providing numerous ways for parents to be involved in the school community:

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volunteering throughout the school day, chaperoning field trips, organizing school-wide events, or helping with fundraisers through the BBC (Bullis Booster Club). This year, there has been a concerted effort to engage new families, particularly those of our youngest students, and this needs to continue. Despite clear communication, the school is struggling to have enough volunteers to meet the needs of our campuses, so the BBC has taken creative steps to recruit new families to get involved and volunteer. It has resulted in getting more new families to volunteer this year, which was particularly seen in the volunteerism at our annual Walkathon.

BCS is also **highly effective** in providing multiple ways for families to stay informed about what is going on at school: teacher newsletters, Bear Essentials, and Town Hall meetings. Another **highly effective** practice is the FLG (Focus Learning Goals) process since it promotes collaboration between the student, teacher, and parents to promote individualized growth in each child. BCS is **somewhat effective** in encouraging involvement of parents of English Learners through ELAC meetings, but this is an **area of growth** for the school.

E2. School Culture and Environment Criterion

The school leadership focuses on continuous school improvement by providing a safe, clean, and orderly place that nurtures learning and developing a culture that is characterized by trust, professionalism, equity, and high expectations for all students.

E2.1. Safe, Clean, and Orderly Environment: The school has existing policies and regulations and uses its resources to ensure a safe, clean, and orderly place that nurtures learning, including internet safety and Uniform Complaint Procedures.

Findings	Supporting Evidence
There is a scope and sequence of lessons that is implemented K-8 to help nurture good digital citizens.	Digital Citizenship Scope and sequence (AUP-Acceptable Use Policy)
There is a school-wide focus on social emotional learning and how to be good and safe citizens inside the classroom and outside the classroom.	<ul style="list-style-type: none"> • Classroom Norms • 6 Pillars <ul style="list-style-type: none"> ○ Principal Awards ○ Caught Being Good tickets ○ Bullis Bucks ○ POW/ WOW • 2nd Step • No Bully Program <ul style="list-style-type: none"> ○ Referral form
Facility specialists and night crew work together to ensure that campus is clean and follows COVID guidelines set by the school community.	BCS COVID-19 Information Maintenance Request Form
There are several processes and procedures to ensure an orderly and just system for resources.	How-To's Reserve tech
Complaint procedures are in place for students and parents. Parents and students are asked to go to the teacher first and then proceed to the principal.	BCS Parent-Student Handbook p.18 BCS Employee Handbook (p. 48)

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Complaint procedures for staff members are unclear. Staff are thought to go to their principal with any concern.	
Fire drills, active shooter drills, earthquake drills, and other prevention drills are put in place and practiced monthly	Emergency/Drill Procedures 2021-22

E2.2. High Expectations/Concern for All Students: The school culture demonstrates caring, concern, and high expectations for all students in an environment that honors individual differences, social emotional needs, and is conducive to learning.

Findings	Supporting Evidence
Students are supported by counselors on both sites who meet with individual students and provide K-8 staff with training to create a safe learning environment for all learners.	Bullying Report Forms K-5 Bullying Report Form Middle School Bullying Prevention
SEL lessons are implemented across all grade levels, K-8.	Second Step Implementation Log SEL expectations
Teachers take time, particularly in middle school, to learn about who their students are and what they need.	Social Emotional Survey, January student survey 6-8 Survey Current Learning Situation - Student (6th-8th) 6-8 gives surveys to students 3 times a year that asks students for chosen name, pronouns, and other information such as learning style and environment.
Clubs, Co-curriculars, Extra- Curriculars to encourage all student interests and student voice and choice.	MS Clubs Roster Elementary extra-curriculars Elementary co-curricular offerings
Curricula, lessons, and classroom libraries are designed to teach students about different communities, especially those who are often marginalized.	MS Advisory Lesson 2/9-2/11 MS Advisory Lesson 1/26, 1/28 Money spent to add books to classroom libraries across K-8 in order to reflect and celebrate diversity

E2.3. Atmosphere of Trust, Respect, and Professionalism: The entire school community has an atmosphere of trust, respect, equity, and professionalism.

Findings	Supporting Evidence
School Character Pillars are posted throughout classrooms and special awards are given out for K-5 students through monthly Principal awards, highlighting each of the character pillars.	Character Pillars
SEL lessons are implemented across all grade levels, K-8.	Second Step Implementation Log
Students in K-8 set the norms for their grade levels and classes. Students and teachers collaborate to create inclusive and fair classroom norms	6th Grade Norms
Harassment, discrimination, intimidation, and bullying prevention policy ensures trust, respect, and professionalism between staff and students.	Encourages appropriate conduct among all BCS individuals and the community.
Weekly grade level team meetings ensure teams are collaborating, learning from one another, and sharing strategies.	5th Grade Team Meeting Collaboration Notes
Bi-weekly advisory meetings allow for discussions around equity and respect	Advisory Slide Deck for 1/19/22

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Beginning of year training to help new teachers and returning teachers understand policies, school environment, and develop curricula and pedagogy.	<ul style="list-style-type: none"> • New Staff Onboarding • Behavior Workshop • ABCs of IEPs
Middle School advisory activity to help students analyze the difference between equality and equity.	Equality vs. Equity
Schoolwide Bullying prevention and counseling services offered to all students. Teachers are also trained on the school's approach to bully prevention during professional development.	Bullying prevention
August Professional Development-Focuses on building community among staff and learning about our school community. A variety of topics incorporated into PD to help teachers use culturally responsive pedagogy in classrooms.	August Staff PD Agenda
Families that bring up concerns are being addressed by teachers and administration. Creating equity among all families, when meeting needs of students, is being worked on and targeted by the school especially for families who choose not to speak up.	"Ask Me Anything" webinar for BCS Parents
Data on concerns are collected from staff and families. BCS uses Panorama to collect survey information for students at all grade levels to receive feedback on the school learning environment.	Panorama Survey

Strengths/Areas of Growth

	Strengths	Areas of Growth
1	SEL program and PBL units, particularly in the upper elementary and middle school grades, that cover a number of social-emotional topics, diversity, equality, anti-racism, and more	Currently lacking lessons related to the role of privilege in society. Some discussion of equality vs. equity but more direct lessons on society and the socio-economic divide could be good for our student population.
2	Comprehensive Professional Development around SEL topics for all teachers and staff before the start of the school year	Recognizing middle school students for exemplifying the six pillars
3	Clear Bully Prevention Plan set in place and presented to all students	Helping meet the needs of families who don't vocalize their concerns as often, including those who may not be able to regularly attend events at school or in the evenings.

E2. Prompt: Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence

Some school programs that are **highly effective** in this area include the middle school advisory and the 5th grade Digital Citizenship PBL which cover a number of SEL topics, diversity, equality, anti-racism, and more. However, we can work more to understand privilege and the socio-economic divide. BCS is also **highly effective** in creating a comprehensive professional development program for all teachers and staff before the start of the school year that covers a variety of SEL topics and this is **highly effective** in preparing staff for the upcoming year. The school is **highly effective** in keeping the six character pillars reinforced through Principal Awards in K-5, but **not effective** when it comes to reinforcing them in Middle School grades. A next step could be to develop a system of recognizing students in Grades 6-8 who exemplify the character pillars that is age-appropriate and appreciated by all. BCS has been **somewhat effective** in getting feedback from those in the community via surveys and community events. A next step would be to find

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ways to get input from more of our stakeholders in order to better evaluate what concerns and information people might be wanting to ask but feel intimidated to do so.

E3. Personal, Social-Emotional, and Academic Student Support Criterion

All students receive appropriate academic, social-emotional and multi-tiered supports to help ensure student learning, college and career readiness and success. Students with special talents and/or needs have access to an equitable system of personal support services, activities, and opportunities at the school and in the community.

E3.1. Academic Support Strategies for Students: School leadership develop and implement strategies and personalized, multi-tiered support approaches to meet academic student needs.

Findings	Supporting Evidence
Response to intervention process - The teacher applies accommodations in the classroom to support students. If these classroom accommodations are not working, they refer to the RTI team to provide a multi-tiered approach to support this student.	<p>Tier 1- Whole class interventions (classroom seating)</p> <p>Tier 2- Small group interventions (check ins, behavior charts)</p> <p>Tier 3- Individual support plan</p> <p>Tier 2 RtI Form on Intranet for teachers to refer for RtI</p> <p>RtI Team (Principals, Supt, Team Leaders, Counselor, Director of SpEd) meet biweekly to discuss referrals and determine action plans for working with teachers to meet students' needs</p>
<p>Across all homeroom and specialist classes different strategies are used to support the needs of learners from diverse backgrounds and with different needs (IEPS, ELs, Advanced/Extensions)</p> <p>Classrooms are providing visual aids, manipulatives, and other support strategies to support student learning.</p>	<p>Special Populations Evidence:</p> <p>Specialist Classes:</p> <p>Art</p> <p>Drama</p> <p>Music</p> <p>PE</p> <p>Mandarin</p> <p>Spanish</p> <p>Makerspace</p> <p>Homeroom Classes:</p> <p>K</p> <p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p> <p>MS ELA/History</p> <p>MS Math</p> <p>MS Science</p>

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<p>FLGs provide personalized learning goals for students based on areas of need and areas that need improvement both in academic areas and in areas of personal interest.</p>	<p>Math, reading, writing and personal goals are set by each student</p> <p>2nd Grade FLGs on Seesaw</p> <p>Focused Learning Goals Writing: Collaboration with Parents - Posting about students' FLG progress for parents to see evidence of growth / how to continue practicing their FLG</p> <p>Focused Learning Goals Personal FLG Plan: Collaboration with Parents - Students work on their Personal FLGs primarily at home. This action plan helps families have a starting point</p> <p>Focused Learning Goals Class Banner: Collaboration with Parents - Many times students/families forget about Personal FLGs until the end of the year and do it all in a week. The banners remind them of their goal all year long.</p> <p>FLG Conferences with students and parents: Focused Learning Goal document with learner goals, student responsibilities, parent responsibilities, and teacher responsibilities</p> <p>Family Collaboration: Schedule sent to a family on a daily basis to prime a student who needs schedule in advance</p> <ul style="list-style-type: none"> • Collaboration document between SPED team, teacher and parents to track behavior on a daily basis • Example of communication between parent and teacher to support a student • Copy of the bi-weekly newsletter • Classroom ambassadors
<p>Clubs in Grades 6-8 allow students voice and choice by proposing and leading recruitment and activities for Clubs of their choosing. In Grades 2-5, students choose their own co-curricular courses.</p>	<p>Club Advisor Assignment Form</p> <p>Club Proposal Form</p> <p>Virtual Clubs Fair 2019</p> <p>Virtual Clubs Fair</p> <p>South Co-Curriculars (Spring 2022)</p> <p>North Co-Curriculars (Spring 2022)</p>
<p>There is support from and collaboration w/ resource/SpEd team to support learners w/ IEPs</p>	<p>MS Math- plan w/ important vocab created after IEP meeting</p> <p>4th- differentiated assessments (sample 1 / sample 2)</p>

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	4th- explicit communication & cross-curricular collab. w/ SpEd team
Individualized lessons, materials, & goals for students based on need. In some classes, students are given choice in how to interact with content.	4th- individualized FLG MS Sci- different ways to learn the same concept 3rd- analysis of student math performance 2nd- weekly individual student academic conferences K- differentiated sight words
ELD supports are in place to encourage vocabulary development and ELD for ELs.	1st- 1-on-1 small groups PE- visuals to support ELs 3rd- word banks to support academic language
There are some teachers to create alternative assessments for learners based on need. However, this	Modified math assessment for a student with an IEP who has goals around word problems.

E3.2. Multi-Tiered Support Strategies for Students: School leadership develop and implement alternative instructional options and personalized, multi-tiered approaches to student support focused on learning and social emotional needs of all students.

Findings	Supporting Evidence
FLGs encourage students to pursue areas of personal interest in a structured way that provides support from teachers, families, and occasionally specialist teachers.	<p>Focused Learning Goals Writing: Collaboration with Parents - Posting about students' FLG progress for parents to see evidence of growth / how to continue practicing their FLG</p> <p>Focused Learning Goals Personal FLG Plan: Collaboration with Parents - Students work on their Personal FLGs primarily at home. This action plan helps families have a starting point</p> <p>Focused Learning Goals Class Banner: Collaboration with Parents - Many times students/families forget about Personal FLGs until the end of the year and do it all in a week. The banners remind them of their goal all year long.</p> <p>FLG Conferences with students and parents: Focused Learning Goal document with learner goals, student responsibilities, parent responsibilities, and teacher responsibilities</p> <p>Family Collaboration: Schedule sent to a family on a daily basis to prime a student who needs schedule in advance</p> <ul style="list-style-type: none"> • Collaboration document between SPED team, teacher and parents to track behavior on a daily basis • Example of communication between parent and teacher to support a student • Copy of the bi-weekly newsletter
Intersession provides project-based learning around social activism. This unit encourages 8th grade	Intersession: Activism Project Based Learning

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students to build empathy through researching real-world problems, and interacting with them by completing a social activism project which they identify and develop.	
Counseling services provided to students are supporting social and emotional well being of students in regard to their personal lives and transitioning back into the classroom after COVID and online learning.	Students who are identified as needing emotional support are able to meet one on one or in a group setting with a counselor or school psychologist.

E3.3. Multi-Tiered Systems of Support and Impact on Student Learning and Well-Being: The school leadership and staff assess the effectiveness of the multi-tiered support system and its impact on student success and achievement.

Findings	Supporting Evidence
The RtI team and process was restructured this year, but its overall effectiveness hasn't been assessed yet.	<p>RtI team consists of superintendent, three principals, counselor, Dir. of SpEd, and two team leaders.</p> <p>RtI team discusses referrals made by teachers and other staff, both academic and behavioral.</p> <p>There have been 36 referrals to RtI this year.</p> <p>Team meets biweekly, but those outside the team don't really know what the team does and there hasn't been any type of mechanism to assess impact on student success and achievement beyond updates from those on the team.</p>

E3.4. Co-Curricular Activities: The school ensures there is a high level of student involvement in curricular and co-curricular activities that link to schoolwide learner outcomes, academic standards, and college- and career-readiness standards.

Findings	Supporting Evidence
Weekly co-curriculars give students the opportunity to choose activities that they enjoy to learn about for a semester, but lack of evidence to support that they are truly standards-based and help students develop college- and career-readiness.	Co Curriculars Document of our co-curricular schedule
Clubs in Grades 6-8 allow students voice and choice by proposing and leading recruitment and activities for Clubs of their choosing. In Grades 2-5, students choose their own co-curricular courses.	Club Advisor Assignment Form Club Proposal Form Virtual Clubs Fair 2019 Virtual Clubs Fair South Co-Curriculars (Spring 2022) North Co-Curriculars (Spring 2022)
Extra Curriculars allow all students to explore interest (non standards based) areas with peers who share the same passions.	Extra curriculars : Document of our extra curricular schedule

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Makerspace/FabLab allows for students to engage in the design thinking process and create prototypes for PBL projects. Students are also able to engage in other STEAM focused projects like coding, etc.	Makerspace/Fab Lab Projects
Curricular activities during intercession that link to a vast number of learner outcomes and develop/evaluate personal competencies in students	Intercession at a Glance

E3.5. Student Voice: Students deepen their sense of self and make personal and community connections that are meaningful and relevant and allow students to become advocates for their own needs and supports.

Findings	Supporting Evidence
Extra Curriculars allow all students to explore interest (non standards based) areas with peers who share the same passions.	Extra curriculars : Document of our extra curricular schedule
FLG - Personal and lifelong learning goals FLGs encourage students to pursue areas of personal interest in a structured way that provides support from teachers, families, and occasionally specialist teachers.	<p>Focused Learning Goals Writing: Collaboration with Parents - Posting about students' FLG progress for parents to see evidence of growth / how to continue practicing their FLGs</p> <p>Focused Learning Goals Personal FLG Plan: Collaboration with Parents - Students work on their Personal FLGs primarily at home. This action plan helps families have a starting point</p> <p>Focused Learning Goals Class Banner: Collaboration with Parents - Many times students/families forget about Personal FLGs until the end of the year and do it all in a week. The banners remind them of their goal all year long.</p> <p>FLG Conferences with students and parents: Focused Learning Goal document with learner goals, student responsibilities, parent responsibilities, and teacher responsibilities</p>
Clubs in Grades 6-8 allow students voice and choice by proposing and leading recruitment and activities for Clubs of their choosing. In Grades 2-5, students choose their own co-curricular courses.	<p>Club Advisor Assignment Form</p> <p>Club Proposal Form</p> <p>Virtual Clubs Fair 2019</p> <p>Virtual Clubs Fair</p> <p>South Co-Curriculars (Spring 2022)</p> <p>North Co-Curriculars (Spring 2022)</p>
There are lessons across grade levels focused on developing students' sense of self and knowledge of others around them.	<p>Stories Around the World</p> <p>G3 Community Circle: Lesson plan for a community circle, designed to help build community and connection among students.</p> <p>beginning of the Year Family Surveys</p> <p>Google Form Survey for Parents: background</p>

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	<p>information from families about their child, their family background, and culture</p> <p>Equality vs. equity</p> <p>Connection Circle slideshow: Norms and guiding questions to promote empathy, active listening, and social emotional connections among students</p> <p>Holidays Around the World Unit/Grade Level Celebrations</p> <p>Dia de Los Muertos 8th Grade</p>
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Strengths/Areas of Growth

	Strengths	Areas of Growth
1	There are multiple opportunities across all grade levels for students to engage in activities and learn about subjects that are interesting to them and connect them to the community. (Co-Curricular Classes, Extra Curricular Classes, PBLs, SEL Lessons).	Multi-tiered support systems and their impact on student learning and well-being - not a lot of explicit evidence showing how we are assessing how those academic supports are actually supporting student success.
2	The school provides a vertically aligned curriculum across all grade levels TK-8 to support students in social and emotional learning.	Co-curriculars don't necessarily address college and career readiness or academic standards.
3	Students take ownership of their learning through the FLG process. This also targets the individual needs of all learners.	FLGs - Each class creates and evaluates goals differently. Is there a way to streamline FLGs so it is a similar process across the school? (Ex: a master document to refer to)
4	Comprehensive bullying education, reporting and response system in place which students utilize. The Solution Team method of addressing bullying not only addresses the dynamics of a bullying situation, but teaches members of the team problem-solving, empathy and leadership skills.	

E3. Prompt: Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.

BCS is **highly effective** in providing multiple opportunities across all grade levels for students to engage in activities that allow them to take ownership over their learning as well as learn about subjects that are interesting to them and connect them to the community. Some examples of these opportunities are students taking ownership of their learning through the FLG process to meet the individual needs of all learners. Despite the number of offerings, however, there is a **lack of evidence** that courses like co-curriculars are standards-aligned or deepen students' career- and college-readiness. A next step could

be to develop a vetting process to assure that co-curriculars are rigorous enough and meet these guidelines.

Although FLGs are **effective** in promoting personalized growth, how they are documented and communicated to families varies from teacher to teacher. It would be good to find a way to streamline how evidence is pushed out to families and students about their progress. By having a master document that includes examples of goals for each grade level, we would be able to be more vertically aligned throughout the school. We could also have an allotted time set aside for FLG work-time, similar to how we structure houses.

BCS is also **highly effective** in providing a vertically-aligned SEL curriculum across all grade levels, TK-8, to support students in social and emotional learning. This emphasis on social-emotional learning helps support the whole child so all students have all of their needs met.

BCS's RTI process is **somewhat effective**. The process exists, which is good, but it is still unclear and confusing schoolwide. A next step to address this area of growth is to have professional development time to go through each level of the RTI process and have a system in place to evaluate its effectiveness in promoting student success, which could be reported out to the staff.

Prioritized Areas of Growth Needs from Categories A through E

Because we had each Focus Group focus on one Criterion instead of an entire Category, we analyzed the [Areas of Growth](#) to look for trends. Based on that work, our growth areas are prioritized below:

- An established cadence of data analysis that includes assessment, reflection, action planning and evaluation of effectiveness
- Intentional and frequent teacher training to ensure alignment, content mastery, and rigor within all classrooms
- Alignment of curriculum and assessment practices across sites, grade levels, and content areas
- Ensuring all learners - particularly our sub-populations - have additional support to access content and develop the agency needed to engage in rigorous tasks

Chapter IV: Summary from Analysis of Identified Major Student Learner Needs

After working with Home Groups, Focus Groups, and reviewing the strengths and growth areas for Categories A-E, we identified the following strengths at Bullis Charter School:

- A well-informed and involved parent community
- Engaging content and a variety of opportunities offered to students
- Multiple opportunities for students to take ownership over their own learning
- Resources available for teachers to provide a variety of learning experiences for students

Prior to the work of Focus Groups, we anticipated our major student learner needs would be the following:

- How can we provide more socio-emotional support -- especially during a time when students have faced a lot of uncertainty in structures the past 2+ years, both inside and outside of school?
- Given CAASPP and NWEA MAP Growth data, what steps can we take to improve opportunities for our EL students and students with disabilities?

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Based on identified growth areas for Categories A-E, we have adjusted our major student learner needs to be the following:

- An established cadence of data analysis that includes assessment, reflection, action planning and evaluation of effectiveness
- Intentional and frequent teacher training to ensure alignment, content mastery, and rigor within all classrooms
- Alignment of curriculum and assessment practices across sites, grade levels, and content areas
- Ensuring all learners - particularly our sub-populations - have additional support to access content and develop the agency needed to engage in rigorous tasks.

We recognize the continued importance of socio-emotional support, especially after the previous two years of the pandemic, and we believe that many of the targeted growth areas above will directly impact our learners' social-emotional well-being.

These identified growth areas will directly inform how we seek to create the scope and sequence of our professional development calendar, specifically looking for opportunities to provide teacher training and support in effective classroom practices. Additionally, there is a need for us to analyze long-term plans and incorporate assessment cycles, data collection, and learner-centered pedagogy within them.

SUMMARY FROM ANALYSIS OF IDENTIFIED MAJOR STUDENT LEARNER NEEDS

	A: Organization	B: Curriculum	C: Learning & Teaching	D: Assessment & Accountability	E: School Culture & Student Support
Strengths	<ul style="list-style-type: none"> •Mission-driven with learner outcomes rooted in mission •Various stakeholders involved in strategic planning process •Board meeting agendas & minutes promptly posted & publicly visible •Governance questions & Uniform Complaint Procedures are publicly available on website •Regularly scheduled, intentional meetings times for staff to collaborate on various teams •Systems to update staff on regular cadence •Staff Intranet that is accessible to staff at all times •Jobs posted on a variety of platforms to attract high-quality staff •With support from school leaders, teachers set professional goals each year based on learner outcomes and collect evidence for their goals throughout the year •2 weeks of professional learning before start of each school year •Specialized spaces that support a rigorous, innovative program •Teachers have access to a wide variety of materials, resources, and technologies •Ample funds allocated for compensation •Financial policies that are audited, reviewed, and updated annually •Input from various stakeholders (staff, parents, etc.) re: long-range plans throughout 	<ul style="list-style-type: none"> •Integration among school disciplines is deep and offers a wide range of rigorous and engaging content across K-8 •Congruence with standards & outcomes is sometimes clear, sometimes well document, and historical successful given chosen metrics •PBL is widely engaging and rigorous, tied to standards •BCS offers a variety of programs that provide opportunities for students in areas of interest and/or passion •Many opportunities across grade levels to apply knowledge of content to solve real-world problems •Consistent communication channels between school and families to provide information about what is happening in classroom & at home 	<ul style="list-style-type: none"> •Evidence of differentiation based on data and student choice that resulted in growth •Use of manipulatives and visuals utilized to encourage growth •Vertical and horizontal alignment around student expectations and standards •Some students take ownership of their learning by deciding on product based on expectations •Across K-8, students are working in small groups and collaborating •In Grades 6-8, students engage in career preparation activities related to areas of interest and passion to help their local community •Teachers provide a variety of resources for students to learn content 	<ul style="list-style-type: none"> •Time set aside a few times each year for teachers to engage in analysis of assessment data, mostly ELA & Math data, and create action plans based on it •Students across K-8 engage in an individualized goal-setting process each year •Students at various grade levels engage in peer feedback protocols •Teachers across various grade levels provide support and differentiated learning tasks for students with different learning abilities. 	<ul style="list-style-type: none"> •Parents have a variety of ways to engage in school community •Parents are part of the goal-setting process & help hold students accountable for meeting FLGs •Parents are informed of happenings in classroom via homeroom newsletters K-8 & Seesaw •SEL program & PBL units that cover a variety of social-emotional topics, diversity, equality, anti-racism, etc... •Comprehensive PD around SEL for all staff before start of each school year •Clear Bully Prevention Plan in place and presented to all students •Multiple opportunities for students across all grade levels to engage in activities and learn about subjects that are interesting to them & connect them to their community •Vertically aligned TK-8 SEL curriculum •Students take ownership over their learning through FLG process

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	<p>year</p> <ul style="list-style-type: none"> •Budget reviewed throughout spring & shared @ public Board meetings 				
Growth Areas	<ul style="list-style-type: none"> •Changes in leadership have stalled strategic planning process •Involving student voices & more parents of ELs in schoolwide decision-making & planning •Increase involvement of individuals outside parents community to be invited as candidates to Board of Directors •Some in parents community are unsure of extent of Board's role & its position on issues •More time allocated for staff to analyze data & plan interventions based on data •More time to implement CADIE chart •Staff needs more time at regularly scheduled intervals to analyze data & plan instruction •More data needs to be collected to determine effectiveness of professional learning on producing positive student outcomes & how to best meet needs of all teachers •BCS lacks site-based staff to track budget actuals •Teachers need more clarity on process for using the Continuum and setting/monitoring professional goals •Need a fully developed evaluative structure for non-teaching staff •Resources not always reading accessible or distributed equitably across classrooms and campuses •Staff members have limited involvement in budget-setting 	<ul style="list-style-type: none"> •Aligning NWEA & CAASPP data with student needs in classroom •Congruence across grade levels, fidelity of standards-based curriculum, and assessing student performance is teacher-dependent: lack of consistency from teacher to teacher •Some relevant 21st century skills not covered in curriculum •Organizing more outreach/community-focused events •Strategies & programs to facilitate transitions to college and career are limited and/or not documented •Align FLGs to college/career readiness, especially in the older grades •Provide course offerings that are reflective of the diversity of the student population •Create cadence by which course content is reviewed and updated 	<ul style="list-style-type: none"> •Posting standards in classroom and/or making objectives/expectations/standards visible for students •Including explicit ELD modifications and differentiation in lesson plans and Scope & Sequences •Offering support for kids so that students can have the autonomy they need to develop agency so that growth is maximized when engaging in projects •Training teachers how to design standards-aligned rigorous tasks to meet different students' learning needs in order to maximize growth and promote higher-order thinking across K-8 •Going beyond surface level application of content by designing learning experiences that foster productive struggle by differentiating materials/tasks/resources to meet the needs of all students. 	<ul style="list-style-type: none"> •No follow-up to ensure that action plans based on assessment data are implemented and whether those action plans are effective •K-8 report cards need to be revised so that there is alignment between them and so they reflect each child's mastery of grade level standards •CAST data indicates a need to more regularly analyze Science assessment data to promote growth; need school-wide benchmark or interim Science assessments •All teachers provide actionable, timely feedback that students use to improve their work and promote individual growth 	<ul style="list-style-type: none"> •Getting new families excited about volunteering in school community •Increasing engagement of parents of ELs •Providing workshops or speaker series to help parents better support their children inside & outside classroom •Lack lessons related to role of privilege in society •Recognizing middle school students for exemplifying six pillars •Meeting needs of families who don't vocalize concerns as often including those not able to regularly attend school events •Assessing impact of MTSS on student learning & wellbeing •Rigor of Co-curriculars •Streamlining FLGs so process is similar across the school

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	<p>process</p> <ul style="list-style-type: none"> •AT program not adequately staffed with one AT/grade level @ each campus •Site-based staff have limited involvement in budget-setting process 				
Next Steps	<ul style="list-style-type: none"> •Involve current students in strategic planning process •Involve students & more parents of ELs in decision-making process •Bring back annual strategic planning updates •Invite candidates outside parent community to join Board •Increase Board member visibility within school community, like with Meet & Greets or Q & A Sessions •Revise calendar to allow time at regular intervals throughout year for staff to analyze data & plan instruction that provides needed supports and improves student outcomes •Continue to formally outline roles & responsibilities of staff members to provide clarity for Leadership Team & streamline operations •Collect more data to evaluate the effectiveness of professional learning: meeting needs of teachers & contributing to improved student outcomes? •Engage broader range of staff members in resource allocation to provide more insight into budget setting process •Develop a clear, fully fleshed out evaluative structure 	<ul style="list-style-type: none"> •Build in regular times throughout the year to calibrate on assessing student work and collaborate on planning instruction to create more alignment between teachers •Capitalize on relationships built with experts who have been part of PBL units to foster relationships with community partners and resources •Allow students to have a voice in deciding which co-curriculars and extracurriculars are offered •Older students could create a “Career-readiness” or “College-readiness” FLG •Engage in consistent alumni relations outreach to gather input and feedback from alumni and their families 	<ul style="list-style-type: none"> •Provide PD around planning with ELD standards in mind and including those standards in daily, unit, and long-term plans’ •Create clear observation protocols around making standards, objectives, learning outcomes visible to students •Redesign PD calendar to provide more opportunities for articulation across grade levels and sites and to establish a K-8 continuum of expected learning outcomes and long-term plans based on these outcomes •Provide PD and training in how to create learning tasks and assessments that are rigorous, standards-aligned, and promote growth in all learners 	<ul style="list-style-type: none"> •Administer interim Science assessments, perhaps NWEA Science Test, to inform Science instruction •Redesign K-8 report cards to create alignment across grade levels and so that information on them is clearly understood by parents •Engage teachers in inquiry cycles that include analyzing student work/assessment data, planning based on that analysis, observation, and reflection •Provide PD to teachers about providing effective feedback to students across grade levels and subject areas 	<ul style="list-style-type: none"> •Recruit more parents of ELs to take part in ELAC meetings as springboard to increase engagement of families of ELs •Develop and implement lessons on role of privilege in society and the socio-economic divide •Develop a system of recognizing students in Grades 6-8 who exemplify character pillars that is age-appropriate & appreciated by all •Find additional ways for families to share concerns, particularly those who don’t speak up often or don’t regularly attend school events •Develop a vetting process to ensure that co-curriculars are rigorous enough by being standards-aligned and increase students’ college- and career-readiness •Streamline how FLG evidence is pushed out to families & students about progress •Have an allotted time set aside for FLG work-time, similar to House Meeting time •PD for staff around MTSS •Create a method to evaluate effectiveness of MTSS in promoting student success & report out results to staff

Chapter V: Schoolwide Action Plan

Goal 1: Develop and implement an established cadence of data analysis that includes assessment, reflection, action planning and evaluation of effectiveness.

Actions	Correlation to LCAP or Strategic Plan	Timeline Across 6 year cycle	Progress Monitoring (could merge multiple rows)
Provide data analysis training to all staff members.	LCAP Goal #2: All teachers will engage in professional learning that increases their instructional knowledge and practice to serve all students	At least every August and January, starting in August 2022	PD calendar will show that data analysis training happens at least twice per year Feedback from staff will indicate that PD provided has positively affected their practice
Develop a school calendar that builds in designated “data days” where teachers have protected time to analyze data.	LCAP Goal #1: All students will achieve growth and academic success LCAP Goal #2: All teachers will engage in professional learning that increases their instructional knowledge and practice to serve all students	By June of each year, starting 2022	2022-23 Calendar contains Data Days, which may be revised annually based on need and efficacy Action plans based on work done on these days produce positive results (i.e. an increase each year in % of students who meet NWEA growth projections)
Evaluate and refine the assessments given at each grade level to ensure alignment with standards.	LCAP Goal #2: All teachers will engage in professional learning that increases their instructional knowledge and practice to serve all students	Benchmarks assessments refined by August 2024, re-evaluate in depth every 2	Each grade level has a series of standards-aligned benchmark assessments that are

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		years Other assessments developed, evaluated and refined,	used across all classrooms Assessment tasks aligned to each standard across each grade level and specialist team
Develop and use a system for writing, tracking, and reflecting upon action plans based on analysis of assessment data	LCAP Goal #1: All students will achieve growth and academic success	Develop by Spring 2023 Use each trimester at a minimum	Each teacher will complete at least 1 full assessment cycle (including analysis & reflection) during the 2022-23 school year, and that will increase by at least 1 full assessment cycle each year for 3 years until each teacher completes at least 3 each year

Goal 2: Ensure that there is alignment, content mastery, and rigor within and across all classrooms by providing intentional and frequent professional development on curriculum design.

Actions	Correlation to LCAP or Strategic Plan	Timeline Across 6 year cycle	Progress Monitoring (could merge multiple rows)
Complete long-term plans rooted in standards and aligned across K-8	LCAP Goal #1: All students will achieve growth and academic success Strategy II: We will define, measure, and promote student success consistent with the BCS mission.	August 2022 continued analysis, with all long-term plans fully updated by the start of 2023-24 school year.	All grade levels and specialist teams have long-term plans aligned to content standards that are adjusted to meet the needs of learners

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		All plans revised/updated annually and mid-year each year	
Provide professional development on assessment design	<p>LCAP Goal #1: All students will achieve growth and academic success</p> <p>LCAP Goal #2: All teachers will engage in professional learning that increases their instructional knowledge and practice to serve all students</p> <p>Strategy III: We will attract, support, and develop a diverse, world-class staff of professionals who are entrusted and empowered to execute the BCS mission.</p>	Quarterly, starting in Fall 2022	All grade levels and specialists teams design/improve upon, implement, and calibrate scoring on at least 3 assessments each year, starting with a minimum of one calibration in 2022-23.
Provide professional development on designing learner-centered instruction	<p>LCAP Goal #1: All students will achieve growth and academic success.</p> <p>LCAP Goal #2: All teachers will engage in professional learning that increases their instructional knowledge and practice to serve all students</p> <p>Strategy I: We will build innovative education programs and spaces that inspire the individual student, enrich the learning experience, and provide a model of what is possible in public education.</p> <p>Strategy III: We will attract, support, and develop a diverse, world-class staff of professionals who are entrusted and empowered to execute the BCS mission.</p>	Quarterly, starting in Fall 2022	All teams will design and implement at least one lesson per trimester during the first year and then design at least 1 unit per year after that
Design observation protocol and observation schedule that allow teachers to observe and give/get feedback to improve and calibrate their practice across teams	<p>LCAP Goal #1: All students will achieve growth and academic success</p> <p>Strategy III: We will attract, support, and develop a diverse, world-class staff of professionals who are entrusted and</p>	Start in Fall 2022 Monthly observations by principals, school leaders, and/or peers	Growth in practice will be seen based on feedback and progress towards goals based on that feedback

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	empowered to execute the BCS mission.		<p>Assessment data will show an increased level of student growth and achievement as a result of this work</p> <p>Evaluation tool will be utilized across all classrooms by Fall 2023</p>
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Goal 3: Ensure alignment of curriculum and assessment practices across sites, grade levels, and content areas.

Actions	Correlation to LCAP or Strategic Plan	Timeline Across 6 year cycle	Progress Monitoring (could merge multiple rows)
Communicate specific curriculum use expectations across sites, grade levels, and content areas.	<p>LCAP Goal #1: All students will achieve growth and academic success</p> <p>Strategy II: We will define, measure, and promote student success consistent with the BCS mission.</p> <p>Strategy III: We will attract, support, and develop a diverse, world-class staff of professionals who are entrusted and empowered to execute the BCS mission.</p>	Beginning of August each year, starting in 2022, revisiting each school year	Leadership Team will share expectations and monitor throughout the year through their vertical team meetings
Providing opportunities in vertical team meetings to calibrate assessments and share strategies around curriculum.	<p>LCAP Goal #1: All students will achieve growth and academic success</p> <p>Strategy II: We will define, measure, and promote student success consistent with the BCS mission.</p> <p>Strategy III: We will attract, support, and develop a diverse, world-class staff of professionals who are entrusted and empowered to execute the BCS mission.</p>	Monthly, starting in August 2022	Admin and Team Leads will create agendas for teachers to share and analyze data at an established cadence

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Develop a shared communication system with students/families that provides assessment performance at regular intervals to all families.	<p>LCAP Goal #1: All students will achieve growth and academic success</p> <p>LCAP Goal # 4: We will engage all parents in joyful, active partnership to support their children and the BCS mission.</p> <p>Strategy IV: We will engage all families as essential, active partners to support the continued vitality of the BCS community, its students, staff, and programs.</p>	<p>Review current system for 2022-23 school year and make adjustments</p> <p>Revisit each Fall and Spring thereafter</p>	<p>Review family survey data in the Winter and Spring each year to data to measure effectiveness of communication structure</p>
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Goal 4: Create programs and opportunities that ensure all learners – particularly our sub-populations – have additional support to access content and develop the agency needed to engage in rigorous tasks.

Actions	Correlation to LCAP or Strategic Plan	Timeline Across 6 year cycle	Progress Monitoring (could merge multiple rows)
Recruit more parents of ELs to take part in ELAC meetings as springboard to increase engagement of families of ELs	<p>LCAP Goal #1: All students will achieve growth and academic success</p> <p>LCAP Goal # 4: We will engage all parents in joyful, active partnership to support their children and the BCS mission.</p> <p>Strategy IV: We will engage all families as essential, active partners to support the continued vitality of the BCS community, its students, staff, and programs.</p>	Plan new parent gathering to have parents learn about and sign up for volunteer opportunities either in August or September of 2022 and conduct annually	<p>Students are tested within the first 30 days of school.</p> <p>Admin reaches out to families to participate in the first ELAC meeting in November.</p>
Develop additional feedback loops for families to provide feedback on school programs	<p>LCAP Goal # 4: We will engage all parents in joyful, active partnership to support their children and the BCS mission.</p> <p>Strategy IV: We will engage all families as essential, active partners to support the continued vitality of the BCS community, its students, staff, and programs.</p>	Beginning and mid-year parent check-in and opportunities to volunteer for upcoming events.	Surveys sent out Winter and Spring will show an increase in the percentage of responses from the parent community year upon year

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Train teachers to design standards-aligned rigorous tasks to meet different students' learning needs in order to maximize growth and promote higher-order thinking across K-8	<p>LCAP Goal #1: All students will achieve growth and academic success</p> <p>LCAP Goal #2: All teachers will engage in professional learning that increases their instructional knowledge and practice to serve all students</p>	<p>PD in August, starting in 2022</p> <p>Trainings for leadership team each year, including school site visits</p>	<p>Specific tasks created for each grade-level/content area to align assessment</p> <p>CAASPP and NWEA sub-population metrics show an increase in growth and achievement</p>
Build in regular times throughout the year to calibrate on assessing student work and collaborate on planning instruction to create more alignment between teachers	<p>LCAP Goal #1: All students will achieve growth and academic success</p> <p>LCAP Goal #2: All teachers will engage in professional learning that increases their instructional knowledge and practice to serve all students</p> <p>STRATEGY II: We will define, measure, and promote student success consistent with the BCS mission.</p>	Monthly, starting in 2022-23 school year	<p>Team data and planning meetings will be scheduled and documented, including the results that come from them</p> <p>Observational data will indicate that plans based on assessment data are implemented</p>
Review current SEL curriculum implementation across all grade levels and provide training to staff on implementation	LCAP Goal #3: Bullis Charter School will create a school climate where all students on all campuses feel included, safe, and accepted for who they are.	PD In August, starting in 2022 and revisiting in Jan of each year	Student survey metrics tracked twice a year (looking for % growth in key questions)

APPENDICES

- A. [Local Control and Accountability Plan \(LCAP\)](#)
- B. Results of student questionnaire/interviews: [3-5 North](#), [3-5 South](#), and [6-8](#)
- C. Results of parent/community questionnaire/interviews: [Ch. 1 & 2 Jamboard](#), [Organization: Vision & Purpose](#), [Organization: Leadership & Staff](#), [Organization: Governance](#), [Curriculum](#))
- E. [Master schedule](#)
- F. [2019 California School Dashboard Performance Indicators](#)
- G. [School accountability report card \(SARC\)](#)
- H. [CBEDS school information form](#)
- I. [School budget](#)
- J. **Glossary of terms unique to the school**

FLGs (Focused Learning Goals)	FLGs are meant to help each student achieve their full potential based on where they are each year and to realize individual talents, passions, and interests. Goals don't always have to be in an area of weakness. Some of the best goals come from areas of strength/passion. Each child in Grades TK-8 have at least 4 FLGs per year, which are set during an FLG Conference in October.
Co-Curriculars	Co-Curricular classes provide an opportunity for children in Grades 1-5 to dive more deeply into California State Standards. These standards-based classes provide an opportunity for students to learn and apply content in a more integrated manner and with students they may otherwise not have a chance to work with. There are three categories of co-curricular classes: math, science, and technology; performing and visual arts; global citizenship. Students take classes in two of the three categories each semester. They take place during the regular school day: on Wednesday afternoons at the South Campus and on Friday afternoons at the North Campus.
Extra-Curriculars	Extra-Curricular Classes take place after school from 3:30-4:15pm on Mondays, Tuesdays, and Wednesdays. Some activities, like choirs, bands, and plays/musicals take place at other times throughout the week and are also considered part of our Extra-Curricular Program. Classes take place in 2 semesters (Fall and Spring) and generally have 10-13 meetings per semester. These, unlike Co-Curriculars, are not necessarily standards-based.
Houses	Each student in Grades TK-5 and each teacher of Grades TK-5 is a member of a House, and each House is made up of children in Grades TK-5. There are monthly House meetings during which there is an activity members of each House complete collaboratively. Students can earn House points by showing school spirit and by winning House competitions/contests, like the annual Chalk Mural Contest. Below are

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	<p>the names of the Houses:</p> <p>North Campus: Monkeys, Wolves, Dolphins, Penguins, Tasmanian Devils Snow Leopards, Hawks</p> <p>South Campus: Monkeys, Wolves, Monkeys, Wolves, Dolphins, Penguins, Tasmanian Devils Snow Leopards</p>
Clubs	Clubs take place for our middle schoolers during one period each week. Every middle schooler is a member of a club. Clubs are proposed and led by students, and each is advised by a middle school teacher.
Intersessions	Intersessions are two- or three-week blocks of time during which middle schoolers don't attend their regular classes but dive deeply into a project instead with other members of their grade level with whom they don't necessarily work during their regular classes. They take place three times per year.
Six Pillars	These are the Six Pillars of Character: Caring, Respect, Responsibility, Trustworthiness, Citizenship, and Fairness. These form the basis of the Character Education Program at BCS.
POW/WOW	Each week, there is a Word of the Week (WOW) related to one of the Six Pillars. There is a Proverb of the Week (POW) that goes with each WOW. At each Friday assembly, one of the TK-5 classes presents the POW/WOW to the rest of the school. Each child in the class is part of its POW/WOW presentation.
Principal's Awards	Each month, Principal's Awards are given to students in TK-5 who exemplify an attribute related to the Six Pillars. Each teacher names 1-3 students who should receive an award each month. These students are recognized during a Friday assembly in front of the whole school.
BBC (Bullis Boosters Club)	The Bullis Boosters Club is BCS's parent-led volunteer organization. Its mission is to unify the school community around the BCS mission and support the school, its students, and staff in various ways.

SELF-STUDY VISITING COMMITTEE REPORT

**ACCREDITING COMMISSION FOR SCHOOLS,
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES
CALIFORNIA STATE DEPARTMENT OF EDUCATION
FOR**

BULLIS CHARTER SCHOOL

102 W. Portola Ave

Los Altos, CA 94022

May 1 - 4, 2022

Visiting Committee Members

Elisa McCutcheon

Co-administrator and Teacher, Antioch Charter Academy II

Adam White

Assistant Principal, Leadership Public Schools, Hayward

Edna Heller

Co-administrator and Teacher, Antioch Charter Academy

John Bosselman

Director of Innovation and Rigor, Latitude 37.8 High School

Jeff Kirchner

Principal/Superintendent, Hume Lake Charter School

Preface

Bullis Charter School involved all teachers, leadership, parents, and students in the WASC process. There is a strong commitment of all stakeholders to support student achievement that is evident throughout the self study.

BCS has a strategic plan that is directly tied to their mission which guides the schoolwide learner outcomes and development of goals for LCAP. The student learner outcomes include academic achievement as well as goals leading to a well-rounded global citizen:

- All students will self-advocate, take agency, and become active listeners.
- All students will achieve academic success.
- All students will discover and pursue individual talents and interests.
- All students will model the six character pillars.
- All students will become self-confident contributors to the global society and demonstrate understanding of the interconnectedness of people and their environment.

Leadership, teachers, parents, the board, and students are involved in gathering and analyzing data about students and student achievement in one form or another. Data is analyzed at a school level, grade level, class level, and individual level. All stakeholders are included in both LCAP planning and strategic planning. Time is included throughout the year for staff to look at data to inform their instruction. Parents and students K-8 participate with teachers in setting and monitoring individual progress towards Focus Learning Goals, which include academic, life skill, and personal goals.

All teachers and leaders participated in gathering and evaluating evidence related to schoolwide learner outcomes, academic standards, and ACS WASC criteria. Teachers observed peers, shared evidence of student work, and gathered an abundance of artifacts to reflect work done in horizontal and vertical team meetings. Each teacher participated in one of the Focus Groups, which analyzed the data collected and then created strengths and growth areas for their section. The Leadership Team then analyzed the sections to identify the trends that had the most impact on learner outcomes, identified student learner needs, discussed those trends with staff and parent focus groups, and drafted goals for the action plan.

The schoolwide action plan is directly tied to the LCAP and the strategic plan, which is good because there are clear processes in place for reviewing and updating the actions and goals tied to these plans.

The involvement and collaboration of stakeholders in the self-study reflects a thorough, accurate description and analysis of what currently exists at the school, as well as aligned schoolwide prioritized areas of strength and growth.

Visiting Committee Rating (select one): **Highly Effective** Effective Somewhat Effective Ineffective

Narrative Rationale:

The school thoroughly involved all stakeholders in the self-study process. The visiting committee agreed that the self-study report and conversations with leaders, parents, and focus groups included transparent analysis of what currently exists at the school. Focus groups identified areas of strength and growth with which the visiting committee concurred

from the evidence provided before and during the visit.

Chapter 1: Progress Report

Significant Developments

Since the last full visit in 2015, Bullis Charter School has grown from a school of 712 K-8 learners to a school of 1,067.. Most of the growth since 2015 occurred during the 2019-20 school year when seven new classes were added: two classes of TK/K and one class each of Grades 1-5. In addition to the growth in the number of learners, the physical footprint of Bullis Charter School has increased in size. There is now the K-8 North Campus site, still co-located with Egan Jr. High, which serves K-8 learners, and there is the K-5 South Campus site, co-located with Blach Jr. High, which serves K-5 learners. This means that the K-5 teams are split across two campuses. As a result of the addition of seven new classes in the 2019-20 school year, the Middle School Quad of twelve classrooms was added adjacent to the North Campus site. Since 2015, the number of teachers has increased from 68 to 89. New staff positions have also been added, including Director of Human Resources, Director of Special Education, Director of Operations, Facilities Lead, Director of Teaching and Learning, and Director of Technology.

The administrative team has been reorganized since the last full visit, and new people are serving in all administrative roles. Bullis Charter School's Founding Superintendent stepped away from the role in the 2019-20 school year and now serves as the Founding Superintendent, Emeritus. There was an Interim Superintendent during the 2019-20 school year, and a new Superintendent started in July 2020. In 2015, there was one Principal and one Assistant Principal. Now, there are three Principals – North Campus K-5, South Campus K-5, and Middle School – who were new to their roles in the 2020-21 school year. All three were members of the BCS teaching staff for over a decade before becoming Principals, which is good because they bring knowledge of school history and culture as well as relationships with staff to their roles.

The COVID pandemic had a major impact on the school. Bullis Charter School shifted to 100% remote learning across all grade levels on March 17, 2020, one day after school was closed on March 16. BCS started the 2020-21 school year 100% remotely and began bringing back some cohorts for in-person instruction on September 30, 2020. By early December 2020, cohorts of learners across all grade levels, K-8, had returned to campus for in-person instruction. In grades K-3, in-person instruction happened 5 days per week, and in grades 4-8, in-person instruction happened 2 days per week. Concurrently, a 100% remote learning program was running. The final group of in-person K-8 learners was welcomed to each campus in March, at which point about half of the learners had returned for in-person instruction. All families were able to choose whether their student was remote or part of the in-person program. Professional learning priorities shifted to focus on best practices for remote and hybrid learning while operations priorities shifted to focus on health and safety protocols. Each time new learners returned to campus for in-person instruction, rosters changed, creating the need to synchronize across each grade level as much as possible.

Multiple task forces, involving parents and teachers, worked throughout the summer of 2021 to help provide insight and oversight in creating the best possible learning environment for students, both in-person and remotely. All students returned to campus to start the 2021-22

school year. The school worked to address student socio-emotional needs since many of the students had not been in a formal school setting for over 18 months. Amidst these challenges, the school re-implemented many of the components important to the BCS program, including co-curriculars, extracurriculars and student celebrations and assemblies to rebuild connection and community within the school.

Progress on Schoolwide Action Plan

BCS has made progress in meeting its action plan goals since 2015.

Goal 1: *Continued support of diverse learners through effective implementation of Common Core State Standards and California English Language Development Standards with an emphasis on differentiation.*

Since the last Self-Study, a major focus of professional learning for teachers has been on analyzing school-wide data to meet each learner's individual needs through effective implementation of standards, including the CCSS and CA ELD standards.

BCS uses data to drive the content of professional development. Since 2016, there has been a school-wide focus set for each year based on analysis of data. In 2016-17, the school-wide focus was on the differentiated curriculum, particularly for ELs. In 2017-18, the school-wide focus was using data to improve listening and speaking skills for all learners because when analyzing the 2017 CAASPP data, there was a relative weakness in the Speaking and Listening claim. In 2018, the school-wide focus was differentiation based on assessment data. The school began administering the NWEA MAP Growth assessments across all classes at each grade level in the 2018-19 school year. Based on analyzing that year's growth data the focus in 19-20 was growth in literacy for all learners. In 2020-21, as a result of the COVID pandemic, the focus was differentiating instruction to meet the needs of all learners, regardless of remote, hybrid, or in-person. The foci for the 2021-22 school year are re-engaging the community, given that many in the community hadn't been to in-person school sites for 1.5 years and based on constituent survey data, and individual growth/achievement for all learners given NWEA MAP Growth assessment data.

BCS staff used NWEA Growth Data to analyze the instructional program, and particularly the growth data for English Learners. Fall 2019-Winter 2020 data indicated that the program was promoting growth in English Learners, particularly in Reading. The EL data for Math and Language were more variable, with ELs meeting or exceeding growth projections in the early primary and middle school grades. The data also indicated a relative strength in meeting the needs of the Special Education learners in Reading, more than in Math and Language Usage. NWEA Growth Data from Fall 2020-Winter 2021 showed that the ELs met or exceeded their growth projections at a rate greater than the overall population of the school on Reading, Math, and Language Usage, although some of the students took the test remotely and others on-site. NWEA Growth Data from Winter 2021-Spring 2021 showed that the ELs met or exceeded their growth projections at a rate less than the overall population on the Math and Reading tests. The gap is much greater for Reading than Math. Despite lower NWEA MAP Growth data for the ELs in Spring 2021, the majority of the returning ELs were reclassified in Fall 2021 based on Spring 2021 Summative ELPAC data. In the Fall of 2021, there were 81 English Learners who were at BCS the year prior. Of those 81 returning ELs, 48 were reclassified by September 29, 2021 based on Spring 2021 Summative ELPAC data.

Goal 2: *We will build on teachers' strengths to develop teacher leaders to impact professional and student learning within Bullis Charter School and the larger educational community.*

Because of the unique culture and learning environment at BCS, the majority of annual Professional Learning in August and January is conducted by members of the staff. The Director of Teaching and Learning provides the framework for professional learning each year. Each year, professional learning incorporates Team Leads as facilitators of small group and grade level discussions. Other key members of the faculty (including Special Education staff) have the opportunity to lead presentations and/or facilitate conversations around continued support for students.

Many Bullis teachers present at local, state, and national conferences including the Project-Based Learning STEAM Practicum, Mandarin team's presentation at the National Association for Bilingual Education, California Association for Bilingual Education, and the National Chinese Language Conference, the MakerSpace team presenting at the California Science Teachers Association conference, the California STEAM Symposium, and the National Science Teachers Association conference.

There is support for teachers' growth as teacher leaders through leadership opportunities including being a vertical team lead (K-2 team lead, 3-5 team lead, 6-8 team lead, and specialist team lead), being an associate teacher guide (a 1:1 support for each associate teacher), and working as an Induction mentor to support new teachers in their first two years of teaching.

What has not been done is analyze the impact of this work on students. There is a need to set metrics to be able to gauge the degree to which there are positive student outcomes as a result of it.

Goal 3: *Implement the Next Generation Science Standards (NGSS) and STEAM (science, technology, engineering, arts, mathematics) strand in all K-8 homeroom and specialist classes.*

Since 2015, all staff have received training in the NGSS. The NGSS are now being implemented in all grade levels, K-8. K-8 NGSS-aligned FOSS materials have been purchased to facilitate implementation. The NGSS are embedded within K-8 PBL and design-thinking units as well as middle school intersessions.

Using CAST data, 82.2% of students met or exceeded standards in 2018-2019, and 80.58% of students met or exceeded standards in 2020-2021. Based on feedback from teachers teaching remotely during the 2019-20 and 2020-21 school years, implementing instruction aligned to the NGSS remotely, particularly in Grades K-5, was a challenge. The school devoted time in August 2021, before the start of the 2021-22 school year, for K-5 teachers to explore all of the NGSS-aligned FOSS materials and plan units of instruction for the year aligned to the NGSS during a FOSS & Science Exploration Day (K-5) in an effort to have a positive effect on CAST data for 2021-2022 school year.

Goal 4: *We will strengthen our students' global competency through our foreign language program and the Biliteracy Pathway Awards program.*

There continue to be challenges with implementing a successful World Language Program. The staffing issues that existed in 2015 still exist, particularly for the Spanish program. Despite these challenges, BCS continues to have learners receive the Biliteracy Pathway Award (Grade 5) and

the Middle School Biliteracy Attainment Award each year.

For the 2021-22 school year, the approach to Mandarin instruction in Grades 4-8 changed to meet the variety of needs that exist for those grade levels. Instead of making Mandarin instruction optional before school for Grades 4 and 5, which it had been prior, all students in Grades 4 & 5 receive instruction during the regular school day. Also, to address the fact that students have mastered Mandarin at a variety of levels in Grades 4-8, including those who are new to BCS in those grade levels and those who study Mandarin outside of school, the schedules for the Mandarin teachers were adjusted so that multiple sections of Mandarin for each of those grade levels occur simultaneously, allowing them to group students across classes to meet the needs of the wide range of proficiency levels in each cohort. Data from Parent Surveys from 2018 to 2020 suggest that despite the challenges of implementing a successful World Language program, there has been some improvement in how effective parents perceive it to be, particularly the Mandarin program. The Grade 5 Conversational Spanish Course received some of the lowest scores on the survey across this time period. As a result, it was eliminated due to its ineffectiveness. Now, Spanish instruction at BCS starts in Grade 6.

Schoolwide Growth Areas for Continuous Improvement

Three suggested growth areas for continuous improvement were incorporated into goal 1 above, including “individual and small group differentiation by process and product and support students’ language development”, “align curriculum & assessments to standards, including ELD standards”, and “develop long-term goals based on school-wide students achievement data and use data to inform school-wide practices and PD plans.”

Additional growth areas for continuous improvement include:

Secure Facilities That Will Fully Support the BCS Program

BCS continues to work with the Los Altos School District to determine what long-term facilities structures may look like for Bullis. In 2020 (due to the pandemic) the current facilities agreement was extended until 2023. Although all stakeholders would find it beneficial to be located at one campus rather than two, the school is only able to get the facilities offered to them by the local school district through the Prop 39 agreement.

Engage Parents of Growing EL Population

Supporting all students is a key part of the BCS mission and model. With higher percentages of EL students joining the school in TK/K, the school is focused on providing support with ELA standards and individualized learning goals for students. In 2021, BCS reached out to all EL families to gauge interest in participating on the ELAC committee for Bullis, and established parental involvement in the committee that will help drive decisions for the LCAP and student support for all ELs. There is a need to continue to find other ways to engage members of the EL community.

Responsibilities and Protocols More Clearly Defined and Systematized With such large growth in the student population in 2019-2020 and a transition to an all new administration team in 2020-2021, the need to continue to codify systems and processes is relevant and necessary. With the pandemic affecting school operating procedures for 2020-21, BCS focused on systems that need immediate attention/updates (e.g. arrival and dismissal procedures, visitor protocols) and states that it will continue to analyze necessary protocols and processes moving forward.

The use of prior accreditation findings and other pertinent data to ensure high achievement of all students and drive school improvement.

Visiting Committee Rating (select one): Highly Effective Effective Somewhat Effective Ineffective

Narrative Rationale:

BCS is highly effective at using data to ensure high achievement for all students and to drive school improvement. Since 2018, all teachers have been part of annual data gallery walks to identify trends, gaps, and needs based on NWEA assessment data as well as surveys of parents and students. These identified trends are used to create a school-wide focus for professional development and for teachers to set goals for their learners and professional goals for themselves.

Chapter 2: School and Student Profile and Supporting Data

School and Student Profile

Bullis Charter School (“BCS”) is a single school serving 1,067 students split across two campuses – one K-8 and the other K-5 – in Los Altos, CA. The North Campus (K-8) shares the facilities of the Egan Junior High School campus, and the South Campus (K-5) shares the facilities of the Blach Intermediate. The school was created 18 years ago by a group of families aiming to build a better neighborhood school and to expand on traditional public school models. BCS draws students from across the Los Altos School District, including the cities of Los Altos, Los Altos Hills, and Mountain View, which is a community that highly values education and has high expectations of the schools that serve it.

BCS serves a diverse population that speaks over 33 languages, including Spanish, Vietnamese, Cantonese, Hebrew, Polish, Russian, Mandarin, and Turkish, and possesses a diverse range of academic, social, and emotional needs. Currently, 25% of the students were classified as Initially Fluent English Proficient, 6% of the population are English Learners, and 14% are Reclassified ELs. A high percentage of students are Asian (57%), with 20% white, 16% two or more races, and 4% Hispanic or Latino. There are small percentages of African American, Filipino, and Pacific Islander, each totaling less than 1%. 7% are students with disabilities, and less than 2% of students qualify for free or reduced lunch. In Fall of 2021, the county board who authorizes the BCS charter approved two new enrollment preferences (#2 and #7) as part of that lottery that provides priority to students from families who qualify for free or reduced priced meals (FRPM). This priority extends to students both in district and out of district. The school started outreach in hopes of increasing the number of students who qualify for FRPM.

There are 79 credentialed general education teachers on staff, which includes 35 Homeroom Teachers in Grades K-5, 16 K-5 Specialists (Art, Drama, Music, Mandarin, Physical Education, Makerspace), 23 Grades 6-8 Specialists (ELA/History, Math, Science, Art, Drama, Music, Physical Education, FabLab), and 5 Associate Teachers. There is also a full-time Induction mentor, who was a former Homeroom Teacher at BCS. The staff also includes one Drama and one Dance teacher who work under an independent contract with the school. There are also three K-5 Flex teachers who provide support. The school has two counselors who work with students

for whom there are social and/or behavioral concerns. The Special Education Staff includes 1 Director of Special Education, 2 School Psychologists, 1 Speech and Language Specialist, 3 Resource Teachers, and 1 Occupational Therapist, a Board Certified Behavior Analyst, and behavior techs to support in classrooms. Some of the Special Education staff are in-house, while some are contracted through the SELPA. The administrative staff includes a full-time Superintendent/Principal and 3 full-time Principals: 1 K-5 Principal on each site and a Middle School Principal at the North site. The full-time classified staff includes a Registrar, Director of Technology, Director of Operations, Director of Human Resources, Office Support, Finance Coordinator, 2 Health Assistants (one on each site), and 3 Custodians.

School Programs

All students in grades K-8 receive instruction in English Language Arts, Mathematics, Social Studies/History, Science, Physical Education, World Language (Mandarin in K-5 and Spanish or Mandarin in 6-8), Drama, Music, and Art. All students in Grades K-5 explore making and design thinking in MakerSpaces, and students in Grades 6-8 do the same in the FabLab, which contains laser cutters, power tools, and 3D printers. All students in Grades 1-5 experience co-curriculars, which are multi-grade standards-based electives in the areas of Global Citizenship; Math, Science, and Technology; and Performing Arts. Co-curriculars are designed to help students explore passions they already have and to discover new ones. All students in Grades 6-8 take part in intersessions. During these 2-3 week intersessions, regular instruction is suspended as middle schoolers take deep dives into experiential, project based, and/or design thinking units.

Students also have access to extra-curricular activities that take place after school hours, Monday through Friday. There are over 30 current options for students to choose from, and over 40% of 1-5 grade students participate in at least one extra-curricular activity throughout the course of the year.

Students who are classified as EL participate in the English Learner program. This program includes daily designated ELD instruction, integrated ELD instruction, and an individualized Focused Learning Goal (FLG) in an area of English language development. Students in Grades K-5 receive their designated ELD time from their classroom teachers, either 1-1 or in a small group with other ELs. This time is built into the regular school day. All teachers, including specialists, integrate language development supports and strategies into instruction across content areas. Each of the learners in the EL program work with their teacher to set a focused learning goal that targets their language development. Progress toward each child's goal is monitored throughout the year by the teacher, parent, and child.

As a single site charter, BCS has been partnered with the Santa Clara County of Education for Special Education support, with Santa Clara serving as the SELPA for Bullis. Since 2015, the school has developed an in-house Director of Special Education position to oversee the support of all students and serve as the main conduit with families and with the SELPA. Additionally, they are bringing more Special Education positions "in house," hiring service providers directly in lieu of through the county. An additional School Psychologist and part-time school counselor was added to the staff in the 2021-22 school year, in order to support additional assessment and counseling needs that have emerged during the pandemic and with the return to in-person learning. School counselors support Special Education students with IEP counseling minutes as well as the general population.

In the 2021-22 school year, BCS revised the process for identifying and supporting students who

may need Tier 2 and Tier 3 support. They created a team that would convene biweekly to review and discuss those students identified by their teachers as perhaps needing more support as well as identify others who may need more support based on assessment data. That group is composed of the following: Superintendent/Principal, three principals, Director of Teaching and Learning, Director of Special Education, School Counselor, and K-2 Team Leaders who had experience in intervention strategies. There is a plan in place to check in on a regular basis with students identified for RTI and their teachers, but during the visit teachers explained that this is not always happening yet.

School Mission, Vision, & Learner Outcomes

Mission: Bullis Charter School offers a collaborative, experiential learning environment that emphasizes individual student growth. As a model of educational innovation, BCS 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.

BCS is a mission-driven organization. Embedded in the mission are the schoolwide learner outcomes. “We strive to develop students who are critical, reflective thinkers; collaborators, and problem solvers; who feel personally empowered; who act responsibly in all areas: personally, socially, globally, and who love learning. We believe that all students can achieve academic success; families and the school must work together to serve the whole child; and that teacher/staff passions, collaboration and love of learning are central to student success”.

In the spring of 2021, the Strategic Planning Team convened to review and update the 2015-2020 Strategic Plan. The group of staff members, leadership team members, parents, and community stakeholders worked with the Cambrian Group to create a list of recommended draft strategies that was presented to the BCS Board in June. The BCS Board provided recommended adjustments to the proposed objectives and strategies and approved a final version in July of 2021.

LCAP Goals and Metrics

Using analysis of the data above and the information gathered from stakeholders, BCS created LCAP goals and metrics which dovetail with WASC implications with respect to student performance and student learner needs.

Goal #1: All students will achieve growth and academic success

Need: Individual student growth for all, particularly Special Education and EL students.

Metrics: California dashboard for Math and ELA will be all green and blue (standard & above), 100% of teachers’ long-term plans reflect the CCSS and are reviewed annually

Goal #2: All teachers will engage in professional learning that increases their instructional knowledge and practice to serve all students.

Need: With new teachers joining the BCS staff each year, and a particularly high number of new staff who joined in the 2019-20 school year due to growth, there is a need to align the entire staff around high expectations when it comes to teaching and learning. There is a need to dive deeply into assessment structures and expected learning outcomes to ensure there is alignment and rigor

across and within all grade levels.

Metrics: 100% of teachers who teach EL students will plan for and implement daily integrated and designated ELD, 100% of teachers will identify one new strategy they've implemented to support students with disabilities and provide evidence to back that up, principals will complete 3-5 observations each year of all teaching staff to review integration of new strategies learned during Professional Learning, 90% of teachers agree/strongly agree that professional learning opportunities at BCS contribute to their professional growth

Goal #3: BCS will create a school climate where all students on all campuses feel included, safe, and accepted for who they are.

Need: Especially at a time when students are returning to campus after learning remotely, reintegration into and connection to the BCS community must be a priority.

Metrics: 100% of all BCS students feel a sense of community at the school, 100% of all BCS students feel respected by peers and teachers, Maintain an average ADA of 97%

Goal #4: We will engage all parents in joyful, active partnership to support their children and the BCS mission.

Need: Coming off of a period of hybrid and remote learning, we must ensure that we are reconnecting our families to our mission and evaluating new opportunities and ways in which we can connect with our families and community.

Metrics: 100% of parents feel as though they are connected to the BCS community

Data on addressing the Eight State Priorities

LCFF Priority 1 - Basics 79 teachers are credentialed and appropriately assigned. All teaching staff participate in professional learning each week and all certificated and non-certificated staff participate in select professional learning during in-service and at other designated times. The most recent Facility Inspection Tool (FIT) report in June 2021 included inspected systems rated "Good" and the overall facilities rating of "Good."

LCFF Priority 2 - Implementation of Academic Standards To focus on planning with the standards in mind, in 2018, all teachers received training from Marie Alcock on how to engage in curriculum mapping. She returned the following year to help continue the process, with an emphasis on standards-based assessments.

LCFF Priority 3 - Parent Engagement The school attributes its success in part to the community of parents who contribute to the school community and daily operating systems. Parent volunteers support and organize community events. The parent group (known as the Bullis Booster Club - BBC) supports new families who join the community each year through new family activities and assigning a "Bear Guide," an established family at Bullis Charter School who is available to answer questions and help them build connections with other families. Volunteer parents from the BBC help run a daily hot lunch program and staff libraries so students and classrooms have access on a daily basis. In a typical year, BCS utilizes parents within the classroom to serve as Room Ambassadors and to organize communication with other families, spending time in the classroom reading to students, running centers, etc., or offering their expertise in support of specialist classes or productions. Parents also play an integral role in the school governance structure, including seats on the Board of Directors (as mandated in by laws),

membership on the Finance Steering Committee, ELAC committee, and Strategic Planning Team.

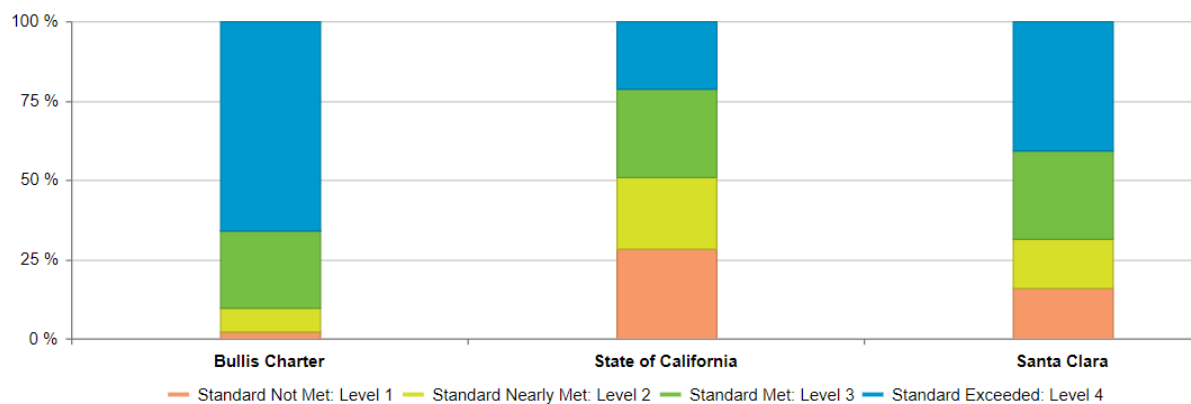
LCFF Priority 4 - Performance on Standardized Tests

California Assessment of Student Performance and Progress (CAASPP) data from the last three available years show that a significant percent of BCS students overall, and specific groups of students, perform above state grade-level standards for English Language Arts (ELA) and Mathematics. BCS as a whole and its subgroups perform higher than both the California state average and the Santa Clara county average.

ENGLISH LANGUAGE ARTS/LITERACY

▼ Data Detail - All Students (accessible data)

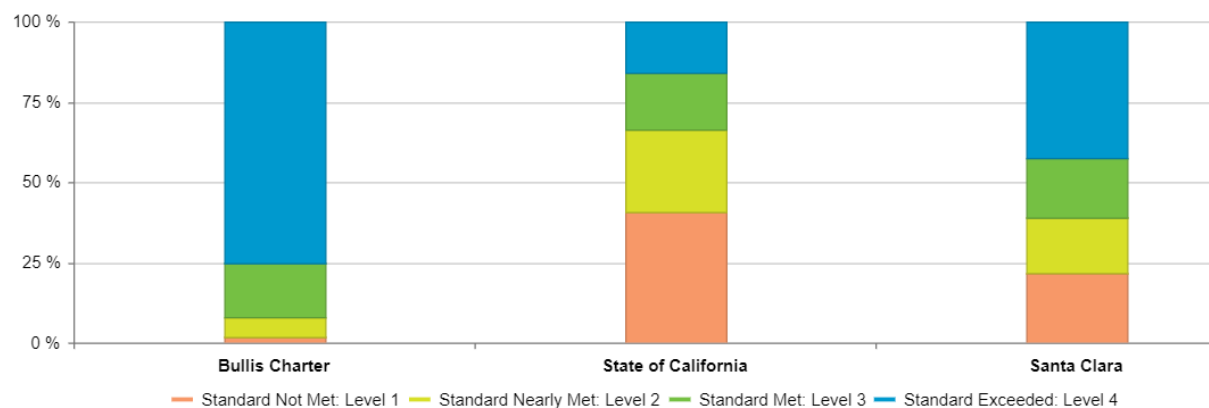
2020–21 Achievement Level Distribution - All Grades



MATHEMATICS

▼ Data Detail - All Students (accessible data)

2020–21 Achievement Level Distribution - All Grades



SBAC Data

	2020-21	2018-19	2017-18	2016-17
All students, meet or exceed ELA	90.18%	90.07%	92.98%	94.21%
exceed ELA	65.9%	66.33%	70.68%	71.66%
All students, meet or exceed Math	91.84%	90.90%	93.33%	93.81%
exceed Math	75.23%	76.73%	80.00%	78.64%
English Learners meet or exceed ELA	34.78%	30.76%	72.73%	70.37%
English Learners meet or exceed Math	56.52%	38.46%	72.72%	85.19%
Reclassified Fluent English Proficient meet or exceed ELA	93.08%	96.71%	100%	100%
Reclassified Fluent English Proficient meet or exceed Math	92.31%	95.56%	98.51%	100%
Students with disabilities meet or exceed ELA	64.58%	70.59%	75.00%	77.15%
Students with disabilities meet or exceed Math	64.58%	70.59%	79.55%	74.28%
SED meet or exceed ELA	NA privacy	NA privacy	NA privacy	NA privacy
SED meet or exceed Math	NA privacy	NA privacy	NA privacy	NA privacy
Asian meet or exceed ELA	91.41%	93.01%	94.87%	97.30%
Asian meet or exceed Math	95.57%	95.08%	97.22%	99.10%
Black or African American meet or exceed ELA	NA privacy	NA privacy	NA privacy	NA privacy
Black or African American meet or exceed Math	NA privacy	NA privacy	NA privacy	NA privacy
Hispanic or Latino meet or exceed ELA	84.62%	89.48%	79.17%	80.77%
Hispanic or Latino meet or exceed Math	80.77%	78.95%	79.17%	73.08%
White meet or exceed ELA	83.01%	84.67%	91.04%	94.25%
White meet or exceed Math	79.25%	83.44%	88.97%	89.93%
Two or more races meet or exceed ELA	88.33%	93.11%	96.43%	95.79%
Two or more races meet or exceed Math	90.76%	95.69%	95.54%	97.90%

Although the school outperformed the state and county in both ELA and math, the percentage of both students with disabilities and EL students who meet or exceed standards on CAASPP declined beginning in 2018-2019.

The school utilized NWEA MAP Growth data to analyze growth data by grade and subgroups since the pandemic began. It shows at which grades learners showed more or less growth than projected. Across the 2020-21 school year, in all grade levels except Grades 7 & 8, observed growth fell short of projected growth. The school concluded that growth for all learners must be a focus moving forward.

NWEA Reading Growth Data

Grade	Winter20-Winter21	Winter20-Winter21	Fall20-Spring21	Fall20-Spring21
	Projected Growth	Observed Growth	Projected Growth	Observed Growth
K				
1	19.3	22	18	11
2	13.5	15	14.3	8
3	11.1	13	9.8	7
4	7.4	9	7.3	4
5	6.1	8	5.8	5
6	3.6	7	4.2	4
7	3.3	5	3.5	4
8	4	6	2.9	3

NWEA Math Growth Data

Grade	Winter20-Winter21	Winter20-Winter21	Fall20-Spring21	Fall20-Spring21
	Projected Growth	Observed Growth	Projected Growth	Observed Growth
K				
1	18	22	15.7	13
2	13	10	14.6	8
3	12.7	15	13.7	11
4	11.4	9	12.3	10
5	10.3	8	11.5	11
6	4.5	5	9.4	9
7	6.5	11	7.5	9
8	5.2	8	5.4	6

LCFF Priority 5 - Pupil Engagement Chronic Absenteeism

Overall chronic absenteeism rate was in the highest level (Blue) of the California Dashboard for 2018 and 2019 reporting years, indicating low levels of chronic absenteeism (1.5% and 1.3%, respectively). Tracking this metric has been more challenging in the previous two school years (2020 and 2021) with the reality of quarantining and COVID restrictions.

Average ADA Per the facilities agreement with the local district (Los Altos School District) Bullis is committed to maintaining a daily ADA above 96%. It consistently met and exceeded this expectation prior to the beginning of the pandemic.

LCFF Priority 6 - School Climate

The suspension rate at BCS was less than 1% in 2017-2018, 2018-2019, and 2019-2020. There

were no suspensions at Bullis during the 2020-2021 school year and no expulsions at Bullis in the previous three school years (2018-2021).

BCS has a robust co-curricular and extra-curricular program. The co-curricular program is built into the school day, and all 1st-5th grade students participate in two co-curricular classes of their choice once a week. Students also have access to over 30 extra-curricular activities that take place after school hours, Monday through Friday.

Besides academic data, BCS gathers constituent survey data related to school climate. Given the unique nature of the 2020-21 school year, they focused on gathering data around School Belonging and School Engagement. Overall, the data show that these are areas of growth for the 2021-2022 school year, particularly when it comes to engagement. The School Counselor and team worked with 87 students during the 2020-21 school year, including 38 students who were new referrals.

LCFF Priority 7 - Access to a Broad Course of Study - Not applicable

LCFF Priority 8 - Other Pupil Outcomes

Funding is always a critical part of school operations, and BCS has a sub-committee of the board (the Finance Committee) that plays a critical role in helping support this process for the school. Though BCS does not receive Title I funds, BCS does have an external foundation, the Bullis-Purissima Elementary School Foundation, that supports in raising money to help account for the funding gap that often exists between charter and district schools, in the case of BCS due to the Basic Aid funding formula. It maintains its own volunteer Board and staff.

PERCEPTION DATA

As indicated in the 2019-2021 LCAP Annual Update, families took part in task forces and town halls during which they were able to ask questions and provide input on decisions being made. In the spring of 2020, families had the opportunity to join online focus groups around key areas for consideration as the school planned for future years, particularly during the pandemic. At the end of the 2020-21 school year parents were provided with a survey to provide feedback and express interest in joining future planning groups moving forward. Also in the spring of 2020, BCS engaged stakeholders – staff members, parents, and community members – in the strategic planning process, during which members analyzed the school’s vision and identified strategies for the school to focus on for the next 3-5 years. Staff members also took surveys twice during the 2020-21 school year and met 1:1 with their principals to provide feedback and input about moving forward. Staff members also had the opportunity to participate in planning groups during the summer of 2021. The ELAC committee met multiple times to review historic LCAP goals and make recommendations for future actions.

Additionally, BCS increased the frequency of parent and student surveys. For the 2021-22 school year, they updated the cadence of the parent/guardian survey, changing from a yearly survey to a twice-yearly survey with updated questions, specifically focusing on decreasing the questions asked to account for more actionable questions with opportunities for qualitative commentary and possible follow-up. Student surveys are administered twice a year.

Staff have opportunities for input in a variety of ways, whether through surveys administered

after professional development, through vertical meetings with their Team Leads, by joining task forces or working groups within the school, and through a staff survey administered at least twice a year.

Summary of Profile

Based on the data, BCS identified the following as the major student learner needs:

- How can we provide more socio-emotional support -- especially during a time when students have faced a lot of uncertainty in structures the past 2+ years, both inside and outside of school?
- Given CAASPP and NWEA MAP Growth data, what steps can we take to improve opportunities for our EL students and students with disabilities?

Questions for Focus Groups (especially for teachers/families who are underrepresented):

- How are we meeting the needs of special education students, EL students, and other groups?
- How can we improve social-emotional learning and growth opportunities, including for key groups of students?
- How do we create learning environments where students feel included, engaged, and motivated to learn?

Chapter 3: Quality of the School's Program

CATEGORY A. ORGANIZATION: VISION AND PURPOSE, GOVERNANCE, LEADERSHIP, STAFF, AND RESOURCES

A1. Vision and Purpose Criterion

Visiting Committee Comments

Bullis Charter has a clear, coherent mission for student achievement that is shared by all stakeholders. The mission of Bullis Charter School is the cornerstone and foundation of the decision making process at the school and has changed very little since the school began 18 years ago. The visiting committee noted that board members, teachers, teacher leaders, principals, and the superintendent were aligned in understanding the mission and in fully supporting the mission of the school. Observations of classrooms uncovered the mission statement and six pillars clearly posted in classrooms.

Bullis Charter School uses a strategic planning process to regularly evaluate actions and ensure alignment with the mission. The strategic plan is reviewed at key points throughout the year and findings are shared out to various groups, including the Board. The school has a developed process for reviewing and updating the strategic plan. The refinement process or strategic planning process which included all stakeholders was recently conducted and a recommendation for updates were brought to the board for approval. The visiting committee found that the results from the strategic planning process which engaged teachers, administrators, and board members were rescinded and not confirmed by the board, with the board choosing to revert back to a

previous version of the strategic plan. The visiting committee noted that an area of growth would be to identify the key areas in the process that need adjusting to ensure successful strategic planning processes in the future.

BCS leadership and board demonstrate a clear understanding and commitment to the mission of the school. The school clearly has committed leadership to ensuring that all students meet learner outcomes as evidenced by interviews. The visiting committee noted that an area of growth would be in fully developing channels of collaboration among staff in regards to meeting the needs of curriculum and instruction of the school's special population (i.e. SPED, and English Learner or ELD).

Eighth grade students demonstrate understanding of and commitment to the mission and schoolwide learner outcomes in culminating presentations, as evidenced by student interviews. The visiting committee did not see evidence of equality of rigorous instruction across all classrooms during observations. Discussions with home groups indicated defining and showcasing rigor for teachers was a challenge they wanted to address in the future. Rigor is noted in curriculum, learning and instructional practices, but understanding evidence of rigor was varied depending on who the visiting committee spoke with. Involving more student voices in decision making, discussion on rigor, and planning is an area of growth.

The school's LCAP processes are thorough and transparent for stakeholders at BCS as evidenced through documentation. BCS involves staff and family members through ELAC and LCAP committees, noting that a limited number of parents attend such sessions. Involving more parents in this process was noted as a possible goal for BCS leadership by the visiting committee.

***Vision and Purpose* that supports high achievement for all students. Defining of the school's vision and purpose through schoolwide learner outcomes/graduate profile and academic standards.**

Visiting Committee Rating (select one): Highly Effective **Effective** Somewhat Effective Ineffective

Narrative Rationale:

Bullis Charter School has been highly effective in creating and maintaining a mission for student achievement.

BCS has been somewhat effective in engaging stakeholders in the process of reviewing, refining, and maintaining schoolwide learner outcomes as evidenced by their strategic planning process.

Students illustrate success in academics, self-advocacy, individual talents, character development, and as contributors to a global society as evidenced by the use of focused learning goals and as evidenced by documentation review, a highly effective practice.

A2. Governance Criterion

Visiting Committee Comments

The visiting committee met with several members of the governing board finding many items that work well for the organization. Board meeting agenda and minutes are publically available to the public via the school website. Governance documents are available for public view as

evidenced by viewing the school's website. Bullis Charter School has a functioning relationship between the school's governing board and the leadership team which is good because together they guide the school towards meeting the current strategic plan objectives and strategies of the mission. Interviews with parents and staff indicated a desire to see more board members with an educational background.

The school LCAP is aligned with the school's learner outcomes and it fully supports academic standards and student achievement. New faculty members are introduced to the Board of Directors. The role of the board supports student achievement through hiring a highly qualified leadership team and teaching staff. The board monitors and addresses questions about governance on the school's website. Board agendas and minutes are accessible and clearly posted on the school's website and available to parents. Parent group responses and visiting team interviews with parents indicated they need more information and education to fully understand the role of the Board and its position on issues concerning student achievement.

The Uniform Complaint Procedures are understood by leadership and are made available to families on the school website. Families are informed of the Uniform Complaint Procedure in the family handbook each school year.

Governance that supports high achievement for all students.

Visiting Committee Rating (select one): Highly Effective **Effective** Somewhat Effective Ineffective

Narrative Rationale:

The Board is the primary decision making body of the school and the visiting committee observed evidence of their dedication to the school's success in meeting the academic standards for learners.

Bullis Charter has a fully developed LCAP, which is highly effective at supporting student achievement aligned with the learner outcomes and the school's mission.

BCS has an effective governance structure with clear lines of authority and responsibility that involves all the stakeholders.

Universal Complaint Procedures are understood and visible to the community.

BCS's families understand the role of the board, how to be involved with the board, and where to find information about initiative's guiding the work of the school.

A3. Leadership: Data-Informed Decision-Making and Continuous School Improvement

Visiting Committee Comments

BCS is in the beginning stages of developing a process for continuous improvement for students. The leadership team is new and has been in place for less than two full years and during that time the school community experienced a pandemic which shifted their focus. There is a strong desire by staff in creating more opportunities for collaboration and for using assessment data and analysis of current systems to determine needs for all areas of the school. Leadership has begun developing management processes and is looking for support of suggested initiatives from the Board. Instructional intervention analysis and student data analysis requires time, which the staff

need more of in the future.

Bullis Charter School's strategic planning process regularly evaluates actions taken by staff making sure they align with the mission. Although staff report that a recent strategic planning that involved various stakeholders from the community was not approved by the board and the board reverted to a past version of the strategic plan. LCAP participation includes parent and staff groups with padlets which allow for input from stakeholders and attendees. These sessions allow for continuous review and improvement.

Staff analyzes and reviews student work at various points throughout the school year to identify needs and next steps, but this analysis can be surface level and not a deep dive. Allowing for more staff collaboration time to engage in more analysis would help the staff meet student needs and to plan more effectively.

The school developed a CADIE project management chart in 2021-2022 to provide clarity on the distribution of roles and responsibilities throughout the school. It is still under development, but shows which person or group is to be consulted, accountable, decision-maker, informed, or executors of events over the course of the year.

Internal communication is effective and regular which allows for intentional collaboration and sharing of important resources. The school's intranet supports staff by providing information and resources regularly which leads to effective communication among all staff. The school has created a system that supports communication among staffing teams. This allows for staff members to review and understand expectations and plan for contingencies.

Leadership: Data-Informed Decision-Making and Continuous School Improvement that supports high achievement for all students.

Visiting Committee Rating (select one): Highly Effective **Effective** Somewhat Effective Ineffective

Narrative Rationale:

Bullis Charter School is effective in creating inclusive, collaborative, and broad-based planning processes for continuous improvement. This process supports high achievement for all students through regular and intentional meetings focused on mission alignment.

BCS is somewhat effective at assessing data to determine student needs and monitoring results that impact student success. Teacher leaders support the implementation of programs and collaborate to support student learning in monthly meetings. This allows for teachers to discuss some student data, including RtI and SPED data, deeply understanding this data has the potential to lead to even higher student achievement.

School leadership and staff are highly effective at feeling there is a shared responsibility to take action for implementing services, practices, and programs that support student learning. The school is effective at continuous improvement for all students, but the visiting committee noted that the lack of time to analyze data and review instructional practices throughout the school year is limiting leadership's ability to monitor results and the impact on student growth.

Internal communication is effective and regular which allows for intentional collaboration and sharing of important resources. The school's intranet supports staff by providing information and resources regularly which leads to effective communication among all staff.

A4. Staff: Qualified and Professional Development Criterion

Visiting Committee Comments

The staff at BCS is highly qualified and dedicated. It is composed of certificated teachers, specialists, associate teachers, and led by four administrators. BCS has processes in place to assign staff members to the appropriate position and administrators are able to provide instructional support and coaching to teachers as evidenced by conversations and meeting minutes of grade level, vertical grade level, and administration meetings.

Bullis focuses on how to best attract new staff members through highlighting effective attributes successful to contributing to student success at the school. Potential candidates' qualifications are vetted through an online job posting process that ensures Bullis Charter school staff is qualified, and that they meet certain attributes important to promoting student success.

Professional development is provided by BCS heavily during the beginning of the school year and scantily throughout the school year. The staff engages in ten days of professional learning prior to the school year. This builds community culture and highlights priorities and goals for student success for the upcoming year. Time is provided weekly for minimal learning and supporting student achievement discussion. The visiting committee noted the staff is in transition with BCS evaluation processes for all staff members. Leadership and staff need the resource of time to set and review professional goals that are aligned to the school mission and strategic plan.

This focus on attracting the best candidate, along with the development of a professional goal cycle, supports student achievement. The professional goal cycle is communicated to staff to support them in developing, implementing, and evaluating performance, yet the visiting committee would like to see more time from leadership and staff devoted to fully developing an evaluation system that is clearly aligned with the professional development and Mission and that is understood by all staff.

Focusing staff on professional goals develops them in ways that contribute to student success throughout the school.

BCS has an intranet that allows for staff to walk through all school policies and procedures during professional development. Staff is updated regularly through email communication, which is archived.

Bullis Charter is somewhat effective with their supervision and evaluation structure. Site administration shared that the school is currently in transition when it comes to evaluation of teachers. They acknowledge that that previous system, while it provided for opportunities to receive bonuses based on meeting their goals, was inconsistently implemented and not calibrated across the individuals completing the evaluation process. The school is currently implementing a new salary schedule that is based on years of experience and pairing that with a bonus structure linked to how teachers perform on their personalized goals. The administration reported that they are engaging various stakeholder groups to find an evaluation rubric that is values aligned with the teaching and learning they would like to see in the school.

Bullis Charter staff needs more time to meet regularly to analyze data and plan instruction around current professional development. Staff needs to collect more data to determine if current professional development contributes to student outcomes. The staff lacks time to regularly meet

and reflect on the effectiveness of professional development. This lack of reflection may or may not be effecting improving student achievement outcomes. The staff would like more time to look at data and to evaluate the effectiveness of professional development.

Staff: *Qualified and Professional Development that supports high achievement for all students.*

Visiting Committee Rating (select one): Highly Effective **Effective** Somewhat Effective Ineffective

Narrative Rationale:

BCS is effectively ensuring that leadership and staff are qualified based on background, training, and preparation. The school's onboarding process supports staff in understanding the structures of the school, and its mission. The visiting committee noted that teachers need time throughout the school year in order to maximize staff professional growth in relation to supporting student growth on the mission of the school.

Bullis Charter school is effectively supporting professional development of staff, advocating personnel, material, and fiscal resources toward professional learning prior to the start of the school year. The visiting committee noted that the staff needs more time to adequately prepare staff around analysis of data and instructional practices to meet the desired student outcomes stated in the mission of the school.

The school is somewhat effective with their processes of adequately measuring the effect of that professional development on teacher practice and the school is somewhat effective at measuring the impact the professional development has on student performance.

BCS is effective at communicating school policies and procedures and has a clear system to communicate written policies, handbooks, and procedures that define operational practices and relationships of staff and leadership. The visiting committee noted that the leadership and staff need time to calibrate the evaluation processes for all staff at the school.

A5. Resources Criterion

Visiting Committee Comments

Financial resources are allocated sufficiently at Bullis and funds are utilized effectively. There is a school leadership team that are involved in monthly meetings providing input on schoolwide decisions. LCAP participation includes parents and staff. Site-based staff have little to no involvement in the budget setting process and there is no process in place to track budget actuals for site-based staff, although the superintendent cited that she has held meetings with staff to educate them on school finance and bring them into the budgeting process. Auditors conduct annual audits—2020 audit supplied and the visiting term confirmed 2020/21 audit. The facilities meet the needs of Bullis' unique programs. This allows for collaboration, high-quality project-based learning which promotes creativity and design thinking, which aligns with the school's mission and learning objectives.

Facilities are safe, functional and adequately meet the students' learning needs and include specialized middle school spaces to support the unique program offered by the school. Operations staff work in coordination with the authorizing District facilities staff to develop and

address facility conditions. Maintaining adequate materials using inventories allow for staff to access a variety of textbooks and materials that support student achievement. Resources are shared and staff is supported in receiving material needs with interviewed evidence of minor work needed in creating an equitable and timely system of distribution of materials to staff.

Resources that supports high achievement for all students.

Visiting Committee Rating (select one): Highly Effective **Effective** Somewhat Effective Ineffective

Narrative Rationale:

Bullis Charter School is somewhat effective at involving all stakeholders in resource allocation decisions. The leadership team discusses decisions regularly, but they have a limited involvement in the budget setting process. The resources are sufficient and utilized effectively as evidenced by audit reports occurring each year.

BCS staff is effective at maintaining adequate facilities and materials that support student achievement, including an abundance of technology in all classrooms, a system for maintaining and recycling materials, and multiple shared facilities on two campuses.

A6. Resources Criterion [Charter Schools only]

Visiting Committee Comments

Written policies of internal controls exist at Bullis and reviewed and updated yearly. A yearly external audit is conducted and results are shared with stakeholders in a variety of ways. This allows for accountability and transparency of the schools' fiscal resources. Bullis developed and adopted a Financial Policy in 2021 that defines internal controls and external audit procedures. The budget is reviewed throughout the school year at board meetings and financial committee meetings.

Bullis Charter has clearly outlined and aligned the allocation of funds to school goals in the LCAP. Participation in the process includes parents, staff, and school leadership. The decisions directly affect student outcomes and student achievement and are aligned directly to the school's mission and vision. The visiting committee noted in home group and leadership meetings that BCS does not have a system in place to educate and inform staff of the budgeting process.

The school employs accountability measures to ensure that personnel follow fiscal policies and procedures. The annual budgeting process is monitored to ensure transparency and stakeholder involvement. Resource allocation decisions are directly related to the school's purpose and critical academic needs of the students. As evidenced by interviews, site based staff have limited involvement in the budget-setting process. Incorporating staff into the budget-setting process is a recommendation of the committee. BCS is somewhat effective in involving school leadership and staff members in allocation decisions.

Bullis Charter has substantial funds allocated for compensation for faculty, administrators, and staff. However, adequate staff of the school's program has been a challenge due to limited applicants.

The school has marketing strategies to support the implementation of the developmental program, including research and information to help develop future planning. This is evident on the school's website and in internal documentation and the fact that the school has a healthy number of students interested in enrolling.

Resources that supports high achievement for all students. [CHARTER SCHOOLS ONLY]

Visiting Committee Rating (select one): Highly Effective **Effective** Somewhat Effective Ineffective

Narrative Rationale:

BCS has effective policies and procedures for implementing financial practices and engaging external audits allowing for transparency in budgeting practices. BCS is somewhat effective in tracking budget actuals with staff members not having an understanding of the budgeting process. Developing a process for site-based staff to develop understanding of the budgeting process is recommended by the visiting committee.

BCS has a governing body and processes that use the funds allocated and raised through their foundation to provide adequate compensation to faculty, administration, and staff. BCS is effective in providing compensation and staffing.

BCS has been somewhat effective in adequately staffing the school program, due to limited applicants BCS has been unable to fully staff the program. Leadership may need to look at the compensation model moving forward to attract the staff needed to fully run the desired programs at the school.

Incorporating staff into the budget-setting process is a recommendation of the committee. BCS is somewhat effective in involving school leadership and staff members in allocation decisions.

BCS effectively informs the public, through the LCAP process, the website, and participation in the ELAC of the financial needs of the organization.

CATEGORY A: ORGANIZATION: VISION AND PURPOSE, GOVERNANCE, LEADERSHIP, STAFF, AND RESOURCES

Areas of Strength for Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources (if any):

- BCS has a clear mission and a dedicated board and staff.
- There is a shared responsibility to take action for implementing services, practices, and programs that support student learning.
- The strategic planning process brings together different stakeholders to regularly evaluate actions to be aligned with mission. The mission drives all decisions and programs. Learner outcomes are rooted in the mission.
- Various stakeholders from the staff, parent, and community at-large communities are involved in the strategic planning process.
- Governance questions and Uniform Complaint Procedures are publicly available on the school website. Board meeting agendas and minutes are posted and publicly visible.
- Systems are in place to update staff on a regular cadence (i.e. Morning Updates, Friday

FYIs, etc.), allowing for staff collaboration.

- A staff intranet is present which includes important information and resources, and is accessible to staff members at all times.
- A systematic approach to continuous improvement is in place, through a goal cycle communicated to staff which provide support for drafting, implementation, and evaluation of professional growth.
- Teachers have access to a wide variety of specialized spaces, materials, resources, and technologies.
- Substantial funds exist and are allocated for compensation for faculty, administrators, and staff.
- BCS financial policies are audited, reviewed, and updated yearly.
- The leadership team is making the systems and policies of the school more transparent than the past. They are engaging staff members in the process of evaluating and constructing those new systems and policies. (e.g salary, budget, evaluation).

Growth Areas for Continuous Improvement for Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources (if any):

- Staff evaluations need to be fully developed and fully aligned to current practice and current need.
- There needs to be more transparency of budgeting and financial information for all stakeholders.
- There needs to be a clear process for reviewing and understanding the strategic planning process to reach board approval.
- Staff needs the resources (time, etc.) to develop leadership roles, responsibilities, to support teaching staff in continuous improvement of PBL; to strengthen it and confirm its effectiveness to student achievement and the school's mission.
- Staff needs more time to implement the CADIE chart to define PD, leadership and staff responsibilities in monitoring and implementing school plans.
- Budget process, decision making, tracking and understanding of the role of the board needs to be articulated to families and staff to build understanding and participation.
- Staff needs the resource of time to collect, review, and analyze data to determine effectiveness of current programs and to plan interventions and to develop understanding of strengths and weaknesses in current program
- More data needs to be collected to determine effectiveness of professional learning on producing positive student outcomes & how to best meet the needs of all teachers.

Important evidence from the self-study and the visit that supports these strengths and growth areas for continuous improvement include the following:

- Strategic plan and notes
- Board agendas and minutes
- 8th grade culmination project
- Student work
- Mission

- BCS bylaws
- Uniform Complaint Procedures
- LCAP
- CADIE Chart
- Leadership, Teaching Teams agendas
- BCS Intranet
- Morning updates, Friday FYIs, and Monday Memos
- BCS Website
- Professional Learning Spreadsheet
- Team meeting notes
- Interviews and Observations
- Goal Evaluation Timeline
- Staff Evaluation Template

CATEGORY B. CURRICULUM

B1. Rigorous and Relevant Standards-Based Curriculum Criterion

Visiting Committee Comments

Bullis Charter School provides an effective rigorous, relevant, and coherent curriculum based on current educational research that supports the academic standards. Research-based curricula includes Eureka math (K-5), College Preparatory Math (CPM) (6-8), Lucy Calkins Units of Study for Reading and Writing (K-8), Step Up to Writing, FOSS Science units, California Education and the Environment Initiative (EEI) in K-5, TCI History Alive (6-8), Vista Higher Learning Descubre 1 for Spanish, Better Chinese and FLES Mandarin, and Second Step SEL curriculum. Project Based Learning units created from PBL trained teachers and gleaned from PBL World are implemented K-8. There is a robust professional development plan in place for teachers which includes 10 days in summer to plan collaboratively and for professional learning. During focus group meetings, staff shared that they were interested in a different science curriculum than the Foss curriculum because it is difficult to use and not as aligned to the NGSS as they had hoped it would be.

Bullis Charter School has defined academic standards for almost all subject areas, courses, and/or programs. All K-8 grade levels use long-term planning to align curriculum to Common Core Standards for ELA and Math, Next Generation Science Standards, and Social Studies Standards, although in general the plans of K-5 teams show more specific alignment to standards than do the middle school long-term plans. Planning includes Project Based Learning (PBL) units in grades K - 8 and Middle School Intersessions, which integrate science or social studies with reading, writing and/or math, and are sometimes supported by VAPA or World Language specialists. FABLab and MakerSpace teachers also collaborate (and integrate technical standards) with many homeroom and middle school teachers throughout the course of the year. Reports cards are standards-based for all subject areas, with the exception of “specials” and World Languages. All grade levels incorporate lessons in social emotional learning, the 6 pillars of character education, digital citizenship, and participate in Hour of Code. Although in the self-study document BCS does not specifically reference these skills as college and

career-readiness indicators, the visiting committee agreed that especially for K-8 students, there is evidence of preparing students for the next phase of education and life.

Overall, there is high congruence between the actual concepts and skills taught, the schoolwide learner outcomes, academic standards, and the college- and career-readiness indicators. There is highly effective integration and alignment among academic and career technical disciplines at BCS through PBL, intersessions, and collaboration with FabLab and Maker Space teachers. All levels have time at the beginning of the year to create a year-long plan and meet weekly to share resources and plan units and lessons together. Each student in grades K-8 participates in Focus Goal setting, in conjunction with teachers and parents. Each student sets at least two goals based on academic standards, one goal related to life skills, and one personal goal, and English Learners set an additional Language goal if one of the academic goals is not Language-based. Throughout the year, students track progress towards their goals with evidence from their own work, and they conference with teachers and parents. Data for Focus Goals and assessment scores for Reading, Writing, and Math are tracked school-wide in a Data Assessment Matrix.

BCS is extremely effective at including BCS families in learning events, celebrations, and showcases. Bullis Charter School engages effectively with community partners and resources, including a Leatherback Sea Turtle connection, local field trips, and Junior Olympics with local charter schools. Although the world language teachers connect with a local high school to see what they cover and what students need to have to be ready, there is no evidence of regular articulation with schools that BCS feeds into. There is no evidence of follow-up studies of graduates or their families to learn about the effectiveness of the curricular program.

Rigorous and Relevant Standards-Based Curriculum that supports high achievement for all students.

Visiting Committee Rating (select one): **Highly Effective** Effective Somewhat Effective Ineffective

Narrative Rationale:

Bullis is highly effective at providing a rigorous and relevant standards-based curriculum that supports high achievement for all students because teachers are allocated days before the beginning of the school year to create by grade level or by subject a plan that is aligned to the academic standards and school wide learner outcomes, using adopted curriculum, PBL units, and teacher created supplements. There is integration and alignment among academic and career technical disciplines through PBL, intersessions, and collaboration with FabLab and Maker Space teachers. Throughout the year, teachers collaborate weekly in horizontal teams to plan content and share resources. Selected student outcomes, including reading, writing, math and focus learning goals, are tracked school-wide K-8 in a Data Assessment Matrix.

B2. Equity and Access to Curriculum Criterion

Visiting Committee Comments

Bullis Charter School is highly effective at providing students with a full range of choices in a variety of programs. All students in grades K - 5 participate in two co-curriculars of their choice per semester in the fields of performing and visual arts; math, science, and technology; or global citizenship. Students in grades K-8 may take extra-curricular courses of their choosing, and about 40% of the students choose to take at least one per year. Grade 6 - 8 middle school

students can lead and choose clubs based on their interest. Each K-8 student chooses their own personal goal as part of the Focused Learning goal process. BCS offers a world-language program to all students, including Mandarin in grades K-8 and Spanish in grades 6-8. One area mentioned in the self study and in conversations with focus groups as an area for growth is allowing students to voice recommendations for co-curriculars and extra-curriculars, since currently these class offerings are chosen by teacher preference.

BCS is effective at providing opportunities for students to explore careers. Kindergarten students explore community helpers and have guest experts such as dentists and doctors visit the classroom to share what they do. All students participate in FabLab and Makerspace throughout their time at Bullis where they explore technical and construction skills. Students in Middle School take part in Intersession nine times per year over the course of three years, choosing to go in depth in learning woodworking, sewing, or cooking, passion projects, film/stage production, eco-tourism design, engineering design, and architectural design. All students participate in Hour of Code to experience what it is like to computer code.

The school is highly effective at creating a rigorous, relevant, and coherent curriculum that includes real world applications and is accessible to all students through all courses offered. Every grade level incorporates at least two Project-Based Learning units in its year-long plans to provide students with authentic, integrated learning. Middle School intercessions per year, provide students with a way to apply learning to focus on real-world experiences. During the visit, there was evidence of rigorous curriculum in student work samples and classroom visits. Multiple classrooms in K-5 had Readers and Writers workshops. Many classrooms had evidence of PBL units with guiding questions to connect students to a topic. During the visit, the visiting committee observed students collaborating to compose musical motifs in preparation for an intercession in which 7th grade students produce *Midsummer Night's Dream*, participating in Socratic Seminars in 6th grade, and saw student work samples from many projects over the course of the year.

Bullis Charter school is highly effective at offering opportunities for all students, teachers, and families to collaborate in developing and monitoring a student's personal learning plan. Teachers, parents, and students create individual Focus Learning Goals (FLGs) (Reading, Math, Writing, Behavior, and Personal). EL students have a Language goal that is embedded into their FLG goals. Students are responsible for updating their progress on their goals weekly on Seesaw and Google Sheets. Families are encouraged to provide feedback on their learner's growth of their FLGs. All of the learners have a FLG conference with their teachers and parents to discuss what goals would best suit them to demonstrate improvement. Teachers' weekly newsletters to families are highly detailed about class content and concepts students are learning, with suggestions for how families can help their child at home. Parents volunteer to be Classroom Ambassadors in each K-5 classroom to help facilitate classroom events, field trips, and school wide events. Staff collaborate to support students with academic, social, behavioral, and language needs through the Response to Intervention (RTI) process. They collaborate to create subject matter ELD strategy guides to support individual EL student learning. Regular horizontal team meetings and vertical team meetings encourage teacher collaboration between sites and levels.

Bullis is somewhat effective at implementing strategies and programs to facilitate transitions to high school and does not regularly evaluate their effectiveness. 5th grade students at South

Campus are bussed to North Campus for a day to see the middle school campus and get a sneak peek at what to expect when they transition to 6th grade. World Languages and Math classes are designed to transition students to high school with advanced coursework if applicable.

Graduates are welcomed back to speak at an end of the year assembly to talk about what they are doing and how BCS played a part in that, but there is not a documented structure or plan for this.

Since there is a transition happening between K-5 and 6-8 within the school, an area of growth would be to invite middle school students to share what could be done to help facilitate their transition. The school could develop onboarding procedures for both students new to Bullis Charter School in middle school, as well as students coming from the South Campus to attend middle school. Additionally, the school could create a process of asking alumni to share what could have been done to better facilitate their transition to high school, if anything.

Equity and Access to Curriculum that supports high achievement for all students.

Visiting Committee Rating (select one): Highly Effective **Effective** Somewhat Effective Ineffective

Narrative Rationale:

Bullis is highly effective at providing students with a full range of choices in a variety of programs because students have many options for co-curricular, extra-curricular, and club activities.

BCS is effective at providing opportunities for students to explore careers because students experience performing arts, Makerspace, FabLab, intersessions, and Project Based Learning units which offer them the chance to see what interests them.

The school is highly effective at creating a rigorous, relevant, and coherent curriculum that includes real world applications and is accessible to all students through all courses offered because of at least 2 complex Project Based Learning units per grade level K-8 and integration of writing across subject areas.

Bullis Charter school is highly effective at offering opportunities for all students, teachers, and families to collaborate in developing and monitoring a student's personal learning plan through the process of Focus Learning Goals K-8.

Bullis is somewhat effective at implementing strategies and programs to facilitate transitions to high school and does not regularly evaluate their effectiveness.

CATEGORY B: CURRICULUM

Areas of Strength for Curriculum (if any):

All students have access to a rigorous, relevant, and coherent standards-based curriculum where they are required to complete complex projects and write across subject areas.

In addition to strong academic components, all K-8 students participate in world language programs, SEL activities, and performing and visual arts. 6-8 grade students apply learning to real-world experiences such as woodworking, cooking, and sewing through intersession programs.

Students are given a variety of choice in a full range of programs, including co-curriculars in

grades K-5, extra-curriculars K-8, and clubs in 6-8.

Teachers, parents, and students collaborate to develop and monitor each student's personalized learning plan through the use of Focus Learning Goals in K-8.

Teachers integrate supports for ELs into all subject areas through the use of SDAIE techniques including graphic organizers, sentence stems, visuals, anchor charts, word walls, and more, especially at the elementary level.

Growth Areas for Continuous Improvement for Curriculum (if any):

Leadership Team develop and implement a process for students to share feedback and offer suggestions for co-curriculars and extra-curriculars.

Leadership Team develop and implement a process to provide a consistent structure for alumni and their families to give feedback on their experience being at Bullis, the impact attending Bullis had on student success in high school, and how to improve the process of transitioning from BCS to high school.

Leadership team provide opportunities for teachers to create or adopt an English Learner curriculum so designated EL time is consistently provided for all ELs.

Important evidence from the self-study and the visit that supports these strengths and growth areas for continuous improvement include the following:

- Schedule and content of staff meetings and professional development
- Grade level year long plans
- Biliteracy pathway interest form and list of student recipients of Biliteracy award
- Copies of report cards
- Co-curricular descriptions and schedule
- Extra curricular course descriptions and schedule
- Student-run club list and participant list
- Focus Learning Goal conference sheet; planning resources; student samples of FLG and portfolios
- Data assessment matrix
- Intersession unit plans
- Project Based Learning unit samples and planning documents
- End of year assembly slides with alumni guest speakers
- School website
- Makerspace Lab visit
- RTI pyramid, counseling request form
- Sample newsletters from teachers
- ELD training resources
- Classroom visits
- Conversations with teachers, students, leadership

CATEGORY C. LEARNING AND TEACHING

C1. Student Engagement in Challenging and Relevant Learning Experiences Criterion

Visiting Committee Comments

Bullis Charter School employs both specialist (subject-specific) and generalist (grade specific) teachers along with teachers who are involved with non-core subjects. In addition to covering all required content, teachers at Bullis also engage students in project-based learning and exposure to real-world experiences, including developing skills necessary for the 21st century. Despite the extensive opportunities for students to learn and develop character, the inclusion of modifications made for English learners and differentiation was more inconsistent in the documentation. It was more noticeable in drama, science, and many lesson plans, but was not clear across all grade levels in the written plans. During observation of classrooms, there was a noted effort and awareness of the needs of all learners, including those needing extra support. It was also notable that despite a self-identified area of growth from the self-study of consistently including visual learning expectations and standards in classrooms, observations made by the committee included that these were indeed present, often in the form of “I can...” statements. Teachers identify instructional supports that may benefit students across the continuum of learners, and add or remove these supports (such as sentence stems) as needed. There is also an intentional time built into the schedule in 3rd grade at South Campus for EL students from different classes to meet together to work on fluency with peers working on the same skills. Teachers also indicated, which was also clear from the evidence, that one method of differentiation in classrooms in general is to allow choice to students with projects and other assignments. This is used to help all types of learners, focusing on options that relate to language development, advancement, remediation, and growth.

Teachers have indicated that they do not often explicitly include the levels of differentiation in lesson plans, but it is evident with guidance. Instructional staff discuss the needs of exceptional learners in their team meetings and utilize Associate Teachers within a grade level team to address similarities, differences, and strategies among the classrooms. As part of these meetings, support is given to less experienced teachers as needed, requested, or identified by team leaders and the administration. While this is clear in the instructional theory and design, there is an emphasis on flexibility of the teachers to offer instruction in a way that works best for them. This leads to some teachers struggling to find ways to support their students, especially those with exceptional circumstances. This appears to be addressed by mentors, particularly induction coaches, but not in the context of team levels. The schedule has been designed in such a way that Specialists can teach at the same time to allow for movement of students to work in peer groups of similar ability to promote growth.

The use of visuals and other tools, such as manipulatives, is a strength of Bullis Charter School. While most grade levels and most subjects used these visual and tactile aids effectively and extensively, some classrooms were even more effective. The challenge faced by Bullis is facility-based, where some teachers are required to travel during the day, leading to no available space for these teachers, namely PE and languages, to post visual aids.

This is also an area in which the school has benefited from lessons learned during the COVID-19 pandemic. One area that appears consistently is the use of Google Classroom. While some teachers were using this tool on a limited basis, now most use it as the primary repository of information and resources. This is also used to consistently reinforce learning objectives,

Focused Learning Goals (FLGs), and various additional tools available to students to help engage. There are multiple different educational technology tools used by teachers, but there is also a renewed emphasis on written instructions and visual representations of expectations, both academically and behaviorally. Students are also reminded frequently of how the curriculum and instruction relate to their FLGs, both verbally and using visual aids.

There are also clear differences between the elementary level students and middle school students. As students continue at Bullis Charter School, there is a greater emphasis on independent learning as teachers play more of a facilitator role in the classroom. This is linked to some of the FLGs identified by students, but also allows students to work on the same objective in different ways. Whether it is a project combining multiple skills learned in the FabLab or a lesson designed to assess reading comprehension, students are given expectations and boundaries and then work diligently within them. With this wide variety of options comes the challenge of higher level assessment and critical thinking across the board, but also allows opportunities for differentiation.

In meeting with the focus groups, it is clear that teachers seek to incorporate student needs and goals identified in their FLGs in the instruction on a consistent basis. They are also making decisions with scheduling to help address the needs of their exceptional students. They are most proud of the fact that they are given the flexibility to implement the curriculum as they see fit, and appreciate that they are trusted to do so effectively. They also note the desire to increase the professional development time and adjust the cadence throughout the year devoted to instructional practices.

Parents indicated that the school provides multiple avenues through which students can show success and that their students have access to many different experiences and resources. They also appreciate that education is tailored, to a degree, to each individual student.

Student work demonstrates that teachers are providing them with foundational skills that will continue to serve them well, even into and beyond high school. As they get older, the amount of independent work is increased, but this helps to build responsibility. Their work also shows that they are achieving at high levels, even at young ages. There is also a continuum that exists for students to exhibit growth throughout their time at BCS at a pace appropriate for their development.

Student Engagement in Challenging and Relevant Learning Experiences that supports high achievement for all students.

Visiting Committee Rating (select one): Highly Effective **Effective** Somewhat Effective Ineffective

Narrative Rationale:

BCS offers a wide range of challenging courses in addition to real-world experiences. They also realize the shortcomings in their curriculum and program and work to bridge those gaps. It is evident that all students are supported in their individual endeavors as each student's focused learning goals are developed. There is a clear desire to support exceptional learners in a variety of ways, but growth can be made in explicitly stating these methods in lesson plans, unit plans, and strategic goals. BCS effectively engages students in challenging and relevant learning experiences that support high achievement for all students, but desire to grow in this area.

C2. Student-Centered Instruction through a Variety of Strategies and Resources Criterion

Visiting Committee Comments

Teachers show a great deal of intentionality in collaborating with their colleagues, both horizontally (within grade levels or subject areas) and vertically (across grade levels). This process also includes the identification of many resources beyond the textbook. This consistent use of extra tools and project-based learning across grades is evident. This also leads to many relevant experiences for students in non-classroom settings. This collaboration, however, is not supported by evidence that a well-aligned, articulated curriculum is created, only that unique learning opportunities are created. Teachers have also expressed a desire for professional development to be allocated during the year to allow adjustments to be made for current learners, rather than just at the beginning of the year, which is temporarily removed from learning and is based on the experiences of previous students.

There is also a need to increase the rigor of the instructional program, particularly in the older grades. Teachers and administration shared what their view of rigor is, and while they all focused on stretching, challenging, and engaging students, there was also a great deal of inconsistency in answers. While creating relevant learning experiences is important, ensuring that these experiences meet the needs of the students and help them maximize their potential is also necessary. Teachers must also promote higher-level thinking in the students. This can be accomplished through increased professional development focusing on articulation (both horizontal and vertical) related to instruction, increasing rigor, and encouraging growth. The developed curriculum shows the potential for a great deal of rigor to be consistently implemented within all classrooms, but the lack of standardization with instruction, while beneficial for teachers at a personal level, leaves inconsistency in the instructional program. Teachers are given the freedom to go beyond the written curriculum in their instruction and determine their own daily instructional schedules, there is a desire to increase consistency of instructional support and the extent to which it is student-centered.

Teachers have indicated that students are given multiple opportunities to show what they have learned and they are supported by multiple methods and resources. This is also reflected in teachers being encouraged to take risks and try new things. Teachers then adopt this same approach, especially in the elementary grades, to allow freedom and flexibility to learners.

The use of data to drive the instructional program is not only evident, but valued by the staff. Teachers will use assessment data (standardized, local, formative, summative, formal, and informal) to drive instruction. This is also done through student conferences and the use of pre- and post-assessments. They also find ways to implement students' learning goals identified in FLGs into the instructional day. While these goals do not drive instruction, the instruction is used to inform and support progress related to FLGs. Staff has adopted the mindset that failure is not the end, but a jumping off point for identifying the next steps if goals are not met...yet. One positive consequence of FLGs in the instructional program is that increased differentiation is created out of need to help students meet their wide variety of goals.

The intersession opportunities afforded to students in 6-8 require that teachers implement a program that is developed by teachers to help students meet their FLGs and support the project-based learning model. The instruction component of this aspect of the program is not given sufficient time for planning, and teachers have expressed that more professional development can be given to improve the existing program. Teachers specifically mentioned the desire to have more time to make adjustments to unit plans throughout the year, more time to plan intersession at the middle school level, and to be able to work on calibration of benchmarks and other shared assessments.

Students enjoy the opportunities provided to them through project-based learning and group collaboration. They also appreciate the opportunities provided to work with new people and learn how to navigate group work. There is also joy from students related to identifying and working towards accomplishing goals that they have developed for themselves.

The BCS school board discussed that they are proud of the ways that teachers empower students to advocate for themselves through classroom instruction, improve student ability to learn how to think, and teach life skills. They also have observed that students are given multiple opportunities to build skills and how to be leaders in the community.

Student-Centered Instruction through a Variety of Strategies and Resources that supports high achievement for all students.

Visiting Committee Rating (select one): Highly Effective **Effective** Somewhat Effective Ineffective

Narrative Rationale:

Staff is given time for collaboration, but needs more focus on alignment and articulation. It seems that students use the technology to access, process, and present their learning, including extensive use of Google Classroom (several teachers commented about this being a major shift coming out of the pandemic), creating Google Slides presentations, and even Ted Talks. Students are given freedom in their learning, but seemingly at the cost of rigor and focus. Bullis Charter School is effective at providing student-centered instruction through a variety of strategies and resources that support high achievement for all students, but have identified that they can grow in this area through increased opportunities to plan and implement the instructional practices associated with the curriculum.

CATEGORY C: LEARNING AND TEACHING

Areas of Strength for Learning and Teaching (if any):

- Staff is able to provide sufficient differentiation based on data, student choice, and learner growth to make sure that all students have complete access to the curriculum.
- Teachers employ consistent and extensive use of manipulatives and visual aids to offer extra support to all students and focus on learning objectives.
- There are intentional opportunities for teachers to engage in vertical and horizontal alignment, both in content and expectations, and teachers value this time to discuss instruction and how to better deliver curriculum to their students.
- Students demonstrate ownership of their learning by choosing how to display understanding and this translates into meeting their focused learning goals.

- Teachers use small group instruction and collaboration among students to improve problem-solving and critical-thinking skills.
- There is clear engagement in real-world learning based on student interest to help them become lifelong learners.
- There is a large variety of resources made available to students, and this complements the current instructional program to better meet student needs.

Growth Areas for Continuous Improvement for Learning and Teaching (if any):

- Teachers include SPED, EL, and advanced-learner modifications and differentiation in written lesson plans to ensure the needs of all students are met.
- Teachers may focus projects more to increase rigor and improve teacher support, especially in the middle school grades, to help students reach their potential growth.
- The leadership team may consider increased professional development over the course of the year related to how to foster student learning and outcomes in order to maximize growth and higher-level thinking as identified by staff input and learner needs.

Important evidence from the self-study and the visit that supports these strengths and growth areas for continuous improvement include the following:

- project-based learning and group collaboration
- Focused Learning Goals
- writing assessments
- project examples
- anchor charts
- Padlets
- student work/presentations
- lesson plans
- co-curricular activities
- class websites
- parent interviews
- BCS school board interviews
- instructional staff interviews
- student interviews
- classroom observations
- rubrics
- field trip information
- syllabi
- ELD strategies

CATEGORY D. ASSESSMENT AND ACCOUNTABILITY

D1. Reporting and Accountability Process Criterion

Visiting Committee Comments

Bullis Charter is effective at and has a professionally acceptable set of assessment practices, has a system for organizing that data and has a timeline to review the data with various stakeholders. Teachers report benchmark data from various sources into the assessment matrix [K-5], and 6-8 reports NWEA data only. Grade band leads and teachers described the assessment matrix as a

tool to track student progress. It was reported and affirmed that this was a tool that teachers use to get a snapshot of where students are at in the school and that they use this to identify supports for students. This data is disaggregated and analyzed appropriately. The school regularly presents and reflects upon NWEA data to various stakeholders, including parents, board members and classroom instructors. A board member noted in a focus group meeting that they review data as presented to the board by the leadership team and are trained to engage appropriately with this work. Bullis Charter recognizes that further work can be done in this area to include and educate parents in the assessment data from NWEA and how this is used to support the practice of the classroom instruction. The self study and conversations with staff revealed that the school could use more time and structure to support the progress monitoring of interventions that are identified in response to the data.

Bullis Charter is aware that they need to do further work to consistently agree upon the basics for students' grades, growth and performance levels and is somewhat effective in this area. All teams have access to units of study and some staff members use learning progressions to pre-assess students throughout the year. Some teams, particularly grades 7/8 in the math team, do calibrate their scoring on assessment, but this practice is not standardized across the school. Teachers in focus groups cite that time would be needed to move this work forward and that opportunities to calibrate would be helpful to support their development in this area. While teachers in grades K-5 administer the DRA2 reading assessment, it is not necessarily administered consistently and teaching staff question the validity of the results from these scores. In focus group interviews, staff members described the DRA2 is extremely time intensive and to implement appropriately, staff need opportunities for continued training in this area, as well as additional staff resources to test students individually (I.e. the assessment takes 30 minutes to individually administer). There is disconnect amongst teachers regarding what each of the grading scale (1, 2, 3, 4, 5) means on the K-5 report card which leads to confusion of parents and students, so an area of growth would be to work to agree on the criteria for those scores.

Bullis Charter is effective at the monitoring of student growth. The school has a team that meets regularly (RTI) to discuss supports that may be needed for students that need additional support, although staff report that their referrals to RTI are not always addressed. Some staff report that they see action through RTI, but those students have IEPs, while other staff members said that they did not always receive action steps from the referral process. The school writes in its self-study that faculty analyze mid-year NWEA and other mid-year assessment data in order to identify trends and to meet students' individual needs. In a focus group with teachers, they reported that the most recent round of testing (winter NWEA testing) was followed up and reviewed by staff members. January 2021 data day is evidence of how staff are tracking intervention and more time should be built for this work. While follow up steps are identified in this process, those steps are not always taken and staff report that they would benefit from a designated data day to review and then a universal template for progress monitoring across the school. It was also pointed out that the special education department had resources in this area but that they may be underutilized as a resource in the school for training and sharing of resources in this space for general education. The school does present FLG documents to communicate progress on individual goals throughout the year and these are shared with teachers

and families and this was verified by all stakeholder groups as a strength of the school. Staff use the continuum and evidence provided by the student, family and artifacts of student work to track progress in this area. The school reports that special education students are given appropriate goals that are monitored throughout the year by both general education and special education staff. This was affirmed by the visiting committee's review of progress reports and IEP goals that have appropriate baselines that are grounded in data.

Bullis Charter regularly reviews and assesses its policies such that student needs are met through a challenging, coherent, and relevant curriculum and is effective in this category. In the self-study the school reports that the BCS homework policy has been revised across the years to better support student needs. Teachers and administration acknowledge that academic and social emotional needs of students are reflected on and revised based on student data. The school's self-study identified that co-curriculars are rooted in standards across global citizenship, math/science/technology, and visual and performing arts. This was affirmed in documents provided to the visiting committee, as well as in a student focus group. Student perception data demonstrates that students are less engaged and excited in middle school than in elementary school. The middle school principal described that staff have responded to this by revising their advisory program at the middle school to respond to the adult / student relationship piece, but that they have not yet addressed the excitement and engagement piece. The visiting committee notes that further exploration into this area and how the school's program could be refined may be an area of growth.

The school uses data results to adapt and modify the work that they do to continuously improve the school and is effective in this category at the elementary level and somewhat effective at the middle school level. This was demonstrated in the shifts that were made to use NGSS aligned material as well as reading and writing units of study. The school's SBAC analysis and evidence provided from the Foss Workshop show that they need to continue to analyze science benchmark data to move forward in their analysis of the implementation of NGSS, although this work needs to be further developed. While this is an area for development, the site's administration and leadership team are well positioned to lead their team in this work, as long as they leverage the support of the science expertise on the team.

Using Assessment to Analyze and Report Student Progress that supports high achievement for all students.

Visiting Committee Rating (select one): Highly Effective **Effective** Somewhat Effective Ineffective

Narrative Rationale:

Bullis Charter has a professionally acceptable set of assessment practices, has a system for organizing that data and has systems to review the data with various stakeholders. The school is working on developing a practice to determine performance levels, and more calibration and communication of this is needed. The school has a strong RTI (response to intervention) program that could monitor student growth, but it is not always implemented. The school could use more time to track the progress monitoring of interventions that are identified in response to the data. The school has a strong practice of regularly reflecting on program areas

and continues to make adjustments to the school's design through the strategic planning process.

D2. Using Student Assessment Strategies to Monitor and Modify Learning in the Classroom Criterion

Visiting Committee Comments

Bullis Charter is effective at demonstrating student achievement. It should be noted that the school's achievement data on NWEA is in the 99th percentile and while growth may fluctuate, the school should be acknowledged for this benchmark data. The self-study reports that staff engage in an analysis of student work and data and that specific actions are planned based on the analysis of this data. The visiting committee's review of the evidence suggests that this is completed and that this data is often actionable. The self-study also questions whether these action plans are implemented and staff report that further support could be provided in this area. The school regularly uses exit tickets and other formative assessment to guide the use of small groups and other specific interventions across various classes and grade levels. It was also observed that intervention groups were led in classes by teachers and associate teachers. Extra supports such as sight word raps, and designated ELD supports for EL students in reader's workshop were observed in some classrooms but designated ELD was not observed across all grade levels.

Bullis Charter is effective at supporting students to provide peer feedback to each other in a structured way. This was confirmed by work samples in classroom observations. Students reported that they often give feedback to their peers and that they often receive feedback from their teachers. Students also reported that they receive feedback from their teachers that is actionable and supportive of the work that they need to refine. Students reported in a focus group that they thought report cards needed to be refined to better communicate their progress and administration, teachers and the self-study report that this is also an area to develop cohesion and calibration. The self-study reports that only some teachers provide timely and descriptive feedback to improve student work. The self-study identified that professional development in this area would support various grade levels and subject areas in providing this feedback.

Using Student Assessment Strategies to Monitor and Modify Learning in the Classroom that supports high achievement for all students.

Visiting Committee Rating (select one): Highly Effective **Effective** Somewhat Effective
Ineffective

Narrative Rationale:

Bullis Charter has very strong achievement data on benchmarking data, NWEA, as well as SBAC data for all students with few sub-groups not meeting achievement expectations. English Language learners are not meeting standard at the same rate as their peers, but student growth data on NWEA in addition to the rate of reclassification of ELs shows that these students are making progress. SBAC test trends show that a higher percentage of students with

disabilities are not meeting achievement results, but yet are still outperforming the same sub-group across the state. Teachers provide students with feedback in an appropriate time and work samples show that this feedback is appropriate.

CATEGORY D: ASSESSMENT AND ACCOUNTABILITY

Areas of Strength for Assessment and Accountability (if any):

1. Student achievement is extremely high across all grade bands of the school and most sub-groups.
2. Time is set aside for teachers to engage in analysis of assessment data, particularly ELA and math data.
3. Leadership team reports that they are receiving more time on the school calendar for SY 22/23 to use for data review
4. Students across K-8 have a strong individualized goal setting process that they complete each year. Progress on this goal is monitored and assessed based on evidence at milestone points throughout the year
5. Students at various grade levels engage in peer feedback protocols
6. Teachers across various grade levels provide support and differentiated learning tasks for students with different learning abilities
7. Staff are provided with specific data on their students who are EL with specific subscores and other details/information regarding the students

Growth Areas for Continuous Improvement for Assessment and Accountability (if any):

1. The school's governing board is encouraged to resource and provide the staff with more time (e.g. half-days, full day, shift some beginning of year days to later in the year) to allow for a more timely review of student data and for follow up on the progress.
2. The school leadership may want to define and find ways to measure student success that is consistent, clear and valued by the student teacher, the family and the community at large. This measure of student success could be included into student evaluations.
3. The school is encouraged to convene a cross role team to identify an appropriate benchmarking assessment to track student growth in the sciences that aligns to the NGSS and future California assessments.
4. The school's administration is recommended to put structures in place to implement RTI action plans that are based on assessment data and analyze the effectiveness of those action plans.
5. Leadership convenes a group of stakeholders to work to revise report grades so that they reflect each individual student's mastery of grade level standards in a clear, consistent way that is understandable to all.
6. The school could benefit from a more transparent RTI system that involves the referring party, thus minimizing the potential for referrals for special education that are initiated by parents and supports teachers to feel supported with feedback to improve their intervention.

Important evidence about student learning from the self-study and the visit that supports these strengths and growth areas for continuous improvement include the following:

- Data assessment matrix
- FLG teacher resources
- ELPAC Results
- NWEA Data
- Professional development around NWEA Data
- October 28 Teacher and Learning Session: Support our English Language Learners
- Foss Workshop
- SBAC Analysis
- focus groups with teachers, administrators, students, board members, parents
- Classroom observations
- Student work
- Report card faculty meeting document

CATEGORY E. SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL, SOCIAL-EMOTIONAL, AND ACADEMIC GROWTH

E1. Parent and Community Engagement

Visiting Committee Comments

Families are very much involved in the community at BCS, as evidenced by the WASC report and the Parents/Guardians group conversation. Families take pride in BCS, and how the school is supporting their child's growth and learning. Families mentioned that the Bear Essentials Newsletter, as well as classroom newsletters, were important in understanding the happenings on campus. Parents and guardians also noted that the Bear Guide program was an integral part of connecting with the BCS community.

Bullis Charter is somewhat effective in involving families of English learners in the community through the attendance of the ELAC meetings, or through community-wide family meetings.

Parent and Community Engagement that supports high achievement for all students.

Visiting Committee Rating (select one): **Highly Effective** Effective Somewhat Effective Ineffective

Narrative Rationale:

Bullis Charter School is highly effective in engaging families in their school community through numerous opportunities, such as volunteering throughout the school day, chaperoning field trips, organizing school-wide events, or helping with fundraisers through the BBC (Bullis Booster Club). Further, the consistent "Bear Essential" newsletters from the Superintendent and the regular grade level updates keep parents engaged with the school. Additionally, the FLG (Focus Learning Goals) process is highly effective since it promotes collaboration between the student, teacher, and parents to promote individualized growth in each child. Lastly, the Bullis Booster Club supports new families who join the community each year through new family activities and assigning a "Bear Guide."

E2. School Culture and Environment Criterion

Visiting Committee Comments

Bullis Charter School is split into different campuses, the North and South Campus. The North Campus has two sites spread out featuring the K-5th grades, and the 6th-8th grades. The South Campus is closer together, featuring K-5th grades. At both campuses, there is an atmosphere of trust, respect, and professionalism amongst staff members, as well as between parents/guardians and staff members. The school culture at both sites is built around challenging students to grow, as well as high expectations, both academically and socio-emotionally. The learners at BCS are encouraged to take risks, and are provided with a safe and brave space to feel that they can take risks in order to grow.

The school features a comprehensive Bullying Prevention education program, as well as easy-to-access reporting systems for bullying. Moreover, students are aware of who to report bullying to when they see different types of bullying. Students from grades K-5 indicated that they feel comfortable with reporting bullying. However, in grades 6-8, some students indicated that they feel uncomfortable with reporting bullying due to fear of retaliation or escalation since it would be obvious who was reporting.

The bullying prevention program is connected to the socio-emotional curriculum, which teaches students about bullying, and how to stop bullying. The Visiting Committee observed that Socio-Emotional Learning is prevalent in all grade levels, and is at the root of the community at BCS. The SEL lessons and curriculum create a shared language, and understanding for all members in the community, which allows for students to process information, and self-regulate. Additionally, the shared language allows students to participate in conflict mediation, restorative justice circles, and call out perceived unfairness.

Furthermore, the school is effective in teaching socio-emotional strategies through the Character Counts and Second Step SEL curriculum. In terms of an atmosphere of trust, respect, and professionalism, BCS is also highly effective in creating a comprehensive professional development program for all teachers and staff before the start of the school year that covers a variety of SEL topics and this is effective in preparing staff for the upcoming year. The content of staff professional development appears to align with the priority for socio-emotional learning this school year. Further, the collaboration time, and clear evidence of collaboration appears to support teachers in engaging in conversation on supporting students.

The school culture is built around building relationships with, and getting to know students. Teachers at BCS build learning partnerships with students, and students look up to their teachers with admiration. Teachers are seen as facilitators of learning, mentors, and community leaders. As a result, students easily engage with their classes. Staff is responsive to student needs, and take student feedback into consideration during decision making.

Observations through all classrooms demonstrate that there are high expectations in each classroom through the six character pillars, especially K-5. In grades 6-8, high expectations are present, as the six character pillars are expected, and not necessarily celebrated or promoted. Thus, the pillars are embedded in the school culture, as BCS honors student choice, student autonomy and differentiation.

Staff members also embody and model the six character pillars in their interactions with each other and students. This demonstrates the atmosphere of trust, respect and professionalism. Students are at the center of every decision made at BCS.

During classroom observations, there were learning targets on the board in most classes based on

the goal for the particular content or subject matter that the class was covering on that day. In some classes, students reflected on the daily learning targets.

School Culture and Environment that supports high achievement for all students.

Visiting Committee Rating (select one): **Highly Effective** Effective Somewhat Effective Ineffective

Narrative Rationale:

Bullis Charter School is highly effective in holding a safe, clean and orderly environment. This is evident through the shared Classroom Norms, Safety Procedures, and equitable access to technology. There are also clear and uniform complaint procedures for bullying, harassment, and other topics of concern. For other concerns, staff members can openly converse with the principals at each site.

In terms of high expectations/concern for students, BCS is highly effective in driving a rigorous school culture that embeds content knowledge, character building and Socio-Emotional Learning within their advisory units, as well as Socio-Emotional Learning within the elementary classrooms. With the focus on relationship building, and community, students are held to a high standard of embodying the six character pillars inside and outside of school. Within classroom observations, students were all engaging in high level content in a variety of instructional ways. At BCS, every learner is seen through their assets and individual differences. Furthermore, the school is highly effective in teaching socio-emotional strategies through the Second Step SEL curriculum.

BCS is highly effective in upholding the six character pillars in all facets of the community. Through holding the six character pillars dear, staff members model the pillars for students. Thus, BCS has an atmosphere of trust, respect, professionalism, and a sense of equity towards all staff, students and families. Moreover, the school board, school leadership and families view teachers as professionals, and as a result, the entire community views teachers as professionals and facilitators of learning.

E3. Personal, Social-Emotional, and Academic Student Support Criterion

Visiting Committee Comments

Student choice and student autonomy is prevalent at BCS. Students are able to choose essay topics, co-curricular activities, and are heard on campus. In the student subgroup, students mention that they are heard by adults on campus when they have concerns or wants.

Additionally, with the SEL curriculum that is covered once a week, students are able to learn how they should interact with the world around them, as well as develop their personal views and voice. As a result, students feel safe in the BCS community to share concerns, point out perceived injustices, and grow to reach their personal and academic goals.

During classroom observations, teachers used a variety of strategies in order to support students based on their assessed needs. For example, teachers would check in with students, reword questions, and use inquiry to ask students questions to check for understanding. During the Special Education/Counselors meeting, staff members mentioned how they support students with chunking of tasks in order to scaffold processes.

The Multi-Tiered Support System at BCS is effective in supporting students inside and outside of

the classroom. BCS features a substantial set of Tier 1 supports across all classrooms because of the strong school community. In terms of tiered interventions in the classroom, teachers voiced that they would like professional development on proper toolkits to support developing learners. On that note, some teachers are unsure as to how the Tier 2 process begins, but know to talk with a member of the student support team to investigate further. There is an active form online where staff members can refer students for tiered interventions. From there, students of discussion are identified, and intervention strategies are implemented. However, teachers mentioned that sometimes students who they report using this form are not investigated as a student of concern. Teachers mentioned that parents/guardians oftentimes have to get involved in order to initiate the RTI process. With that said, once the RTI process is initiated, tiered interventions are personalized, and connect to the academic and socio-emotional needs of students.

The tiered strategies and interventions in the MTSS are highly effective in supporting students and student learning within all classroom settings at BCS.

BCS is somewhat effective in collecting data on tiered interventions, assessing, reflecting on data and creating next steps in terms of closing feedback loops in connection to the effectiveness of the Multi-Tier Support System.

BCS is highly effective in promoting student voice and student autonomy. Students are given a variety of choices in a full range of programs, including co-curriculars in grades K-5, extra-curriculars K-8, and clubs in 6-8. In grades 6-8, students are able to form their own clubs, as long as they have a teacher-advisor for the club. These all allow students to deepen their sense of self and make personal connections with others, and deepen their sense of their community. Moreover, with the restorative justice policies for conflict mediation on campus, students feel that they can share their concerns with each other, and adults on campus.

Personal, Social-Emotional, and Academic Student Support that supports high achievement for all students.

Visiting Committee Rating (select one): Highly Effective **Effective** Somewhat Effective Ineffective

Narrative Rationale:

In terms of academic support strategies for students, Bullis Charter School is highly effective in promoting student-driven goals for improvement. Evidence from observations indicated that most classes involved students setting goals at the beginning of class, and reflecting on the goals at the end of class. There is also evidence of a Response To Intervention process. BCS excels in promoting students take ownership of their learning through the Focused Learning Goals, and metacognitive reflections. Student groups were excited to share their many goals with the WASC Visiting Team.

In terms of support for learners with IEPs, collaboration between classroom teachers and the Special Education Team is evident in the support of their neurodiverse learners. There are individualized lessons and comprehensive assessments based on student goals. Through observation trends in classrooms, and pull out supports, BCS has a highly effective support program for students with IEPs.

In terms of support for multilingual learners/English Learners, BCS is effective in supporting developing English learners, especially in the elementary school. Based on observations, and conversations with teacher subgroups, support for English Learners is evident. However, ELD

strategies are utilized in most classrooms, and grade levels.

In terms of promoting student voice, BCS features an exceptional and highly effective co-curricular program for the elementary school, and a comprehensive club offering list for the middle school. Additionally, through intersession, clubs, and other advisory activities, students are learning to build empathy and understanding for the world around them. With the number of offerings, and the development of the whole-child, there is evidence that these activities do indeed develop and reinforce students' high school careers, and long term career- and college-readiness.

The Multi-Tiered Support System is highly effective in supporting students who may benefit from interventions, as evidenced by the conversations with the Group E stakeholders, parents, and Counselors/SPED department. The impact of the MTSS on student learning is evident within students' FLGs, as well as in classroom observations. BCS is somewhat effective in evaluating the impact of the MTSS on student success and achievement.

CATEGORY E: SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL, SOCIAL-EMOTIONAL, AND ACADEMIC GROWTH

Areas of Strength for School Culture and Support for Student Personal, Social-Emotional, and Academic Growth (if any):

1. There are multiple opportunities across all grade levels for students to engage in activities and learn about subjects that are interesting to them and connect them to the community (Co-Curricular Classes, Extra Curricular Classes, PBLs, SEL Lessons).
2. The school provides a vertically aligned curriculum across all grade levels K-8 to support students in social and emotional learning, that provides shared language and strategies to promote restorative practices, conflict resolution and self-regulation.
3. Students at BCS take ownership of their learning through the FLG process, Project Based Learning, and other engaging teaching strategies used on campus.
4. The FLG process includes important stakeholders, and differentiates the learning experience for students.
5. School leadership organizes comprehensive Professional Development for staff members around SEL topics over the two weeks before the start of the school year.
6. Support systems for learners who may need accommodations, and students with IEPs are effective in supporting students to reach grade level.
7. Student choice in assessment and topics are evident in all classrooms on campus, allowing students to explore their own interests.

Growth Areas for Continuous Improvement for School Culture and Support for Student Personal, Social-Emotional, and Academic Growth (if any):

1. Leadership team develops and implements systems to measure the impact of the multi-tiered support systems on student learning and well-being.
2. Teacher leaders are encouraged to collaborate with grade level teams to provide targeted communication with parents/guardians of English Learners, and students with IEPs to support these specific learners' needs at home.

3. The leadership team could refine the RTI system to include teacher stakeholders in meetings with their students in order to implement and measure interventions used with learners.
4. The leadership team is encouraged to provide space for grade level and school wide professional development, collaboration, and curriculum in supporting English language learners in the classroom.
5. The leadership team, in coordination with student support services, develops and implements a consistent RTI system and process that provides Tier 2 support when learners are identified as needing interventions. Leadership team develops and implements a system to close the feedback loop on RTI assessment data through reflection, action planning, and evaluation of effectiveness. This would provide meaningful feedback on improving student support systems at BCS.

Important evidence about student learning from the self-study and the visit that supports these strengths and growth areas for continuous improvement include the following:

- 5th Grade Parent Newsletters, and other Weekly Newsletters - Bear Essentials
- Chaperones and parent/guardian volunteers for school activities
- Parent Focus Group meeting quotes
- Focused Learning Goal (FLG) Conferences and Procedure
- Metacognitive reflections from students demonstrating reflection of self-made goals.
- Digital Citizenship
- Advisory lessons on socio-emotional learning
- Elementary School Lessons on socio-emotional learning.
- Conversations with students.
- Advisory lessons and focus on social justice
- Professional development series at the beginning of the school year
- PD series through the school year
- Emergency drill procedures
- Collaboration time
- Clubs and co-curricular activities
- Classroom observations
- Focus Group E meeting.
- Office staff meeting
- Focus Group A meeting
- Student work
- Meetings with Counselor/SPED Department

Chapter 4: Synthesis of Schoolwide Strengths and Growth Areas for Continuous Improvement

Schoolwide Strengths.

The visiting committee identified the following specific schoolwide strengths and their rationale for the identification:

1. Stakeholders are strongly committed to the mission of the school, and use it to drive all decisions and programs. Learner outcomes are rooted in the mission. The strategic planning process brings together different stakeholders to regularly evaluate actions to be aligned with mission.
2. All students have access to a rigorous, relevant, and coherent standards-based curriculum where they are required to complete complex projects and write across subject areas which leads to high student achievement across all grade bands of the school and most sub-groups as evidenced by CAASPP and NWEA data.
3. The school implements a K-8 SEL curriculum and instruction which provides students and staff with shared language to promote restorative practices, conflict resolution, and self-regulation.
4. Teachers, parents, and students collaborate to develop and monitor each student's personalized learning plan through the use of Focus Learning Goals in K-8, which provide student choice and agency and connect to the mission of the school. Goal progress monitoring based on evidence happens over the course of a year for all students school-wide, which increases the importance of the goals and the likelihood that the students will achieve them.
5. The strong facilitation and leadership from teacher leaders, along with time for curriculum planning before the school year begins, supports horizontal alignment of curriculum in classrooms that ensures content and skills are consistently standards-based while still enabling teachers to maintain autonomy of instructional practices.
6. The overall community is strong at BCS, with involvement from staff, families and students, which creates a sense of belonging and supports student learning and achievement inside and outside of the classroom.
7. Teachers provide numerous opportunities for students to choose what they learn, as well as how they explore content within the curriculum which allows students to take ownership of their learning, as well as makes learning fun. Students are given a variety of choices in a full range of programs, including co-curriculars in grades K-5, extra-curriculars K-8, and clubs in 6-8 which promotes student voice and autonomy.

8. Stakeholders value the development of the whole child, as evidenced by all K-8 students participating in robust performing and visual arts programs, world language classes, real-world connections through multiple PBL units each year, FabLab and MakerSpace classes, and 6-8 grade students apply learning to real-world experiences such as woodworking, cooking, and sewing through intersession programs, which positively impacts school culture.
9. Strong parent support of the school is evident across all aspects of the school's program including onboarding new parents (Bear guide program), serving school lunch, fundraising, and school committees.
10. The leadership team is making the systems and policies of the school more transparent than the past. They are engaging staff members in the process of evaluating and constructing those new systems and policies. (e.g salary, budget, evaluation).
11. The strategic use of professional learning time before the school year starts, allows for the high quality implementation of the school's various programs (e.g. intersession, PBL, SEL, curriculum alignment).
12. The teachers differentiate and use small group instruction to provide all learners with access to grade level material (leveled texts, FLG development, co-curricular choice, Step up to writing, etc.)The school provides programmatic opportunities for students to take different courses if aligned to their learner needs when in the middle school (e.g. math)

Schoolwide Growth Areas for Continuous Improvement

The visiting committee concurs with the school's identified growth areas for continuous improvement that are outlined in the schoolwide action plan. The school's growth areas for continuous improvement are explained below:

Goal 1: The Leadership Team and staff will develop and implement an established cadence of data analysis that includes assessment, reflection, action planning for implementing strategies based on the data, and evaluation of effectiveness of the actions taken to support the continued growth of all learners.

Goal 2: The Leadership Team and staff will ensure that there is alignment, content mastery, and rigor within and across all classrooms by providing intentional and frequent professional development on curriculum design and instruction to support the growth of all learners.

Goal 3: The Leadership Team and staff will ensure alignment of curriculum and assessment practices across sites, grade levels, and content areas to support the growth of all learners.

Goal 4: The Leadership Team and student support staff will create programs and opportunities that ensure all learners - particularly sub-populations such as ELs, students with special needs (IEP, 504, SST, Tier 2 of MTSS) - have additional support to access content and develop the agency needed to engage in rigorous tasks.

In addition, the visiting committee has identified areas to be added to the action plan to strengthen what the school has already identified, which include:

In support of Goal 1:

The school's governing board is encouraged to resource and provide the staff with more time throughout the school year to allow for a more timely review of student data and for follow-up evaluation of actions taken to support student learning.

In support of Goal 2:

The leadership team is encouraged to devote professional development time for training on research-based instructional strategies for teachers to implement in classrooms at all grade levels to support diverse learners.

In support of Goal 4:

Leadership team provides opportunities for teachers to create or adopt an English Learner curriculum so **designated** EL time is consistently provided for all ELs.

In addition, the visiting committee has identified additional concrete, specific growth areas that need to be addressed

1. The Leadership Team and student support staff develops and implements a transparent and consistent RTI system and process for providing Tier 2 support when learners are identified as needing intervention, that involves the referring party, thus minimizing the potential for referrals for special education that are initiated by parents and supports teachers with feedback to improve their intervention. The school needs continuous monitoring of whether or not interventions are effective at supporting student growth.
2. The Leadership Team will continue the work of creating, practicing, and promoting a consistent definition of student success aligned with the mission, in a way that is clear to, and valued by, the student, the teacher, the family, and the community at-large, and incorporate it into student evaluations.
3. Staff will develop a cohesive culture between elementary and middle schools to help students achieve at all levels, experience individual growth, and support the mission of experiential and collaborative learning.

Chapter 5: Ongoing School Improvement

BCS developed an action plan with four goals, each of which has specific actions attached to it.

Goal 1: Develop and implement an established cadence of data analysis that includes assessment, reflection, action planning, and evaluation of effectiveness.

Goal 2: Ensure that there is alignment, content mastery, and rigor within and across all classrooms by providing intentional and frequent professional development on curriculum design.

Goal 3: Ensure alignment of curriculum and assessment practices across sites, grade levels, and content areas.

Goal 4: Create programs and opportunities that ensure all learners – particularly our sub-populations – have additional support to access content and develop the agency needed to engage in rigorous tasks.

Acceptable progress by all students toward clearly defined schoolwide learner outcomes/graduate profile (major student learner needs), academic standards, and other institutional and/or governing authority expectations.

Visiting Committee Rating (select one): Highly Effective **Effective** Somewhat Effective Ineffective

Narrative Rationale:

BCS is effective in making acceptable progress by all students towards the school's learner outcomes. This is evident in the statewide SBAC assessment data, NWEA data, ELPAC data, writing assessment scores, and school defined learner outcomes. Bullis is clearly meeting academic standards and has an effective way to measure personal growth, SEL growth and other areas of student development school-wide. The visiting team found that further work can be done to broaden and clarify the school's understanding of its definition of success for students.

The alignment of a long-range schoolwide action plan to the school's areas of greatest need to support high achievement for all students.

Visiting Committee Rating (select one): Highly Effective **Effective** Somewhat Effective Ineffective

Narrative Rationale:

BCS is effective because the schoolwide action plan is in alignment with the greatest needs to support high achievement for all students. The action plan includes tangible action items to move each goal forward, in addition to a timeline and individuals responsible. The school should be commended for the detailed progress monitoring outlined in the action plan. Some re-organization of the schoolwide action plan may be warranted to put a stronger focus on instruction rather than on curriculum.

The capacity to implement and monitor the schoolwide action plan/SPSA.

Visiting Committee Rating (select one): **Highly Effective** Effective Somewhat Effective Ineffective

Narrative Rationale:

BCS is highly effective in terms of the capacity to implement and monitor the school wide action plan/SPSA. The school has effective, established processes in place for reviewing its strategic plan on a regular basis, as well as its LCAP goals and metrics, both which are aligned to the school mission and to the WASC action plan. The leadership team is well positioned and suited to lead the staff in the next phase of the school development. With the guidance of the new superintendent, the three principals have a wealth of institutional knowledge, relational trust and shared sense of purpose to bring the school forward. The superintendent has the knowledge and skills to build the organizational enabling conditions (project management, vision, resource allocation, etc) to support the school in partnership with the board of directors. The school possesses all of the resources needed to implement the world-class education system they envision. They have the monetary, people, curriculum, instructional tools, assessments and the community support to meet the school's mission and to continue the cycle of improvement.

Accreditation Status Factors Summary

Accreditation Status Factors	Highly Effective	Effective	Somewhat Effective	Ineffective
The involvement and collaboration of stakeholders in the self-study that addresses the self-study outcomes.	X			
The use of prior accreditation findings and other pertinent data to ensure high achievement of all students and drive school improvement.	X			
Vision and Purpose (A1)		X		
Governance (A2)		X		
Leadership: Data-Informed Decision-Making and Continuous School Improvement (A3)		X		
Staff: Qualified and Professional Development (A4)		X		
Resources (A5)		X		
Resources (Charter only) (A6)		X		
Rigorous and Relevant Standards-Based Curriculum (B1)	X			
Equity and Access to the Curriculum (B2)		X		
Student Engagement in Challenging and Relevant Learning Experiences (C1)		X		
Student-Centered Instruction through a Variety of Strategies and Resources (C2)		X		
Reporting and Accountability Processes (D1)		X		
Using Student Assessment Strategies to Monitor and Modify Learning in the Classroom (D2)		X		
Parent and Community Engagement (E1)	X			
School Culture and Environment (E2)	X			
Personal, Social-Emotional, and Academic Student Support (E3)		X		
Acceptable progress by all students		X		
Alignment of a schoolwide action plan/SPSA to the school's areas of greatest need		X		
Capacity to monitor and implement the schoolwide action plan/SPSA	X			

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Bullis Charter School

CDS Code: 43 10439 0106534

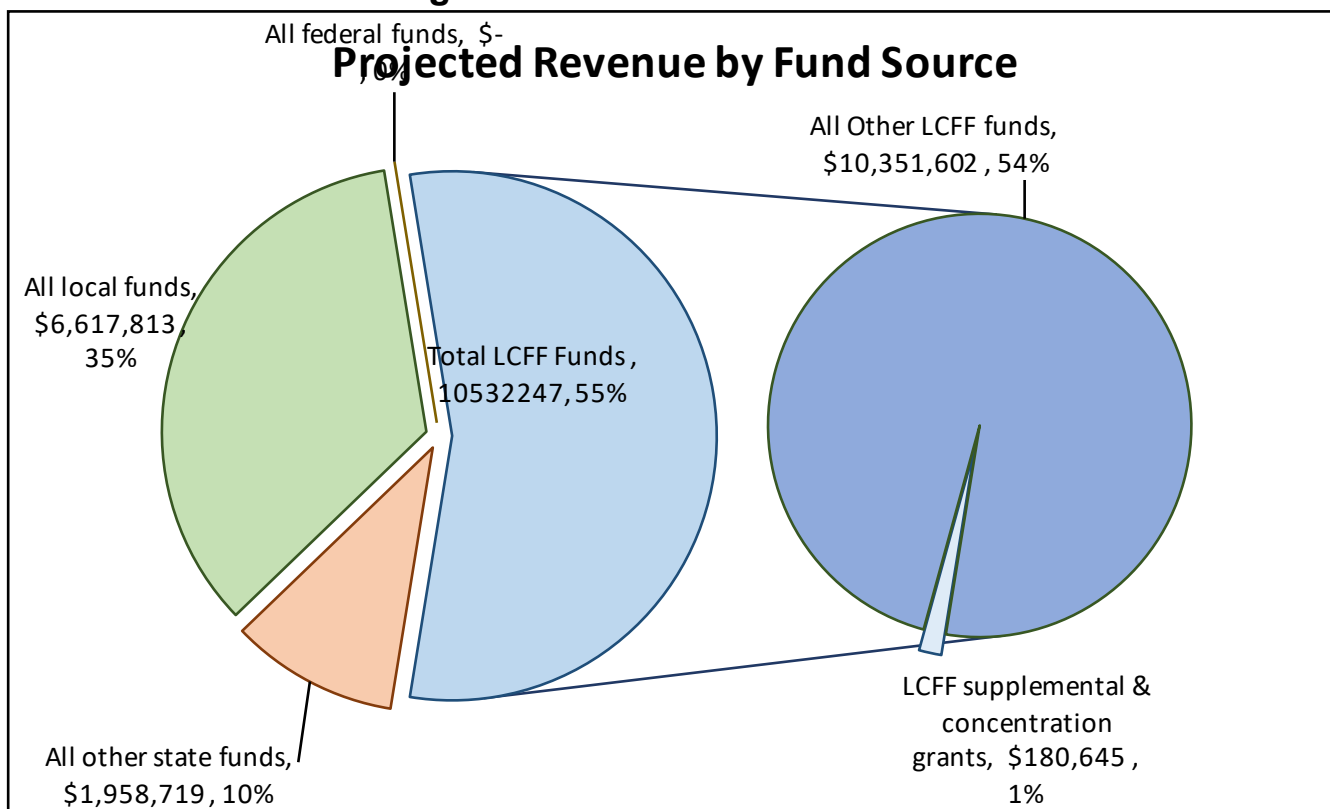
School Year: 2022 – 23

LEA contact information: Maureen Israel - Superintendent/Principal misrael@bullischarterschool.com

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2022 – 23 School Year

Projected Revenue by Fund Source

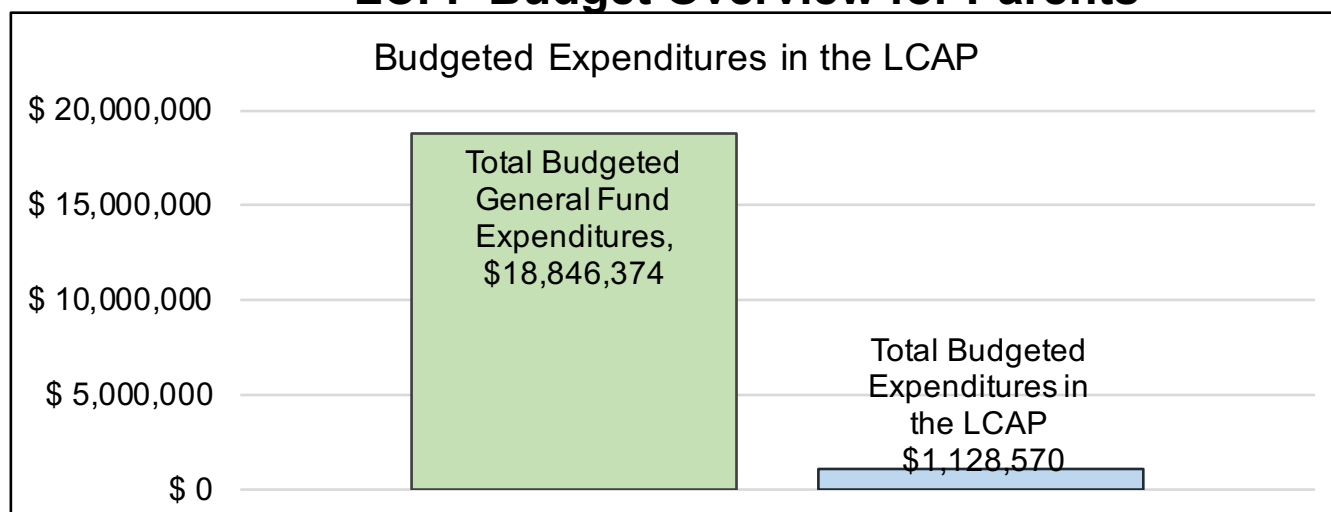


This chart shows the total general purpose revenue Bullis Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Bullis Charter School is \$19,108,779.00, of which \$10,532,247.00 is Local Control Funding Formula (LCFF), \$1,958,719.00 is other state funds, \$6,617,813.00 is local funds, and \$0.00 is federal funds. Of the \$10,532,247.00 in LCFF Funds, \$180,645.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.

LCFF Budget Overview for Parents



This chart provides a quick summary of how much Bullis Charter School plans to spend for 2022 – 23. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Bullis Charter School plans to spend \$18,846,374.00 for the 2022 – 23 school year. Of that amount, \$1,128,570.00 is tied to actions/services in the LCAP and \$17,717,804.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

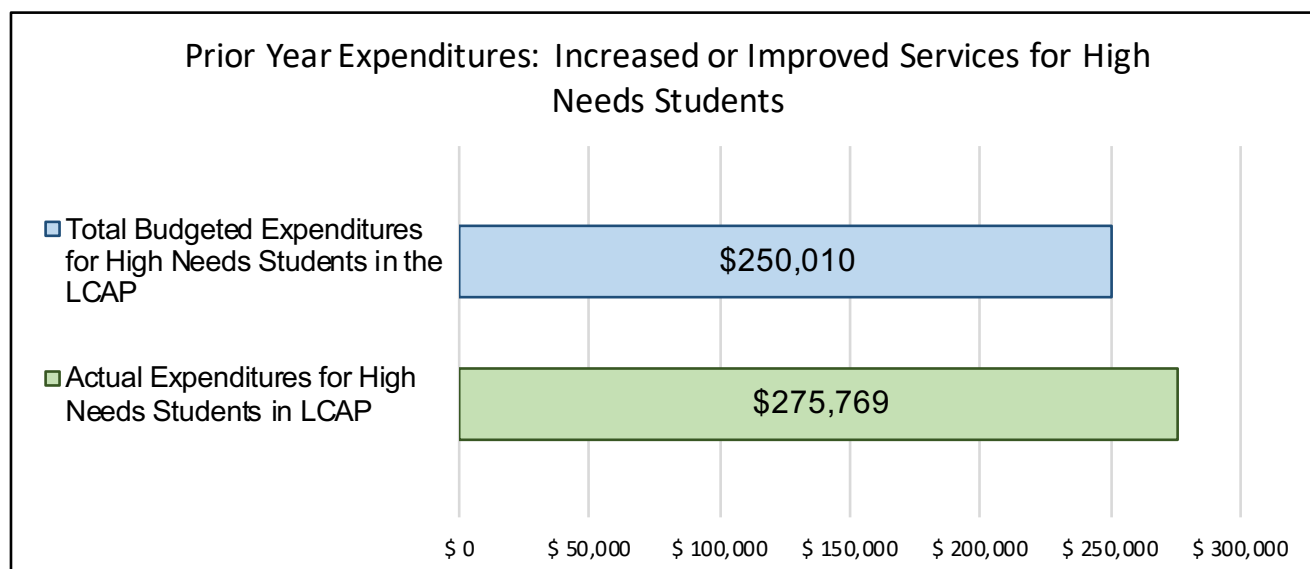
All additional general fund expenditures for the school year will contribute to teacher/staff salaries and to additional supplies/resources, professional learning, etc needed to keep the school operating on a daily basis.

Increased or Improved Services for High Needs Students in the LCAP for the 2022 – 23 School Year

In 2022 – 23, Bullis Charter School is projecting it will receive \$180,645.00 based on the enrollment of foster youth, English learner, and low-income students. Bullis Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Bullis Charter School plans to spend \$615,510.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2021 – 22



This chart compares what Bullis Charter School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Bullis Charter School estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2021 – 22, Bullis Charter School's LCAP budgeted \$250,010.00 for planned actions to increase or improve services for high needs students. Bullis Charter School actually spent \$275,769.00 for actions to increase or improve services for high needs students in 2021 – 22.

Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Bullis Charter School	Maureen Israel – Superintendent/Principal	misrael@bullischarterschool.com 650-947-4100

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021–22 Local Control and Accountability Plan (LCAP).

Entering the 2021-22 school year, Bullis Charter School received additional funding through the Extended Learning Opportunities grant (ELO) and the Educator Effectiveness Grant. Input on use of funds from a variety of education partners. This including reviewing questions, trends, and recommendations received from families during numerous town halls during the Spring of 2021. Our ELAC committee reviewed current supports for EL students and brainstormed opportunities for additional supports that could be beneficial.

Teachers identified curricula and classroom needs through monthly vertical team meetings and our Director of Teaching and Learning reviewed current curricular inventory to make recommendations and adjustments, in collaboration with our Director of Special Education.

Reviewing trends in parent and student referrals, our School Counselor provided suggestions on training and additional resources that could be beneficial for students.

On May 3, 2021, an ELO draft was reviewed by the board and public were able to comment.

On November 1, 2021, a public hearing was held on the Educator Effectiveness Grant.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

Bullis did not receive any concentration grant add-on fund.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

As noted above, Bullis has had multiple opportunities to engage educational partners in determining how best to spend additional funding to support students. Parents were offered the opportunity in the spring to join focus groups and provide input on priorities, including their child(ren) experience during distance learning. Multiple meetings were held with the English Learner Advisory Committee (ELAC) to identify additional supports that may be necessary for students. As the 2021-22 school year has started, there have been additional opportunities for families to provide input during town halls, ELAC meetings, parent focus groups, and the family survey. This input continues to help provide adjustment to programming for students.

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

Bullis did not receive ESSER funds this year.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update.

Additional funds from the Extended Learning and Opportunity Grant (ELO) were aligned with the 2021-22 LCAP goals.

LCAP Goal 1: All students will achieve growth and academic success and LCAP Goal 2: All teachers will engage in professional learning that increases their instructional knowledge and practice to serve all students. The ELO includes additional training for staff on ELD and Special Education supports, professional development for instructional leaders, and the ability to support students with extended instructional time outside of the classroom. It also includes additional curricula supports, including software programs, to provide extension work and practice for students.

LCAP Goal 3: BCS will create a school environment where all students feel included, safe, and accepted for who they are. The ELO designates funding for additional mental health support for students, as well as training for staff on suicide prevention and additional behavior needs.

All Educator Effectiveness Grant funding was determined to be used in out years, beginning in 2022-23.

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Bullis Charter School	Maureen Israel – Superintendent/Principal	misrael@bullischarterschool.com 650-947-4100

Plan Summary [2021-22]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Bullis Charter School (BCS) is an open-enrollment, K-8 public charter school serving almost 1,100 students from in and around the Los Altos School District. As a mission driven school, BCS provides a collaborative learning environment, focused on individual student growth and helping each student and staff member reach their full potential. BCS has a diverse student population, with dozens of languages spoken including English, Spanish, Farsi, Vietnamese, Hindi, Korean, Mandarin, Cantonese, Arabic, Hebrew, and Russian. Bullis Charter School serves all students, including Special Education students, Socio-economically disadvantaged students, and English Language learners.

Bullis Charter School focuses on student-led instruction aiming to meet the needs of all students, regardless of skill level or learning style. All learners benefit from a highly individualized approach, focusing on small group practice/instruction. Many of our classrooms have associate teachers who support homeroom teachers with this small group support and project-based learning experiences. Special programs and accommodations are available for students who require extra support, whether enrichment or remediation. The Special Education team (Director of Special Education, Resource Specialists, Speech and Language Pathologist, Occupational Therapist, Board Certified Behavior Analyst, and Psychologist) help teachers implement Individualized Education Programs to ensure all students are growing and achieving. A Response to Intervention (RTI) team provides recommendations for additional support at Tier 2 and Tier 3 levels to teachers. Designated and integrated ELD time in all English-learner classrooms ensure that students are able to access the material and continue to build their language skillset.

BCS provides multiple opportunities for students to explore and discover interests and passions within the school-day curriculum. All students take part in Mandarin, Art, Drama, Physical Education, and Music classes starting in Kindergarten and continuing all the way through 8th grade, with the addition of access to Spanish classes in middle school. A Makerspace and Fabrication Lab (Fab Lab) allow teachers and students to have access to hands-on learning experiences that are aligned and integrated into the classroom curriculum. Elementary school students have access to co-curricular programs during the school day, allowing opportunities for students to explore new interests and skills. A student council allows for students in multiple grade levels to be represented and have voice in school spirit days and school climate/activities. Other co-curriculars vary depending on student interest and staff experience. These may include such things as Coding, Lego Robotics, 3D Modeling, Origami, Choir, Concert Band, Broadway Dance, American Sign Language, etc. Extended-day extra-curricular activities offer still more opportunities for students to explore interests: yoga, running club, creative journaling, chess club, book club, homework assistance, and drama, including performance opportunities and tech crew opportunities. These co-curricular and extra-curricular activities change and adapt each year, as new interests are discovered by both students and teachers.

In the middle school, students have access to similar opportunities to continue to explore passions, with a greater emphasis on leadership. All middle schoolers take part in clubs once a week, that are designed and run by students, with teachers serving as facilitators. Club options include calligraphy, crocheting, cooking, scriptwriting, and video editing. Middle school students also participate in extra-curricular activities.

Woven within all classroom instruction is a focus on character development, to incorporate a valued-based education to all students. An SEL curriculum is incorporated into classrooms in K-5 and advisories in middle school. Trained student conflict managers enable students to contribute to the atmosphere of the school by participating and leading Solutions Teams, monthly Principal Awards recognize K-5 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. BCS aims to create a community of inclusivity and safety through these experiences throughout the school day.

As the BCS mission states, the school aims to offer 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.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.





As students have transitioned back to in-person learning this year, we recognize that instructional and socio-emotional needs may be different as students began to reengage in spaces and with peers that some of them had not been part of for almost two years. While a focus on a rigorous academic experienced was consistent throughout the year, there was a consistent additional emphasis on socio-emotional skills regarding peer engagement, social interactions, self-behavior management, etc. Our school counselors and school psychologist supported students and staff with the transition of students back into classroom amidst new protocols and structures in classrooms. We anticipate continued, heightened socio-emotional support needed as we move into the 2022-23 school year.

While there has not been a California dashboard for the most recent school years, we are able to look at SBAC data from 2020-21 and local data to assess student success and progress at BCS. A table noting BCS overall performance compared to the state of California is below. It is worth noting that in 2020-21, not all schools took the SBAC tests due to the pandemic.

In all measurable performance areas, students performed well above the overall state results, with significantly more students meeting and exceeding standards, even in subpopulations, such as English-Learners and Special Education. These subpopulations continue to be a focus area for BCS, though, as the desire to increase outcomes for all students is a priority.





Overall English Results

Overall Achievement

Achievement Level	Bullis Charter	State of California
Mean Scale Score	N/A	N/A
 Standard Exceeded: Level 4 ⁽ⁱ⁾	65.86 %	21.42 %
 Standard Met: Level 3 ⁽ⁱ⁾	24.36 %	27.59 %
 Standard Nearly Met: Level 2 ⁽ⁱ⁾	7.52 %	22.69 %
 Standard Not Met: Level 1 ⁽ⁱ⁾	2.26 %	28.30 %





Overall Math Results

Overall Achievement

Achievement Level	Bullis Charter	State of California
Mean Scale Score	N/A	N/A
 Standard Exceeded: Level 4 ⁽ⁱ⁾	75.23 %	15.78 %
 Standard Met: Level 3 ⁽ⁱ⁾	16.67 %	17.98 %
 Standard Nearly Met: Level 2 ⁽ⁱ⁾	6.16 %	25.50 %
 Standard Not Met: Level 1 ⁽ⁱ⁾	1.95 %	40.74 %





Special Education English Results

Overall Achievement

Achievement Level	Bullis Charter	State of California
Mean Scale Score	N/A	N/A
 Standard Exceeded: Level 4 ⁽ⁱ⁾	33.33 %	4.42 %
 Standard Met: Level 3 ⁽ⁱ⁾	31.25 %	11.06 %
 Standard Nearly Met: Level 2 ⁽ⁱ⁾	25.00 %	20.55 %
 Standard Not Met: Level 1 ⁽ⁱ⁾	10.42 %	63.97 %





Special Education Math Results

Overall Achievement

Achievement Level	Bullis Charter	State of California
Mean Scale Score	N/A	N/A
 Standard Exceeded: Level 4 ⁽¹⁾	41.67 %	4.18 %
 Standard Met: Level 3 ⁽¹⁾	25.00 %	6.61 %
 Standard Nearly Met: Level 2 ⁽¹⁾	22.92 %	15.08 %
 Standard Not Met: Level 1 ⁽¹⁾	10.42 %	74.13 %





English-Learner English Results

Overall Achievement

Achievement Level	Bullis Charter	State of California
Mean Scale Score	N/A	N/A
 Standard Exceeded: Level 4 ⁽¹⁾	9.09 %	2.01 %
 Standard Met: Level 3 ⁽¹⁾	27.27 %	9.30 %
 Standard Nearly Met: Level 2 ⁽¹⁾	31.82 %	23.41 %
 Standard Not Met: Level 1 ⁽¹⁾	31.82 %	65.28 %

English-Learner Math Results

Overall Achievement

Achievement Level	Bullis Charter	State of California
Mean Scale Score	N/A	N/A
 Standard Exceeded: Level 4 ⁽¹⁾	22.73 %	2.22 %
 Standard Met: Level 3 ⁽¹⁾	36.36 %	6.19 %
 Standard Nearly Met: Level 2 ⁽¹⁾	13.64 %	18.95 %
 Standard Not Met: Level 1 ⁽¹⁾	27.27 %	72.64 %

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Though we continue to see high performance of students in the SBCA results from 2020-21, we continue to want to improve our student outcomes for all student groups, ensuring all students are receiving the most appropriate individualized instruction allowing them to grow. We have provided additional professional development for our staff around ELD strategies and ways to individualize support for our Special Education students. We continue to make adjustments to these learning opportunities for staff and anticipate having additional space in our school calendar next year to analyze student achievement data on a consistent cycle and make adjustments to instruction and support as a result.

As noted above, we know that students will continue to need socio-emotional support/strategies and skill-building opportunities embedded in the classroom as we continue to emerge from the pandemic. Staff training around classroom structures and strategies to support the whole child will be necessary to start the school year and to continue to create inclusive, supportive classroom environments that allow all students to engage appropriately with their peers and with content.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

When we crafted our goals and actions for the LCAP for 2021-2024, we recognized the uncertainty of being in a pandemic and the need to have adjustments throughout the course of the 2021-22 school year, as we understood more about what needs students had. This year we also had the opportunity to engage in the WASC accreditation process, allowing us to do a deep dive into curriculum, instruction, and culture, and to align recommended actions with our LCAP goals and actions. We continue to revise our WASC action plan (a six-year action plan) to align with the intended actions and outcomes of the LCAP. We have made adjustments based on recognized needs from the 2021-22 school year that were not as easily predicted as we transitioned back from distance learning. For example, while we had predicted and budgeted for additional student socio-emotional support services (e.g. an additional part-time counselor, restorative practices in classrooms, etc.) we have discovered additional needs with targeted groups of students and ages since returning in-person and have tailored our approach for the 22-23 school year, as noted in updated actions below. A large part of this is building community within classroom spaces and also building community within our school families, through school traditions, resources, and learning opportunities.

Additionally, we have focused on student outcomes, specifically thinking through the training of our teachers and instructional leaders to develop skill sets in the classroom to account for differentiated learning and support of all students. We are developing data review cycles and building capacity in teacher leaders to help support all staff members with analysis and action. The adjustment of our school calendar for the 2022-23 school year has provided more opportunities for staff to have dedicated professional development time together, to focus on these actions and outcomes.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

N/A

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

N/A

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

N/A

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

There were multiple opportunities to engage with educational partners during the 2021-22 school year to gather feedback on input on action steps aligned to our LCAP. Going through the WASC Accreditation process this school year as well, there were additional opportunities for partner involvement and – since the accreditation process seeks alignment with the LCAP and strategic plan – we were able to gain additional insight and direction.

Coming out of the pandemic, while we were able to hold meetings in place, we continued to find success in providing options and access, holding some meetings in person and providing an opportunity to meet online as well, recognizing this may better meet scheduling needs for invested parties.

Our school leadership team – composed of teachers and principals – provided input and reviewed goal performance throughout the school year, with key meetings happening on January 10, February 2, and March 14.

Our parents were invited to participate in both online input meetings (January 18 and February 8) and an in-person feedback meeting (February 9). A parent survey was also sent out to all community members in Winter 2022.

Finally, our students participated in focus groups on February 9 and a survey was also distributed to students in Spring 2022.

The LCAP public hearing was held on April 4th, 2022 and the LCAP was brought for adoption to the board on June 6, 2022.

A summary of the feedback provided by specific educational partners.

Our teachers and principals focused on providing input around the alignment of support and training for all teachers (especially those new to BCS and new to the field of education) in order to provide the most rigorous instruction to all students and to ensure that all student needs are getting met at the level they are at. Actions were adjusted below, specifically focused on reviewing data and providing targeted professional development.

Our families aligned around opportunities to rebuild engagement in the community and ensure that new families felt connected to the school, recognizing the challenges that the pandemic has placed in building authentic connection opportunities. Along with this, much discussion focused on communication opportunities for families to better engage with and understand student performance metrics, particularly thinking about gaps that may have emerged as a result of the pandemic and how as a school we could ensure we were identifying these academic gaps and providing the appropriate support.

Finally, our students dove into similar topics, recognizing the need to continue to build connection amongst students and within the school community, after being apart for almost 2 years. They provided similar trends around feedback loops from teachers and making sure they had the most up to date information on their performance in the classroom and how they could improve.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

All goals are aligned to concepts and ideas that came out of the surveys and sessions with educational partners, and adjustments have been made to specific actions as a result of feedback received during the 2021-22 school year. Particularly, family feedback influenced actions in Goal #4, student feedback influenced actions in Goal #3, and staff feedback influenced actions in Goal #2 and Goal #3.

Goals and Actions

	Description
Goal #1	All students will achieve growth and academic success in a school environment conducive to learning.

An explanation of why the LEA has developed this goal.

We are proud of the legacy of academic excellence we have established as a school and yet recognize there is always a need to continue to ensure we are providing the most rigorous, aligned, personalized instruction possible for all students, regardless of experience or prior performance. After a year in which students had access to different methods of instruction (remote, hybrid, in-person), ensuring we are focused on individual student growth and performance will be critical moving forward. This is a shared priority not only for our teachers but also for our parents, especially our parents of Special Education and EL students.

This goal allows us to focus on the following state priorities: 1 Basic Conditions of Learning; 2 State Standards; 4 Pupil Achievement; 7 Course Access; 8 Other Student Outcomes

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24										
# of core teachers that are appropriately credentialed and not misassigned	100% of teachers (as of 2020 SARC)	SARC assignment data N/A for 21-22			100% of core teachers are appropriately credentialed and not misassigned										
Overall average of Math and ELA performance on the California dashboard	<div>Data from 20-21:</div> <table><tr><td></td><td>2020-21</td></tr><tr><td>All students, meet or exceed ELA</td><td>90.18%</td></tr><tr><td>exceed ELA</td><td>65.9%</td></tr><tr><td>All students, meet or exceed Math</td><td>91.84%</td></tr><tr><td>exceed Math</td><td>75.23%</td></tr></table>		2020-21	All students, meet or exceed ELA	90.18%	exceed ELA	65.9%	All students, meet or exceed Math	91.84%	exceed Math	75.23%	Data In progress and can be updated in Fall 2022			BCS’s maintains an overall average of Math and ELA performance above standard on the California dashboard (green and blue)
	2020-21														
All students, meet or exceed ELA	90.18%														
exceed ELA	65.9%														
All students, meet or exceed Math	91.84%														
exceed Math	75.23%														

	No data from 19-20 Data from 18-19 shows all green and blue for applicable data				
Growth of special populations on local assessments	EL MAP Growth Data: Not available for the 20-21 school year SpEd MAP Growth Data: Not available for the 20-21 school year	EL MAP met/exceeded growth projections: Math: 57.9% (57.5% all students) Reading: 61.1% (54.7% all students) Language: 58.3% (59.1% all students) SpEd MAP met/exceeded growth projections: Math: 58.6% (57.5% all students) Reading: 58% (54.7% all students) Language: 54.4% (59.1% all students)			Special populations growth on local assessments is equivalent to or greater than the general population growth on local assessments.
School facilities meet standard of “good repair”	Good Repair Status (SARC 2020-21)	Overall Good Rating (SARC 2021-22) – Fit Report performed May 2021			Maintain “Good Repair” status as defined by the FIT Report on the SARC
% of EL students reclassified	34.2% reclassified in 19-20 and 61.7% reclassified in Fall 2021.	52.5% reclassified in Spring 2022.			Maintain an average of 50% of EL students reclassified each school year
Consistent implementation of school curriculum across classrooms	No data source that to review fidelity of curricular implementation	100% of teachers met with grade level teams twice during the 21-22 school year to formally review and update long-term plans.			100% of teacher long-term plans reflect CCSS and are reviewed on a yearly basis
% of students with access to standards-aligned instructional materials	100% (SARC 2020-21)	100% (SARC 2021-22)			100% of students maintain access to standards-aligned instructional materials

# of TK-5 students that have access to co-curriculars (standards-based) and # of 6-8 students that have access to intersession (standards-based)	2020-21 students had limited access to co-curriculars; 100% of middle school students participated in intersession	100% of 1-5 grade students have had access to co-curriculars and intersession. (moved action to Goal 3)	N/A	N/A	100% of TK-5 students have access to co-curriculars (standards-based) and all 6-8 students have access intersession (standards-based)
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Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	Credentialed Teachers	Recruit, hire, and retain only appropriately credentialed teachers for core positions on a yearly basis, including partnering with credentialing programs.	35,000	N
Action #2	Instructional Training	<i>Instructional leaders are trained on observation best practices and observation cycles and revisiting norming opportunities on a yearly cadence. (moved action to Goal #2)</i>	10,000	N
Action #3	Instructional Observation	<i>Instructional leaders observe implementation of standards-based instruction on a monthly cadence (moved action to Goal #2)</i>	175,500	N
Action #2	Long Term Plan Review	Instructional leaders review long term plans on a yearly cadence and provide feedback at predetermined intervals to teachers	N/A	N
Action #3	Grade Level Team Alignment	Grade level teams engage in the process of creating long term plans during professional development days before the start of the school year and during key intervals of the school year	16,000	N
Action #4	Data Review	Principals works with teachers to develop shared skills in reviewing and analyzing local assessment data, MAP data, and CAASPP data at predetermined intervals throughout the school year	N/A	N
Action #5	Subgroup Data Review	Principals work with staff to review and analyze subgroup data on a predetermined cadence, providing necessary coaching and support to teachers as a result.	N/A	N
Action #6	Course Offering Review	Review all student course offerings, course sign-ups, and scheduling on a yearly basis to ensure access and choice for students	N/A	N

Action #7	Focused Learning Goals	Students – in collaboration with families - create and monitor progress on their focused learning goals (in developmentally appropriate ways)	N/A	N
Action #8	Technology	Ensure all students have technology needs met and access to reliable internet and computer usage while on site and at home, if necessary	45,000	Y
Action #9	Associate Teachers	Continue to hire and train Associate Teachers to specialize in classroom supports for small groups of students (4 associate teachers)	300,000	Y
Action #10	ELD Curriculum	Determine an ELD curriculum for implementation across all K-5 classrooms and available for small group support in upper grades, as necessary	40,000	Y
Action #11	Reading Specialist	Hire a Reading Specialist to support teachers with small-group instruction, implementation of SDAIE strategies for emergent learners	90,000	Y
Action #12	Extended Care Coordinator	Hire two Extended Care Coordinators to support TK/K students who qualify for free/reduced priced meals in a longer K program that extends after the school day ends.	150,000	Y

Goal Analysis for LCAP Year 2021-22

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Overall, the actions designated for the 2021-22 school year were implemented with the exception of developing a monthly cadence of instructional observation and determining a cadence of subgroup data review to provide necessary coaching and support for teachers. BCS saw success in ensuring credentialed teachers were hired for the year and that time was devoted in team meetings to begin a process of reviewing long-term plans to align on curricular resources and instructional strategies both across grade levels and vertically across the school. The principals attended the Relay School of Education Instructional Leader Professional Development program, building their skill set in how to support teachers in reviewing data and making adjustments to instruction as a result.

However, the pandemic continued to present challenges for implementation of all actions. Much time of leadership continued to be focused on logistics and safety needs for students both in and out of classrooms. With the constant pull towards logistics, as much time as possible was not able to be utilized on instructional support in the classrooms, specifically in developing clear structures for analyzing data with teachers. Additionally, the loss of our Director of Teaching and Learning mid-year adjusted the workload for many members of leadership and resulted in our need to pause some actions. Finally, with the teacher shortage coming out of the pandemic, we were not able to hire as many associate teachers to support in classrooms as anticipated.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Action 1.2: We spent \$30,000 in instructional training for principals, principal managers, and the Director of Special Education. This was instructional leadership training to support data analysis and coaching support in the classroom for teachers. This was more than the initial \$10,000 budgeted.

Action 1.3: We were not able to provide as much instructional observation support as desired with the need to shift focus consistently to health needs and logistics around COVID procedures throughout the year. We spent \$127,162.50 of the anticipated \$175,000 here.

Action 1.5: We were not able to provide as much support with grade level team alignment as desired with the need to shift focus consistently to health needs and logistics around COVID procedures throughout the year. We spent \$7,060.03 of an anticipated \$16,000.

Action 1.10: We started the year anticipating we would need additional technology needs for remote instruction and – while we did not need as much remote instruction support as predicted in Spring 2021 - we did exceed our anticipated amount of \$45,000, spending \$75,494, to ensure students had consistent access to platforms and technology in the classroom.

Action 1.11: We brought in an additional AT for support in March of 2022, as current ATs were supporting classrooms with extended leaves of absence. This increased our anticipated costs of \$214,500 to \$252,044.10.

An explanation of how effective the specific actions were in making progress toward the goal.

Though there is no reported metric from the 21-22 SARC around hiring credentialed teachers, we know that no teachers who are misassigned for the 21-22 school year. We have moved actions around instructional observation and training, moving them to Goal #2, in order to support professional development and data analysis for teachers.

Staff professional development days in August and again in January supported Actions #4 and #5, allowing 100% of grade level teams to make adjustments to long-term plans, in order to ensure aligned implementation of school curriculum and ensuring 100% of students had access to standards-aligned instructional materials.

We have added actions #12, #13, and #14 for the 22-23 school year.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

We have adjusted some key actions for the 2022-23 school year, most notably adding additional instructional supports to our staff, in order to provide targeted support for sup-groups and for teacher training (the addition of a Reading Specialist). While SDAIE strategies are observed in classrooms (as evidenced by our WASC review, noting SDAIE strategies as a strength), we recognize the need for a shared ELD curriculum we can utilize across grade levels for designated ELD time; we have added an action to implement a curriculum in the 2022-23 school year. With this, we have added additional metrics and desired outcomes around sup-population growth on internal NWEA metrics and reclassification rates. With the initial steps taken towards aligning long-term plans and curricula across all grade levels, we will continue to monitor student access to standards-aligned materials (State Priority 2). Finally, the addition of two extended day coordinators (Action #14) will provide additional support to our low-income students and families through the extension on the TK/K school day and in alignment with the movement towards the ELO-P.

	Description
Goal #2	All teachers will engage in professional learning that increases their instructional knowledge and practice to serve all students

An explanation of why the LEA has developed this goal.

Though we have had targeted, aligned professional learning for teachers each and every year – both at the start of the school year and during monthly meetings throughout the year – we recognize that there is a need to reinvigorate our professional learning focus, especially after the learnings of being remote for 1+ years. Additionally, with new teachers joining Bullis each year, we'd like to ensure there is an expected and aligned "teacher curriculum" to bring new teaching staff up to speed on Bullis expectations and learning, as well as to provide a space for all Bullis team members to dive into aligned training together. Finally, we would like to utilize this opportunity to dive deeply into assessment structures and outcomes to ensure alignment and rigor across and through all grade levels. This goal is in alignment with the following priorities:

I Basic Conditions of Learning; 2 State Standards; 4 Pupil Achievement; 8 Other Student Outcomes

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
# of teachers who teach EL students are incorporating integrated and designed ELD into daily lesson planning	No established baseline metric	100% of teachers with EL learners observed incorporated SDAIE strategies in the classroom.			100% of teachers who teach EL students are incorporating integrated and designed ELD into daily lesson planning
% of students with disabilities and EL learners who exhibit growth on local assessments	EL MAP Growth Data: Not available for the 20-21 school year SpEd MAP Growth Data: Not available for the 20-21 school year	EL MAP met/exceeded growth projections: Math: 57.9% (57.5% all students) Reading: 61.1% (54.7% all students) Language: 58.3% (59.1% all students) SpEd MAP met/exceeded growth projections:			Special populations growth on local assessments is equivalent to or greater than the general population growth on local assessments.

		Math: 58.6% (57.5% all students) Reading: 58% (54.7% all students) Language: 54.4% (59.1% all students)			
Principals complete observations of all teaching staff to review incorporation of professional learning strategies	Principals observe teachers but without a set number of expected observations	All staff observed a minimum of 2 times; no formal evaluation process developed but a steering committee created			Principals will complete at least 3-4 observations each school year of all teaching staff to review integration of new strategies learned during professional learning
# of teachers who find professional learning topics applicable and important to their professional growth	No data currently collected	96% of teachers agree/strongly agree they have had opportunities to learn and grow at BCS this year. (Q12 Data)			90% of teachers agree/strongly agree that professional learning opportunities at Bullis contribute to their professional growth
% of ELs scoring a 3 or 4 on the ELPAC	93.6% (20-21 school year)	88.14% scored a 3 or 4 on the Summative ELPAC for 21-22			Maintain 90%+ of students who score a 3 or 4 on the ELPAC

Action #	Title	Description	Total Funds	Contributing
Action #1	Professional Learning: ELD	Professional learning around integrated and designated ELD will be provided to teachers during in-service at the start of the school year and at key points throughout the school year	35,510	Y
Action #2	Professional Learning: Special Education	Professional learning around special education strategies and supports will be provided to teachers during in-service at the start of the school year and at key points throughout the school year	34,860	N

Action #3	Peer Collaboration	Teachers will engage in peer evaluation protocols and peer observations throughout the school year in order to continue to develop their practice inside the classroom	N/A	N
Action #4	Long-Term Plan and Assessments	Instructional leaders review long term plans on a yearly cadence and provide feedback at predetermined intervals to teachers, along with the review of formative and summative assessments. (multi-year action)	N/A	N
Action #5	Professional Learning Cadence	A professional learning menu of sessions will be codified for all new to Bullis staff	9,100	N
Action #6	Online Integration	Instructional leaders will conduct an assessment of all online platforms to determine long-term usage of effective software and programs	20,000	N
Action #7	Instructional Training	Instructional leaders are trained on observation best practices and observation cycles and revisiting norming opportunities on a yearly cadence.	25,000	N
Action #8	Instructional Observation	Instructional leaders observe implementation of standards-based instruction on a monthly cadence	175,500	N
Action #9	Evaluation Working Group	Staff members construct an evaluation tool for classroom observation and data analysis	10,000	N

Goal Analysis for LCAP Year 2021-22

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Overall, the actions designated for the 2021-22 school year were implemented at a baseline level. Professional learning at the start of the school year integrated both ELD training and Special Education Training. School leaders attended SCCOE EL training throughout the year in order to continue to provide consistent training and support to teachers. School administration also participated in regional instructional professional development with the Relay Graduate School of Education and were able to begin implementation of observation practices in classrooms.

With COVID precautions in place for much of the school year, we had limited abilities to establish a consistent peer observation structure, though all teachers did observe multiple teachers' classrooms outside of their own grade level and content in Fall/Winter 2021, in preparation for the WASC self-study. While principals began to establish observation cycles, additional needs during the course of the year – including COVID support – limited the ability to create a recurring cadence. This will be a focus moving into the 22-23 school year.

The departure of our Director of Teaching and Learning in January limited our ability to continue full implementation of some desired actions, including the development of a professional learning cadence. Additionally, while there were initial steps taken to integrate online program components into the current curriculum structure, we anticipate this will take additional time to fully come to fruition.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Action 2.1: As professional development timing shifted throughout the course of the year and our Director of Teaching and Learning no longer was overseeing professional development, we made adjustments to intended plans, spending less here than anticipated (\$15,468 instead of \$35,510).

Action 2.2: As professional development timing shifted throughout the course of the year and our Director of Teaching and Learning no longer was overseeing professional development, we made adjustments to intended plans, spending less here than anticipated (\$14,592 instead of \$34,860).

Action 2.5: No money was spent towards developing a professional learning cadence as our Director of Teaching and Learning transitioned out of her role in January 2022 and was unable to complete the project.

An explanation of how effective the specific actions were in making progress toward the goal.

Actions #1 and #2 of professional learning around ELD and Special Education have been successful, as evidenced by the percentage of students who exhibited growth on the local MAP assessments over the course of the year and the % of EL students scoring a 3 or 4.

Action #3 and Action #8 regarding instructional observation and peer collaboration were successful as evidenced by 96% of teachers who agreed/strongly agreed they had the opportunity to learn and grow this past year.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

We have moved Actions #7 and #8 over from Goal #1, as we believe they align closer with the desired professional development output. We have adjusted a metric around measuring the implementation of strategies to support student with disabilities by changing it to measuring the percentage of students with disabilities who show growth on local assessments (currently NWEA data). We recognize many of the actions within this goal are multi-year actions and are aligning the roll-out of these actions to our six-year WASC action plan. The hiring of a Chief of Academics will support with the implementation and tracking towards this goal and will begin the creation of an evaluation tool for classroom observations (added Action #9).

	Description
Goal #3	Bullis Charter School will create a school climate where all students on all campuses feel included, safe, and accepted for who they are.

An explanation of why the LEA has developed this goal.

We recognize that in order for students to be able to take risks in their learning and push their potential, they must feel safe and supported in their school environment. Our campus character pillars are an important place where this work begins, but we recognize that there are opportunities interwoven both within and outside of the classroom where creating a safe and inclusive environment for all students will allow us to live up to our mission of supporting the whole student. This becomes especially important as students return to school after being involved in only distance learning for the 20-21 school year. Reintegration and connection to the Bullis community continues to be an important priority.

This focuses on the following priorities: 5 Pupil Engagement; 6 School Climate

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of students who agree/strongly agree they feel part of the BCS community	Previous survey questions captured components of this question but we will reset with a baseline for the 21-22 school year	% of students who agree/strongly agree that they feel like they belong at BCS Elementary: 65% Middle School: 51% [Panorama Survey Data, Spring 2022]			100% of all BCS students feel a sense of community at the school/like they belong at BCS
% of students who agree/strongly agree they feel respected by peers and teachers	Previous survey questions captured components of this question but we will reset with a baseline for the 21-22 school year	Elementary: Respect by teachers: 81% Respect by peers: 50% Middle School: Respect by teachers: 57% Respect by peers: 45%			100% of all BCS students feel respected by peers and teachers

		[Panorama Survey Data, Spring 2022]			
Student Attendance Rate and Chronic Absentee Rate	97.3% attendance before the 20-21 school year and .6% chronic absentee rate (7 students)	21-22 school year: (P2 data)			Maintain an average of 97% ADA
Student Suspension Rate and Expulsion Rate	0% for the 20-21 school year	2021-22 Suspension Rate: .005% 2021-22 Expulsion Rate: 0%			Maintain a suspension and expulsion rate in the blue on the California dashboard.
# of TK-5 students that have access to co-curriculars (standards-based) and # of 6-8 students that have access to intersession (standards-based)	2020-21 students had limited access to co-curriculars; 100% of middle school students participated in intersession	100% of 1-5 grade students have had access to co-curriculars ; 100% of middle school students have access to intersession.			100% of TK-5 students have access to co-curriculars (standards-based) and all 6-8 students have access intersession (standards-based)

Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	School Counselor	Continue to employ and additional part-time counselor to support with school programming and individual/class student needs	\$50,000	N
Action #2	No Bully Program	Continue the implementation of the No Bully Program, including training of Solution Teams	\$11,100	N
Action #3	Restorative and Supportive Practices	Implement and codify restorative and supportive practices in all classrooms and determine professional learning opportunities to teach and revisit these practices with new and returning teachers	16,500	N
Action #4	MS Advisory	Analyze and review the current content and structure of MS advisory; develop observation cycles and teacher training opportunities	N/A	N

Action #5	Second Step	Review the Second Step implementation log for all elementary school teachers and provide appropriate training and collaboration opportunities as necessary	10,000	N
Action #6	Teacher Training	Continue to provide teacher training around inclusive learning environments and supporting students to develop a sense of belonging	25,000	N
Action #7	Goal Creation and Tracking	Set Team Lead and Principal goals around student survey metrics and administer the survey twice a school year (Fall and Spring) for comparative data.	5,000	N
Action #8	Cultural Programming	Develop a yearly cadence of school-wide programming to support student voice and involvement	N/A	N

Goal Analysis for LCAP Year 2021-22

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Overall, the majority of actions designated for the 2021-22 school year were implemented successfully. A part-time counselor was hired to support the current school counselor and part-time school psychologist. The addition of this part-time counselor provided more opportunities for the implementation of the No Bully program, though it was quickly realized that additional socio-emotional supports would be necessary to support all students returning to the classroom after being online for 1.5 years. While initial restorative practices and teacher training took place, the need to continue to provide additional training in upcoming school years is apparent. With the transition of the Director of Teaching and Learning, a full review of Second Step and MS advisory structures was not completed; this is work the new Chief of Academics is expected to oversee in the coming years.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Action 3.3: With an adjustment in our focus or professional development due to pandemic needs, we were not able to implement the anticipated programming here (\$2,009.72 of \$16,500 spent).

Action 3.5: With an adjustment in our focus or professional development due to pandemic needs, we were not able to review the program as anticipated.

An explanation of how effective the specific actions were in making progress toward the goal.

Action #1 and Action #2 have been successful, as evidenced by the suspension and expulsion rate. We would like to see increased numbers in the student survey as a result of Actions #1 and #2 and will continue working towards those in out years.

Actions #2 and #3 contributed to the attendance rate, even amidst students needing to go out for excessive lengths of time for quarantining, as well as to the low number of suspensions.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

We have added Action #7 and #8, in order to better align to our outcome around co-curricular access and to aim to increase the overall student results from the student survey. As noted above, the addition of the Chief of Academics will allow us to focus more closely on Actions #4 and #5 in the upcoming school years.

	Description
Goal #4	We will engage all parents in joyful, active partnership to support their children and the BCS mission

An explanation of why the LEA has developed this goal.

A key part of the BCS culture has been parent involvement and participation in the greater school community. After lots of time being remote and unable to be at events together, we recognize the importance of ensuring we are connecting our families back into our mission and our school and using this opportunity to evaluate new opportunities and ways in which we can connect with our families and community.

This focuses on the following priorities: 3 Parental Involvement

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of parents who feel as though they are connected to the BCS community	Previous survey questions captured components of this question but we will reset with a baseline for the 21-22 school year	Question: Overall, BCS has a positive and motivating culture – 87% of responding families agree/strongly agree (386 families participated)			100% of parents who feel as though they are connected to the BCS community
% of families who persist year over year at BCS	No baseline data from 20-21 school year	21-22 persistence data will not be fully measured until the start of school in Fall 2022			90% of families persist year to year at BCS
% of parents who agree/strongly agree that communication is sufficient	No baseline data for the 20-21 school year	New action – no baseline from 21-22			90% of parents who agree/strongly agree with communication structures

Actions

Action #	Title	Description	Total Funds	Contributing
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Action #1	Community Traditions	In collaboration with our parent organization, staff will review, revisit, and reinstate community traditions for the BCS community	N/A	N
Action #2	Parent Workshops	Parent workshops will be provided to the greater BCS community at key intervals over the course of the year, both from internal and external stakeholders. Workshop content will be developed in collaboration with staff and with parent input	\$20,000	N
Action #3	Communication Tools	We will conduct an internal review and analysis of communication tools (including website, weekly newsletters, teacher newsletters) to ensure we are providing the best possible access to all families	\$25,000	N
Action #4	Supporting New Families	In collaboration with our parent organization, staff will develop a cadence of activities and touchpoints with newly enrolled family members	N/A	N

Goal Analysis for LCAP Year 2021-22

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

We took some concrete steps towards this goal this year, although we continued having to pivot to make logistical adjustments due to COVID-19, which limited some of our ability to enact actions all the way through. Initially, we had to pause and adjust many of our community traditions at the school and community level, as we were unable to fully bring people together in person. This included traditions such as assemblies (adjusted to occur outside), bringing parents into classrooms for projects/presentations, etc. We were able to make some adjustments to allow traditions to happen (for example, our annual middle school musical occurred outside instead of on the stage in the MPR). However, having to focus on these changes limited our ability to do a full review of all traditions.

While we did take some steps to adjust communication tools (particularly focusing on the website initially), we have more work to do around localized communication such as teacher newsletters; we received input from families via the family survey and anticipate using this moving forward.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Action 4.2: With an adjustment in our focus on COVID protocols and needs, we were unable to work on crafting programming and workshops as predicted.

An explanation of how effective the specific actions were in making progress toward the goal.

Action #1 was initially successful, though not implemented fully, as evidenced by the % of parents who identified a positive culture at BCS.

Action #3 was just begun at the end of the 21-22 school year, so no real data detailing progress towards goals. We did add an additional metric (noted below) to measure progress in the 22-23 school year.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Action #4 was added this year, specifically thinking about focusing on new families to BCS and ensuring they are connected and feel part of the community, as well as ensuring they persist year over year. We will be able to disaggregate the parent survey questions by time at BCS, which will allow us to look at this subgroup of parents.

Additionally, the metric around communication structures was added and will be measured in 22-23 via the family survey.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for LCAP Year 2022

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$180,645	\$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
2%	0%	\$0	0%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

After assessing the needs of our low-income students, we noted that many families who join BCS in kindergarten (which is the typical entry point for new students) identify the half-day kindergarten as a potential barrier to persistence at BCS. In order to accommodate for unduplicated pupils (low-income and EL students) who enter BCS in kindergarten, we are establishing an extended day program to support the needs of families who may be unable to provide transportation or after-school care otherwise. Goal 1, Action #14 was built to address this.

Additionally, we want to continue to ensure that our low-income and EL students receive the in-class supports necessary for growth and academic performance at a rate equivalent to their peers. Goal #1, Actions 11 and 13 will focus on staff members (Associate Teachers and a Reading Specialist) who will prioritize the support of small group instruction for EL students and sub-populations (e.g. low-income students) who may not be achieving at the same levels as their peers. Through small group support and targeted instruction, we anticipate to see an increase in sub-pop performance on the local MAP assessment, as well as maintenance of the percentage of EL students reclassified each school year.

Finally, we know technology can be a barrier for families, as well as access to resources outside of the classroom that may allow them to continue to practice skills and show growth. We will continue to invest in technology and platforms as noted in Goal #1, Action 8 to provide support for all students outside of the classroom, but with a particular focus on sub-populations.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Goal 1, Action #10: A focused curriculum for ELD support in classrooms will continue to allow targeted instruction for EL learners in all grade levels.

Goal 1, Action #11: A salaried employee to support teachers with the implementation of ELD strategies and to provide additional small group/1-on-1 support for EL students will continue to increase student performance

Goal 1, Action #12: Additional staff to extend the day for TK/K students, with a focus on student who qualify for free/reduced price meals, will allow for students to get additional academic support and enrichment opportunities.

Goal 2, Action #1: Professional learning for staff around ELD implementation in the classroom will continue to support EL learners.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Not applicable

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	Classified staff to student ratio: 1:15	Not applicable
Staff-to-student ratio of certificated staff providing direct services to students	Certificated staff to student ratio: 1:83	Not applicable

2021–22 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$ 744,940.00	\$ 654,815.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Credentialed Teachers	No	\$ 25,000	\$ 36,874
1	2	Instructional Training	No	\$ 10,000	\$ 10,000
1	3	Instructional Observation	No	\$ 175,500	\$ 127,163
1	4	Long Term Plan Review	No	\$ -	\$ 500
1	5	Grade Level Team Alignment	No	\$ 16,000	\$ 7,060
1	6	Data Review	No	\$ -	
1	7	Subgroup Data Review	Yes	\$ -	\$ -
1	8	Course Offering Review	No	\$ -	\$ -
1	9	Focused Learning Goals	No	\$ -	\$ -
1	10	Technology	No	\$ 45,000	\$ 75,494
1	11	Associate Teachers	Yes	\$ 214,500	\$ 252,044
2	1	Professional Learning: ELD	Yes	\$ 35,510	\$ 15,468
2	2	Professional Learning: Special Education	No	\$ 34,860	\$ 14,592
2	3	Peer Collaboration	No	\$ -	\$ -
2	4	Long-Term Plan and Assessments	No	\$ -	\$ -
2	5	Professional Learning Cadence	No	\$ 9,100	\$ -
2	6	Online Integration	No	\$ 6,370	\$ 4,563
3	1	School Counselor	No	\$ 50,000	\$ 43,726
3	2	No Bully Program	No	\$ 11,100	\$ 10,400
3	3	Restorative and Supportive Practices	No	\$ 16,500	\$ 2,680
3	4	MS Advisory	No	\$ -	\$ -
3	5	Second Step	No	\$ 10,000	\$ -
3	6	Teacher Training	No	\$ 30,000	\$ 26,000
3	7	MS Advisory	No	\$ -	\$ -
3	8	Second Step	No	\$ -	\$ -
3	9	Teacher Training	No	\$ -	\$ -
4	1	Parent Workshops	No	\$ 20,000	\$ -
4	2	Communication Tools	No	\$ 35,500	\$ 28,251
4	3	Community Traditions	No	\$ -	\$ -

2021–22 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
\$ 136,866	\$ 250,010	\$ 275,769	\$ (25,759)	0.00%	0.00%	0.00% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	7	Subgroup Data Review	Yes	\$ -		0.00%	
1	11	Associate Teachers	Yes	\$ 214,500	\$ 252,044.00	0.00%	0.00%
2	1	Professional Learning: ELD	Yes	\$ 35,510	\$ 13,225.00	0.00%	0.00%

2021–22 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$ 8,864,433	\$ 136,866	0.00%	1.54%	\$ 275,769	0.00%	3.11%	\$0.00 - No Carryover	0.00% - No Carryover

2022-23 Total Planned Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 1,128,570	\$ -	\$ -	\$ -	1,128,570	\$ 890,970	\$ 237,600

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Credentialed Teachers	All	\$ 35,000	\$ -	\$ -	\$ -	\$ 35,000
1	2	Long Term Plan Review	All	\$ -	\$ -	\$ -	\$ -	\$ -
1	3	Grade Level Team Alignment	All	\$ 16,000	\$ -	\$ -	\$ -	\$ 16,000
1	4	Data Review	All	\$ -	\$ -	\$ -	\$ -	\$ -
1	5	Subgroup Data Review	All	\$ -	\$ -	\$ -	\$ -	\$ -
1	6	Course Offering Review	All	\$ -	\$ -	\$ -	\$ -	\$ -
1	7	Focused Learning Goals	All	\$ -	\$ -	\$ -	\$ -	\$ -
1	8	Technology	All	\$ 45,000	\$ -	\$ -	\$ -	\$ 45,000
1	9	Associate Teachers	All	\$ 300,000	\$ -	\$ -	\$ -	\$ 300,000
1	10	ELD Curriculum	English Learners	\$ 40,000	\$ -	\$ -	\$ -	\$ 40,000
1	11	Reading Specialist	English Learners	\$ 90,000	\$ -	\$ -	\$ -	\$ 90,000
1	12	Extended Care Coordinators	Low-income	\$ 150,000	\$ -	\$ -	\$ -	\$ 150,000
2	1	Professional Learning: ELD	English Learners	\$ 35,510	\$ -	\$ -	\$ -	\$ 35,510
2	2	Professional Learning: Special Education	Special Education	\$ 34,860	\$ -	\$ -	\$ -	\$ 34,860
2	3	Peer Collaboration	All	\$ -	\$ -	\$ -	\$ -	\$ -
2	4	Long-Term Plan and Assessments	All	\$ -	\$ -	\$ -	\$ -	\$ -
2	5	Professional Learning Cadence	All	\$ 9,100	\$ -	\$ -	\$ -	\$ 9,100
2	6	Online Integration	All	\$ 35,000	\$ -	\$ -	\$ -	\$ 35,000
2	7	Instructional Training	All	\$ -	\$ -	\$ -	\$ -	\$ -
2	8	Instructional Observation	All	\$ 175,500	\$ -	\$ -	\$ -	\$ 175,500
2	9	Evaluation Working Group	All	\$ -	\$ -	\$ -	\$ -	\$ -
3	1	School Counselor	All	\$ 50,000	\$ -	\$ -	\$ -	\$ 50,000
3	2	No Bully Program	All	\$ 11,100	\$ -	\$ -	\$ -	\$ 11,100
3	3	Restorative and Supportive Practices	All	\$ 16,500	\$ -	\$ -	\$ -	\$ 16,500
3	4	MS Advisory	All	\$ -	\$ -	\$ -	\$ -	\$ -
3	5	Second Step	All	\$ 10,000	\$ -	\$ -	\$ -	\$ 10,000
3	6	Teacher Training	All	\$ 25,000	\$ -	\$ -	\$ -	\$ 25,000
3	7	Goal Creation and Tracking	All	\$ 5,000	\$ -	\$ -	\$ -	\$ 5,000
3	8	Cultural Programming	All	\$ -	\$ -	\$ -	\$ -	\$ -
4	1	Community Traditions	All	\$ -	\$ -	\$ -	\$ -	\$ -
4	2	Parent Workshops	All	\$ 20,000	\$ -	\$ -	\$ -	\$ 20,000
4	3	Communication Tools	All	\$ 25,000	\$ -	\$ -	\$ -	\$ 25,000
4	4	Supporting New Families	All	\$ -	\$ -	\$ -	\$ -	\$ -

2022-23 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$ 10,532,247	\$ 180,645	1.72%	0.00%	1.72%	\$ 615,510	0.00%	5.84%	Total:	\$ 615,510
								LEA-wide Total:	\$ -
								Limited Total:	\$ 225,510
								Schoolwide Total:	\$ 390,000

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	5	Subgroup Data Review	Yes	Schoolwide	N/A	All School	\$ -	0.00%
1	9	Associate Teachers	Yes	Schoolwide	English Learners	K-5	\$ 300,000	0.00%
1	10	ELD Curriculum	Yes	Limited	English Learners	K-5	\$ 40,000	0.00%
1	11	Reading Specialist	Yes	Schoolwide	English Learners	K-5	\$ 90,000	0.00%
1	12	Extended Care Coordinators	Yes	Limited	Low-Income	K-5	\$ 150,000	0.00%
2	1	Professional Learning: ELD	Yes	Limited	English Learners	K-5	\$ 35,510	0.00%

Instructions

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[Engaging Educational Partners](#)

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For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).

The LCAP template, like each LEA’s final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity’s budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for educational partners and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA’s diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA’s community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA’s LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, input from educational partners, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year’s LCAP.

Comprehensive Support and Improvement – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for engagement of educational partners in the LCAP development process:

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.
- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners as applicable to the type of LEA. A sufficient response to this prompt

must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

Prompt 2: “A summary of the feedback provided by specific educational partners.”

Describe and summarize the feedback provided by specific educational partners. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from educational partners.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific input from educational partners.”

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by educational partner input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated students
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

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LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Required Goals

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA’s eligibility for Differentiated Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.
- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA’s eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the “All Students” student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.

- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the school(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g., high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023–24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome ⁴⁷⁶ for Year 3 (2023–24)
Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 or when adding a new metric.

The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the action tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (**Note:** for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in EC Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year: Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

LCFF Carryover — Percentage: Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar: Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

Total Percentage to Increase or Improve Services for the Coming School Year: Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 CCR Section 15496(a)(7).

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or COE, an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA’s goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7 percent lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the

importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100 percent attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55 percent: For school districts with an unduplicated pupil percentage of 55 percent or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55 percent: For school districts with an unduplicated pupil percentage of less than 55 percent, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40 percent or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40 percent enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided

on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.

- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action is included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the ‘Contributing to Increased or Improved Services?’ column to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - o Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
 - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)
 - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)
- 7. Total Estimated Actual Expenditures for Contributing Actions
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)

- o This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
 - o This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
 - o This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
 - o This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)
 - o This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
 - o This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
 - o If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- 13. LCFF Carryover — Percentage (12 divided by 9)
 - o This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

BULLIS CHARTER SCHOOL

Family/Student Handbook



BULLIS
charter school

2023-2024 School Year



BULLIS charter school

Superintendent/Principal
 Elementary Principal - North Campus
 Elementary Principal - South Campus
 Middle School Principal - North Campus

Maureen Israel
 Dr. Keri Montesino Stewart
 Lisa Stone
 Dan Gross

Dear Families and Students,

We are so excited for you to be with us for the 2023-24 school year at Bullis Charter School (BCS)! We expect a great year ahead with lots of opportunities to learn, grow, develop community, and celebrate success. Our families commitment and connection to BCS help develop our school community, and we are grateful for your partnership in this work.

Ensuring you are aware of our expectations for students and families is important to the overall success of our program. This handbook provides a comprehensive overview of our school norms and expectations. You will also find information on services provided to support all of our students' needs.

Please take time to read this handbook carefully and familiarize yourself with all school policies and procedures. Your principal will be able to answer any questions you may have.

Looking forward to a great year ahead!

Sincerely,

Lisa, Dan, Dr. Keri, and Maureen
 Bullis Charter School

Please note that the information contained in this handbook is relevant to our operating under normal circumstances. We recognize there are differences in processes and protocols that may result in adjustments in policies or procedures, and will provide updates to families as the need arises.

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DAILY SCHEDULE

TK/Kindergarten:

8:15 am - 3:05 pm
Breakfast: 8:00 am - 8:10 am
Lunch: 12:00 pm - 12:30 pm

Grades 1-5:

8:35 am - 3:15 pm
Breakfast: 8:10 am - 8:30 am
Grs. 1-2 Lunch: 12:20 pm - 12:40 pm
Grs. 3-5 Lunch: 12:45 pm - 1:05 pm

Grades 6-8:

8:00 am - 3:29 pm
Breakfast: 7:50 am - 8:00 am
Lunch: 12:55 pm - 1:25 pm

*Extra-Curricular Classes/Activities may occur before or after school hours, depending on the day of the week.

**On designated early release days, dismissal is at 12:30 pm; lunch is served 30 minutes prior to dismissal.

MAIN OFFICE HOURS

Monday – Friday 7:45 am – 4:00 pm

DROP OFF & PICK UP PROCEDURES

The safety of our students is a primary concern. To provide the safest environment during the drop-off and pickup of children, we ask for your cooperation in following these procedures:

1. PLEASE clarify arrangements with your child about after-school plans each morning to avoid confusion after dismissal. The office is not always able to get messages to students.
2. Students are to be **dropped off and picked up in the designated pick-up/drop-off zones ONLY** (Yellow Curb @ North Campus, Red Curb @ South Campus) and not in the middle of the parking lot/street. Kindergarten parents should park in a designated space in the parking lot and walk their child(ren) to and from their classroom.
3. Students must enter and exit on the curbside of the vehicle at all times unless a staff member is available to support them.
4. Students who walk or ride bikes or scooters should cross at the crosswalk. Bike and scooter riders must walk their bikes and scooters once on the school grounds.
5. The school provides two colored car signs per student containing student name, grade, and teacher for each student. These should be displayed clearly in the front window of the vehicle in which a student is going home. If you need additional signs for other adults who will be regularly picking up your child, please reach out to our office staff.
6. **After school supervision ends at 3:30 pm.** All students not attending extracurricular classes/activities who have not been picked up by this time will be brought to the office and should then be picked up there. If students are not picked up by parents within 15 minutes of dismissal, the office will first contact parents followed by authorized persons* on the emergency contact list to confirm pick-up arrangements for the student.

*If parents or guardians are planning to travel, it is imperative that the student's teachers and the front office be informed in writing of any changes in plans, guardianship, carpooling, contact information, etc. Please be aware that students will only be released to adults who have been authorized.

Parking Lot Guidelines

The parking lot is very congested before and after school. Please follow these guidelines to ensure the safety and well-being of our entire community:

- Always enter the parking lot through the entrance and leave through the exit driving slowly (no faster than 5 mph), cautiously, and courteously
- Please make sure your student(s) name card is visible in the passenger window (Grades 1-5 Only)
- Pull forward all the way to the end of pick-up/drop-off zones when there are no cars in front of you
- Never leave your car unattended while in the pick-up/drop-off zones or drive-through lanes
- Park your car in a designated parking space only (please do not park in the reserved Auction/Benefit Winner spots)
- Ensure your student is ready for drop-off as you enter the parking lot (having backpack, sunscreen on, etc).
- Stay with all students until the designated times when campus adults are present
- Use the crosswalk at all times when crossing to/from the parking lot
- At pick-up, please instruct your child to be ready to enter your car when they see you arrive curbside. For safety/security reasons, students are to wait in the designated pick-up zones only, and not in front of the gym (North) or Blach MPR (South).
- Please be sensitive to the concerns of the residents and avoid blocking driveways as much as possible
- Be a good role model by being courteous to fellow parents/drivers and always following the instructions of parking lot safety volunteers and staff members

Leaving School Premises During the School Day

Students are not permitted to leave the school premises unless they are signed out and in the company of a parent/guardian. The office should be notified in writing by a parent/guardian when a student will be picked up during the school day and who will pick up the child. The authorized adult picking up the child must come to the school office to sign the student out, and the student will be called from class by office staff. The adult will also need to be prepared to present government-issued identification for staff to verify that the student can be released. These precautions are for the safety of all students.

If you know that your student will be regularly signed out by someone other than a parent or authorized guardian (including drivers from an after-school program), this person's information should be added as an authorized school pick-up for the student in PowerSchool.

ATTENDANCE POLICIES

Absences

Please inform the school before 9 am each day that your child is going to be absent or tardy by emailing attendance@bullischarterschool.com or leaving a message on the Attendance Line (650-947-4100, ext. 2) with the following information:

- Child's first and last name
- Teacher's name
- Your relationship with the child
- Reason for absence or tardy

If your child is marked absent and you have not contacted us with all of the information above, the office will contact you for verification and the reason for the absence. Illnesses, medical appointments, religious holidays/celebrations will be considered excused absences/tardies. **All other absences - even if the school is notified in advance - are considered unexcused absences.** A written note or email confirming the reason should be provided to the office for each of your child's absence or tardy. For medical appointments, a doctor's note confirming the appointment should also be provided upon your child's return to school.

Tardies

Please help us support each child's learning by making sure your child(ren) arrives on time to school. Students who arrive at school after their designated start time **MUST** come to the office, sign in, and take a tardy slip to their teacher. A student who arrives late to campus after an appointment must still come to the front office and get a tardy slip; this allows the school to update attendance records appropriately.

Sequence of Consequences for Absenteeism

Though all absences and tardies will show up on a student's report card, unexcused absences and unexcused tardies may have additional consequences:

1. 3rd unexcused tardy or absence within a trimester – Parents will receive a first notice letter from the school highlighting the importance of regular attendance and providing practical tips.
2. 6th unexcused tardy or absence within a trimester – Parents will receive a second letter from the school reiterating the importance of regular school attendance. Additional outreach from administrators and/or other school support staff could occur for the purpose of developing a plan to help improve attendance.
3. If a continued pattern of absenteeism continues following the receipt of a second letter, School administrators will reach out to parents/guardians requesting a meeting to discuss attendance and create a plan to help support the student/family in reaching attendance goals.

We recognize that some tardiness and absences are unavoidable due to some circumstances, but we also know that when students miss too much school – regardless of the reason – it can cause them to fall behind academically. Per state law, excessive unexcused absences or chronic tardies is considered habitual truancy and could put the student at risk for retention. We understand some families may face a lack of resources; we are here to help. Please contact Veronica Blajine at vblajine@bullischarterschool.com for more information or support.

Assignments

If your child will be out more than two days, please contact your child's teacher to request any missing work. Teachers provide assignments and materials for students who are out ill for more than two days. Students have two days to complete and turn in work to their teachers upon their return from the absence. In some scenarios your student may be eligible for short-term independent study (more information linked in section below).

Vacation and Extended School Leaves

Vacation time is provided within the school calendar. **BCS requests that families refrain from removing their children from school for vacations.** If there are extenuating circumstances and it is necessary to miss school for a non-medical situation, the parent/guardian must contact the school a minimum of 10 days in advance of the intended absence to allow time for the school to explore the option for an Independent Study Agreement. Independent study options will not be granted as a means of extended, scheduled school breaks, unless in extreme circumstances. (All extended medical leaves will qualify for a version of independent study - please contact your principal if a situation arises). More information about the independent study process, including the request process, can be [found here](#) as part of our independent study policy on the BCS Website. Please reach out to independentstudy@bullischarterschool.com with any additional questions regarding the independent study process.

STUDENT POLICIES

TK-5 Student Dress Code

Students are expected to come to school in neat, clean, appropriate clothing and closed-toe shoes suitable for active participation in P.E. and playground activities. Mini skirts, short shorts, and spaghetti straps are not appropriate clothing for school. Clothing should be comfortable, be of proper fit, and not revealing or otherwise disruptive to learning. Pants must fit at the waist; shirts must come to the waist. Hats, hoods, and sunglasses may not be worn inside classrooms or school buildings.

Middle School Dress Code

Purpose: To create an environment conducive to learning in which everyone feels safe.

Clothing Must Fit

- Pants, shorts, or skirts must fit at the waistband without a belt
- Shirts must come down to at least the waistband of skirts, shorts, or pants, even with arms raised
- Underwear must never show, whether standing, sitting, bending down, or bending forward
- Shoes must be comfortable enough that you should be able to walk anywhere on campus at any time

Clothing Must Be Appropriate for School Setting

- There must be no sexual or racist remarks on any article of clothing
- No sunglasses may be worn inside the classroom
- No hats or hoods may be worn inside the classroom
- No images of or related to drugs, weapons, alcohol, or tobacco may be on any article of clothing

Homework Policy

Homework at BCS is meant to provide additional learning opportunities connected to the standards and tasks occurring in the classroom. There will be a gradual increase in homework throughout a child's time at BCS. Weekly expectations for homework may include independent reading and completing extra math practice. Your child's teacher(s) can provide general guidelines and expectations for when to expect homework throughout the week and/or when major projects may require additional outside-of-class time.

Grading Policy

In Grades TK-5, teachers monitor and evaluate progress towards mastery of the California Common Core State Standards in Language Arts and Mathematics for each grade level. These, as well as the standards for Social Studies and Science, are measured using a rubric, 1-5, at the end of each trimester:

5: Advanced 4: Proficient 3: Approaching 2: Below 1: Far Below

These numbers do not correspond to 'A', 'B', and 'C' letter grades (nor should they be translated into them). Rather, they reflect a child's current level of mastery in relation to end-of-year expectations for each standard as measured through on-going formal and informal assessments.

For Grades TK-5, Physical Education, Art, Drama, Music, Mandarin, and Technology programs as well as Lifelong Learning Skills are assessed and reported out each trimester using the following evaluations:

O: Outstanding S: Satisfactory N: Needs Improvement

In Grades 6-8, English Language Arts, History, Math, Science, Physical Education, Visual and Performing Arts, and World Language are measured using a letter grade, A-F:

A+/A/A- (90-100%) B+/B/B- (80-89%) C+/C/C- (70-79%) D+/D/D- (60-69%) F (0-59%)

Grades reflect a child's proficiency level in relation to mastery of school and state standards for each of the subject areas as measured through on-going formal and informal assessments. Grades are updated at least every other week in PowerSchool throughout the trimester and are shared on the report card at the end of each trimester.

Technology

The use of computers, the internet, and other technology tools is a privilege for all BCS students, and unacceptable use will result in revocation of those privileges and/or disciplinary action. To use any technology at BCS, students, their guardians, and their homeroom teachers must sign an Acceptable Use Policy (AUP). As outlined in the AUP, students are responsible for the following:

- Students are responsible for their computers, digital devices, and email accounts
- Students are responsible for using appropriate language in email messages, online postings, and other digital communications with others
- Students are responsible for treating others appropriately and will not engage in online bullying, harassment, or other such behaviors while in school or out of school
- Students are responsible for their use of the internet and the BCS server and will not engage in inappropriate behavior
- Students are responsible for their conduct on ALL online sites and understand that what they do on social networking websites should not negatively impact the school learning environment and/or their fellow students, teachers, and administrators

- Students are responsible for being honest while online
- Students are responsible for protecting the security of BCS' network and will not attempt to bypass security settings
- Students are responsible for protecting school property and understand that this includes, but is not limited to accessing, modifying, or destroying equipment, programs, files, or settings on any computer or technology device
- Students are responsible for following school rules, including copyright laws, whenever they publish anything online
- Students are responsible for all electronic devices they bring to school and school-sponsored events and will follow all school rules and expectations for any devices
- Students are responsible for all their actions and understand that they will be held accountable for any violations

The main scope of BCS' oversight of students' acceptable use is during the school day. However, violations of acceptable use outside of school hours can negatively affect BCS and members of its community. **Violations of the AUP outside of school that come to the attention of the BCS staff may be treated in a disciplinary manner.**

In addition, at school and school-sponsored events, students may not use any personal electronic devices during the school day without the permission of a BCS teacher. Approved devices must be kept out of sight and turned off during the school day and at school-sponsored events, except when otherwise directed by a BCS teacher or staff member. Electronic devices include, but are not limited to, laptop computers, mp3 or audio/video players, iPads, Kindles or other electronic book readers, and cameras.

Cell Phones and Smartwatches

Cell phones must be turned off and out of sight during the school day, before and after school extra-curricular classes, and during school-sponsored events. During the school day and at school-sponsored events, students who need to call their parents must ask permission from a supervising teacher. Middle School students may have the opportunity to use their phones during the school day, at designated times, and in designated locations. Students who need to call for a ride home at the end of the day may use their cell phones in the pickup area ONLY. The school is NOT responsible for any damage to or loss of a cell phone. Students are responsible for their personal property.

If a phone is taken away from the student, it will be turned in to the office and the student's homeroom teacher will be notified. The first time a student misuses a cell phone, the phone will be taken away, the teacher will call home, and a parent will need to come to the office to retrieve the phone after school. After multiple offenses, a student may be unable to have a cell phone at school.

While smartwatches are allowed at school, teachers will require students to remove smartwatches for any assessments. Additionally, if the watch is a distraction during class time, teachers may require the student to remove the watch. Any continued distractions may result in a call home and the inability for a student to wear their smartwatch.

Lost and Found

Many valuable articles of clothing and other items are turned into the "Lost and Found." Several times during the year, all unclaimed articles are donated to charity. Please reach out to the front office if your student has lost an item, and they can direct you to the lost and found.

Wheels on Campus

Skateboards, roller blades, scooters, bicycles, and similar wheeled devices may not be ridden while on campus, although they may be ridden to school. These items must be kept in the bike rack or the classroom during school hours. Bikes should be walked on campus and locked in the bike rack upon arrival.

BEHAVIORAL EXPECTATIONS / CHARACTER PILLARS

BCS's expectations are based on the Six Pillars of Character. The entire staff at BCS is committed to modeling and supporting a safe, respectful and caring school environment. We believe that in such an environment, students will be able to learn and perform to the best of their ability.

CARING

*Be kind, helpful, and understanding.
Be thankful.
Forgive others.*

TRUSTWORTHINESS

*Be honest.
Never lie, cheat, or steal.
Do what you say you will do.*

FAIRNESS

*Play by the rules.
Take turns.
Share.
Be a good listener.*

RESPECT

*Treat other people like you would like them to treat you.
Use good manners.
Understand that all people are different and have feelings.*

RESPONSIBILITY

*Do what you are supposed to do.
Keep trying and always do your best.
Think before you act.
Make good choices.*

CITIZENSHIP

*Do what you can to make your school and neighborhood better.
Cooperate with others.
Be friendly.
Protect the environment.
Obey the laws.*

One component of the support network needed to maintain a caring school culture where all students feel they belong is developing individual and group responsibility. The goal of the behavior expectations at BCS is to teach children to be responsible citizens. Teachable moments within the classrooms and playground are utilized so students will learn to apply the concepts of the Six Pillars to everyday situations.

We value school/home partnerships. We see this partnership as an essential component in the social, emotional, and behavioral development of our students. We encourage you to model these pillars with your children and use them in your daily lives as well.

Students are also expected to behave in accordance with the Six Character Pillars.

Caring / Respect / Fairness

- Listen and follow the directions given by adults in charge
- Play and participate in activities fairly, with no bullying, threatening actions, or fighting
- Remain seated at assigned lunch tables until dismissed
- Refrain from name-calling and inappropriate/derogatory comments or gestures
- Refrain from wearing clothing with inappropriate language or pictures

Responsibility / Citizenship / Trustworthiness

- Arrive on time to school and be prepared for class
- Refrain from bringing chewing gum to school
- Respect school and personal property

- Display appropriate classroom behavior, as determined by the teacher
- Participate in keeping the campus clean and litter-free
- Remain on the school campus during the school day, unless prior permission has been granted

To keep our school community safe, students should never bring the following items to school:

- Dangerous objects (such as pocket knives, laser pointers, etc.) or models of dangerous objects
- Alcohol, drugs, drug paraphernalia, or controlled substances (any student medications should be brought immediately to the school health office and not carried on the student)
- Objects which may be a distraction to the child or disruptive to the class

Behavior expectations are reinforced with fair and consistent consequences. Behavior concerns are handled by the classroom teacher through whole group, small group, and individual support and/or consequences.

To uphold these specific expectations as well as more general ones contained within the Six Pillars, consequences for not meeting them may include a restorative conversation; warning; time out; parent contact; referral to the principal; restitution for defaced, damaged, lost, or stolen property; confiscation of an object; loss of privileges; suspension and/or expulsion. The principal has the final discretion for all consequences. Students are expected to responsibly and respectfully accept consequences for inappropriate behavior. When a violation(s) of the school expectations occurs, parents/guardians will be contacted and may be asked to attend a one-on-one conference.

Students are also expected to abide by the BEARS expectations.

Be Empathetic
Encourage Others
Act Safely
Ready to Learn
Solve Problems

Below are the BEARS classroom expectations for all students in all academic settings

Be Empathetic

- Use kind words and actions
- Wait your turn to speak
- Follow directions
- Take care of materials and technology

Encourage others

- Listen to the ideas of others
- Help classmates
- Celebrate the effort of others
- Collaborate

Act Safely

- Keep hands, feet, and objects to yourself
- Be responsible for actions
- Move calmly; be aware of others
- Own and fix mistakes

Ready to Learn

- Get materials out right away
- Participate in discussions/classwork
- Give your best effort
- Stay on task

Solve Problems

- Take risks
- Try it on your own first
- Ask for help, when needed
- Ask for a brain or body break

Classroom Expectations

The teacher and the class will discuss and apply the BEARS expectations and the Six Pillars as they establish expectations for behavior and consequences for inappropriate behavior within the class. These will be shared and discussed at Back-to-School Night, during regular class meetings, as well as in small group and individual conferencing for the purpose of clarifying expectations and resolving conflicts/problems.

In the event of a serious behavior problem, the student will be sent directly to the office to meet with the principal or designee. The parent will be contacted and procedures will be followed as stated in the [BCS discipline procedures](#), in conjunction with the State of California Education Code.

Lunch Expectations

During lunchtime, students will sit with their grade level at designated tables. TK-5 students are expected to stay seated until they are excused by a lunch duty staff member/volunteer. When students finish eating, they must discard their own trash. Nut-Free or Dairy Free spaces are available for students with severe food allergies. Students are expected to behave in a courteous and responsible manner to their peers and all adults.

Students that wish to participate in the hot lunch program line up at the serving window with their lunch order label (distributed daily to students who pre-order) in an orderly fashion and wait for their turn at the window to receive their entree. Once they have their entree, they should take *at least* one (1) fruit or vegetable and milk, if desired. They should then proceed to the meal team staff to drop their lunch ticket containing their student barcode so that it can be scanned/counted. Students who do not have pre-ordered lunches can also proceed through the lunch line as indicated above, choosing their entree at the window, taking their sides/milk, and dropping their lunch ticket with staff.

NOTE: Please make sure that your child is aware if they have a pre-ordered lunch on any given day so that they know to go through the line to get their food. The School has to cover the cost of any unclaimed food as it is considered non-reimbursable per state and USDA guidelines.

Playground Procedures

1. Balls are only to be thrown as part of a game. They are not to be thrown, kicked, or batted toward others or buildings. No pegging or dodgeball types games are allowed unless organized by a teacher or as part of an organized event.
 - a. Kicking stray balls or running through games is not permitted
 - b. Hard balls, tennis balls, or balls smaller than a tennis ball may not be used
 - c. Bats may only be used during P.E. periods, under the supervision of an adult
2. Sticks, rocks, and tanbark may not be thrown.
3. Tackling other students is not permitted.
4. Students should stay in the designated playground area during lunch and recess.
5. When the recess warning bell rings, students are to stop playing and walk directly and quietly to their classroom or where they have been instructed to meet their teacher.
6. Food is to be eaten only at designated eating areas, not in the play area. Students are to put the trash into the cans provided.
7. Students should never climb or hang on the fences.

Slide

- 1 person goes down at a time
- No jumping off of the slide
- Students must go down the slide feet first
- Get off of the slide at the bottom and move 5 steps away from it
- Wait for the person ahead of you to move away before sliding
- Do not walk up or down the slide

Monkey Bars

- You must travel in only one direction
- One person may travel on the bars at a time
- You may not engage in any activity on top of the bars
- No hanging for long periods of time
- No running underneath bars when in use
- Hang only by hands on the bars

Dome Rules

- One person per hammock
- No pushing/ rough play
- No hanging upside down
- Only 15 people on the outside at a time
- Only 15 people climbing inside at a time
- 5-minute limit if there is a line
- No standing on the hammock
- No eating on or inside the dome
- No jumping on or off the dome
- One line for hammock, and one for dome

Poles

- Slide down only
- Slide feet first

FAMILY POLICIES & PROGRAMS

Family Responsibilities

Educating children is a complex and difficult task requiring close cooperation and understanding between home, school, and child. As parents, you can help the school do its job by:

- Providing a quiet place and time for homework to be completed
- Making certain your child has sufficient sleep and complete, nutritious meals
- Making certain your child arrives at school on time
- Supporting the school's expectation that students uphold the Character Pillars

Change of Address and Telephone Number

It is essential that we have your most current address and phone number for our records. Please ensure that your most current residential address is on file for your child(ren) with our main office. If you need to make a change, please email our registrar, Lisa Panken, at lpanken@bullischarterschool.com so that she can follow up with any additional information needed, including supporting residency proofs.

Student Information Update

Please ensure that the School is kept up to date with essential information for your child at all times. This includes parent contact information, emergency contact names and numbers, health conditions/situations, custody changes, and/or temporary guardianship. This can be done either by emailing office@bullischarterschool.com or inputting directly into the appropriate form (i.e. Emergency Contact) in the PowerSchool Parent Portal. It is important that our faculty and staff have the most updated information for your child at all times in the case of an emergency.

Registration of Visitors/Guests

While all BCS parents are welcome to visit and/or volunteer at the school, for the safety of the students, BCS is a closed campus. All visitors must receive prior permission from the school administration and must sign in at the front office before coming on campus or entering classrooms. We respectfully request that all approved visitors and volunteers follow the policies and procedures outlined in the [Board Registration of Visitors/Guests policy](#):

1. **REGISTER AT THE CAMPUS MAIN OFFICE**, providing their name, age (if under 21 years old), the reason for visiting, and proof of identification (government-issued ID).
2. **OBTAIN SCHOOL-ISSUED IDENTIFICATION** in the form of a printed name badge to be worn at all times while on School premises. This identification should be visible.
3. **REFRAIN FROM DISTURBING** student safety, instruction, and/or property. The Principal/site administrator has the authority to revoke a visitor's registration if disruptions occur.
4. **BE ON THE LOOKOUT** for strangers and those exhibiting suspicious behaviors. If you see something, including a visitor without the school-issued identification, please say something!
5. **FOLLOW THE LAW** and respect school leadership. Any visitor found in possession of unauthorized dangerous instruments, weapons, or devices on school grounds will be reported immediately to the Principal/site administrator and, possibly, to the appropriate local law enforcement agencies. The same is true with any visitors refusing to register or leave upon staff member request.

Forgotten Items

Forgotten lunches, books, homework, etc. may be dropped off in the school office. Please be certain your child's full name and classroom teacher are written on the item. **Please do not go to your child's classroom to drop off items**; the front office will reach out to the teacher. Please refrain from bringing outside lunch to your student each day; only home lunches that have been forgotten should be brought to the office.

Meals at School

BCS participates in California's Universal Meal Program and provides free breakfast and lunch to any student that requests a meal at school. Participation in this Program is voluntary, but free for any student who is on campus during designated meal times. Breakfast is available for students beginning at least 10 minutes before the morning bell (see specific grade level times on page 4 of this Handbook). Students wishing to receive breakfast should plan to arrive at the servery no later than 5 minutes before their morning bell. Lunch is distributed to students from the servery at their designated lunch time by meal team staff and parent volunteers.

Students are expected to bring their own lunches or participate in the free-lunch program offered by BCS. The purpose of the lunch program is to provide nutritious, USDA-compliant lunches for students, at no cost to families. Families are requested to [register their child with our lunch vendor](#) and select meals in advance, in order to ensure all dietary needs and choices are met. *NOTE: This needs to be done at least a week in advance.* Additional information on the school lunch program can be found on our website at bullischarterschool.com/schoolmeals.

For safety and USDA compliance reasons, we cannot allow families to utilize alternative lunch vendors (including DoorDash, UberEats, etc). In the event your student has forgotten a lunch, please utilize the school procedures around Forgotten Items (see above).

Celebrating Birthdays

Teachers and grade-level teams may have structures in place in their classrooms to celebrate students on their birthdays. We ask all parents/guardians to refrain from bringing food or outside items from the home to distribute on their student's birthday. This helps ensure alignment with campus safety policies and recognizes that all families may not celebrate student birthdays and/or may not be able to afford to purchase items for all classmates.

Procedures for Family Concerns

It is in the interest of both families and staff to address concerns as quickly as possible. To facilitate this process, the following procedures have been established:

1. Parents/Guardians are expected to bring their concerns directly to the school employee for discussion and resolution.
2. When a written or oral concern is received by an administrator, the administrator shall first inform the parent/guardian of this policy and encourage them to speak directly to the employee.
3. If the concern is not resolved at this level, the parent shall bring the concern to the employee's supervisor.
4. All written communications to an administrator regarding a particular staff member will be shared with the staff member unless anonymity is requested. If a parent/guardian expresses a concern in writing and also requests anonymity, the administrator will respect the parent's/guardian's request but will also share the general content of the letter with the staff member.

Additionally, see the [Uniform Complaints Procedure Policy](#) for more information on the process of filing a formal complaint with the BCS Board of Directors.

Bullis Boosters Club (BBC)

There are many opportunities for parents to be involved at BCS! Our volunteers are essential to the enriched program that is offered. The volunteer program operates under the direction of the BBC, and opportunities to serve are available in a multitude of areas including lunch program, Fall Family Dinner, Walkathon, and many more! We encourage all BCS parents to be involved in some manner at the school. We hope you will attend BBC Coffees and sign-up as a volunteer for your choice of activity. Visit the BBC website at www.bullisboostersclub.org for information on programs, volunteering, and much more.

SCHOOL HEALTH AND SAFETY

Illness

If your child has been absent due to any illness, they must be free of fever (under 100 degrees Fahrenheit) without fever-reducing medication and episodes of vomiting, nausea, stomach cramps, or diarrhea for at least 24 hours before returning to school. If your child has a rash, please do not send them to school until your health care provider has provided documentation confirming that your child is not contagious.

NOTE: If your child is absent from regular school day activities due to illness, they may not participate in after-school extracurricular activities such as rehearsals or practices on absent days.

BCS continues to monitor and follow all county and public health guidelines regarding student wellness, including all guidelines related to COVID-19. If your child has any of the COVID-19 symptoms listed by the CDC, please keep them home. The school will call home and ask parents to pick up a student exhibiting any

symptoms. As guidelines and recommendations may change frequently, the school requests all families to reference email communication from the school to review updated guidelines.

Student Medication

All student medication and medical needs should be on file with the front office. No student should carry any medication on their person at any time. Children requiring administration of any medication during the regular school day, both prescribed by a doctor and not, must have a current and complete Authorization to Administer Medication form on file with the school office. Medications may be administered by the school health assistant and other designated school personnel or self-administered by the student if the school has the appropriate supplemental form on file.

Head Lice

If you discover head lice on your child, it is important that you notify the school. If school personnel observe live lice or nits on your child's head, you will be notified immediately and your student will need to be picked up from school. Your child may return to school after initial treatment AND the removal of ALL nits from the hair. Our health staff also checks any students with confirmed cases before returning to class to ensure they are no longer infested. In cases where there appears to be significant spread throughout a particular classroom/cohort, families are notified and strongly encouraged to perform self checks at home. These policies are consistent with current CDPH recommendations on lice school exposures.

Please don't hesitate to reach out if you have questions or concerns regarding your child's health. Our health team can be reached by calling the main offices during school hours or by emailing health@bullischarterschool.com.

SCHOOL POLICIES & PROGRAMS

Harassment, Discrimination, Intimidation, and Bullying Prevention

Discrimination, harassment, intimidation, or bullying based on the following characteristics, whether actual or perceived: race, religious creed (including religious dress and grooming practices), color, national origin (including language use restrictions), immigration status, citizenship status, ancestry, physical disability, mental disability, medical condition, genetic information, marital status, sex (including pregnancy, childbirth, breastfeeding and medical conditions related to pregnancy or childbirth), gender, gender identity, gender expression, age, sexual orientation, military, and veteran status, or association with a person or group with one or more of the aforementioned characteristics or any other legally protected category is unlawful and will not be tolerated. This applies to anyone on campus or those attending School sponsored activities. Additionally, any form of retaliation against anyone who has complained or formally reported discrimination, harassment, intimidation, or bullying or against anyone who has participated in an investigation of such a complaint, regardless of whether the complaint relates to the complaining person or someone else, will not be tolerated and violates this policy and the law.

Reporting Discrimination, Harassment, Intimidation, Bullying or Retaliation

Any student who believes that they have been the victim of discrimination, harassment, intimidation, bullying, or retaliation prohibited by this policy, or any student who has witnessed such discrimination, harassment, intimidation, bullying, or retaliation, should immediately report the circumstances following the procedure set forth below. The School will investigate any conduct that violates this policy, even in the absence of a complaint, and take remedial action where appropriate.

A student may make a complaint, written or oral, to any of the individuals listed below:

- Their teacher, school counselor, or other school personnel
- The principal of the school

Complaints may also be submitted to the school counseling team by any of the following methods:

- Electronically via the “No Bully” online Solution Team Referral forms - [Grs. K-5](#) | [Grs. 6-8](#)
- By phone at (650) 947-4100
- By email at principal@bullischarterschool.com
- By mail at 102 West Portola Avenue, Los Altos, CA 94022

Any teacher, school counselor, or other school employee that receives any complaints of misconduct or personally observes, learns about it from others, or reasonably suspects it has occurred is expected to report it to the Principal so that the School may attempt to resolve the claim internally. Any School personnel who witness an act of discrimination, harassment, intimidation, bullying, or retaliation shall take immediate steps to intervene when it is safe to do so.

For details on what defines discrimination, harassment, intimidation, or bullying as well as more information about the investigation and disposition of related complaints, please read [our board policy](#).

Assemblies

To foster school spirit and a sense of community, all TK-5 learners come together on Friday mornings at 8:40am for assemblies at both the North and South campuses. During these assemblies, individual classes present the weekly Word of the Week and Words of Wisdom (WOWs). Families will be invited to watch their students' classes make these presentations. Once a month, there is a Principal's Awards assembly, during which children from each class are recognized for emulating one of the BCS Character Pillars. Families will be informed if their students are receiving a Principal's Award, and they will be invited to attend the Principal's Awards assembly during which they'll be recognized.

Field Trips

Program vs. Non-Program

Individual classes may take trips several times during the year in support of the school's educational program. These trips, known as Program Field Trips, are provided free of charge to all students by the school. Students may also choose to participate in additional optional field trips, known as Non-Program Field Trips, offered by the school that are not part of the curriculum. These trips are not mandatory, are not part of the school's curriculum, and do not count toward course credit. Additionally, participation in such trips often requires a fee. For more information on student fees, please reference the [BCS Board policy](#) here.

Parental Permission

Before each trip, the teacher will notify parents/guardians and distribute a permission slip that must be completed by a parent/guardian and submitted to the school. If you do not want your child to go on a particular trip, your child may remain at school where supervision and classroom activities will be provided.

Testing

CAASPP

Each spring, all BCS students in grades 3 through 8 take part in the state-mandated Common Core State Standards-aligned California Assessment of Student Performance and Progress (CAASPP) in English language arts and mathematics. Additionally, students in grade 5 and grade 8 will take the California Science Test (CAST) in science. The results of these tests compare our students' performance with other students in the state.

ELPAC

The English Language Proficiency Assessments for California (ELPAC) is the successor to the California English Language Development Test (CELDT). The ELPAC is the required state test for English language proficiency (ELP) and must be given to students whose primary language is a language other than English. State and Federal law require that local educational agencies administer a state test of ELP to eligible students in kindergarten (or year one of a two-year kindergarten program, sometimes referred to as “transitional kindergarten”) through grade twelve. The ELPAC is aligned with [California's 2012 English Language Development Standards](#), and is comprised of two separate ELP assessments:

1. Initial Assessment (IA)—an initial identification of students as English learners
2. Summative Assessment (SA)—an annual summative assessment to measure an English learner's progress in learning English and to identify the student's ELP level

For more information about ELPAC, visit:

- [California Department of Education ELPAC Resource Page](#) for state questions and answers
- [California Department of Education's Page](#) for a Parent Guide to Understanding the ELPAC

NWEA MAP Assessments

Three times per year, students in grades kindergarten through grade 8 participate in Northwest Evaluation Association (NWEA) MAP (Measure of Academic Progress) Growth Assessments. NWEA MAP Growth Assessments are standards-based, computer-adaptive tests designed to measure a student's academic growth over time. NWEA MAP is not a standardized test. Rather than asking all students the same questions, NWEA MAP adjusts to the performance of each individual student. Like other formative benchmark assessments administered at BCS, the information gained from NWEA MAP assessments is used by homeroom teachers, other staff, and school administration to design curriculum and learning experiences to meet the individual needs of our learners. Teachers may use NWEA MAP data to develop individualized learning goals, create small groups for instruction, or identify other learning needs of students. Questions about a student's testing performance may be directed to the classroom teacher or the Principal.

STUDENT SUPPORT AND SERVICES

Multi-Tiered Systems of Support (MTSS)

MTSS is a comprehensive framework of evidence-based, systemic practices developed to support all students' strengths and needs. A MTSS team composed of school personnel meets regularly to review data and classroom instruction and to provide support and assistance to classroom teachers and parents/guardians. This may include supporting students who are experiencing behavioral, emotional, or academic needs. Regular members of our staff who may serve on the MTSS team include the Principal, School Counselor, Director of Special Education, Chief of Academics and Educational Services and classroom teachers(s). Other persons who may participate include the student and appropriate support professionals from the community. Through collaboration and

dialogue, a specific plan is developed for meeting the student's particular needs, in collaboration with the parent/guardian. This plan may include data-driven interventions for use in the classroom, allowing the teacher to track and monitor student progress.

English Learner (EL) Program

The goal of the EL program at BCS is to facilitate English language acquisition that will allow students still learning English to perform comparably with their English only peers, to have access to the core curriculum and all other programs, and to maintain their self-esteem and cultural identity. EL student needs are addressed through differentiated teaching methods in the general education classroom by highly qualified homeroom teachers. EL students take part in the ELPAC test each year, described above.

Special Education Program

When testing indicates that a student qualifies for Special Education services, an IEP team including the parents/guardians, Director of Special Education, teacher(s), Resource Specialist, Psychologist, and Principal convenes. The student's areas of need are determined and the special education staff develops an Individual Education Plan (IEP), working with the classroom teachers to adapt instruction and assignments, and coordinate support programs as necessary. Reviews of the progress of IEP goals occur each trimester, new goals are developed yearly, and formal assessment occurs every three years. Parents, classroom teachers, or other staff may request a review of the IEP at any time to update and modify the plan before the annual review.

All students with special needs are taught through a collaboration of staff efforts. Students may be seen on a pullout basis, addressing the issues in their IEP and/or on a collaborative basis in the classroom working on assignments within the classes.

BCS employs a Director of Special Education, Resource Specialists, a Speech and Language Pathologist, an Occupational Therapist, and a Psychologist. Parent authorization is required before the testing of a child.

School Counselors

BCS employs counselors to provide mental health and behavior support services for students. The services may consist of: consultation with teachers concerning student support issues, proactive school programming, direct therapeutic intervention with children, small group support, and referral to outside agencies, if appropriate. Our Counselors' expertise and guidance are also utilized on the school's MTSS Team, Individual Education Plans, and Crisis Team. School counseling services are not meant to address student needs for long periods of time. In the event a school counselor determines that extensive counseling services outside of the school setting are recommended for a student's progress, the counseling team will meet with the family to discuss access to outside agencies.

SCHOOL COMMUNICATION

The following outline opportunities for the school to connect with families both in person and at a regular cadence throughout the school year. The list below is not exhaustive.

Summer Socials and Back-to-School Night

These annual events are held before the start of school and in the fall and are an opportunity for parents to meet their child's teacher(s), meet the entire school faculty, and hear about our programs and expectations. It is not a conference time, but rather a time to receive general school and classroom information.

Classroom Communication

Each teacher will send a newsletter home regularly (typically twice a month) to inform parents of classroom accomplishments and scheduled events. TK-5 students will also bring information home in blue folders. These folders may contain documents to be signed and returned and should be checked regularly.

Focused Learning Goals (FLGs)

FLGs are an essential tool by which teachers, parents, and students use to communicate and focus their work to ensure the needs of every student are being met. The goals for FLGs are aligned to the BCS Strategic Objectives and are developed at the October Parent Conferences (see below). FLGs are developed using data from our school assessments as well as input from our learners and their families. Learners will participate in the process in developmentally appropriate ways. The FLG document will also delineate the parties responsible for implementing, monitoring, and evaluating each goal. FLGs increase in responsibility and rigor throughout a learner's journey at BCS. FLGs for TK/K include one personal goal, 1st and 2nd include one central academic goal (Reading, Writing, Speaking, or Math/Mathematical Practice) and one personal goal. In grades 3-8, the FLGs are developed for academic goals (Reading, Writing, Speaking, or Math/Mathematical Practice), lifelong learning and personal.

Progress on FLGs will be monitored throughout the year:

- Teachers and students will regularly review FLGs
- Updates on the progress of the FLGs will be provided by the end of the 2nd trimester
- Parents/Guardians may meet with teacher(s) during the optional March FLG after school meetings
- All FLGs will be given a rubric score at the end of the year and a year-end Summative Report. All goals receiving a score of 3 or less will be revisited next year as part of the goal setting process.

October Parent/Guardian Conferences

We strongly encourage every parent to come to Bullis' scheduled conferences in the fall. It is during this conference that your child's Focused Learning Goals (FLGs) will be developed for the year. The conference dates are available on the [BCS school calendar](#). Additional conferences can be arranged by contacting your child's teacher(s). Please note, your child may be present during any conference.

March FLG Conferences

These FLG Conferences are short optional conferences designed to specifically address one or two Focused Learning Goals. Signup forms will be sent home by the classroom teacher in advance of the conferences.

Report Cards

Parents/Guardians will receive report cards after or at the end of each trimester (three times throughout the year). These allow parents/guardians to understand how their child(ren) is(are) progressing as measured against the California Common Core State Standards or other relevant standards. Parents/Guardians of children who are not making adequate progress will be contacted during the trimester. If you have any questions about your child's grades, please contact your child's teacher(s).

Email Communications

Schoolwide emails will be sent regularly via the "Bear Essentials", our electronic school newsletter, as well as periodically from leadership/administrators. To receive these communications, parents/guardians must have a current email address in PowerSchool. Parent emails can be updated in the PowerSchool parent portal.

Below is a list of notable BCS email addresses and description of who can be reached at each:

- communications@bullischarterschool.com - Bear Essentials sent weekly from here
- north | southoffice@bullischarterschool.com - Office staff members at each campuses
- principals@bullischarterschool.com - K-8 principals
- attendance@bullischarterschool.com - Student Attendance Line
- health@bullischarterschool.com - Health Team
- powerschool@bullischarterschool.com - PowerSchool/Teacher Admin Team
- cocurriculars@bullischarterschool.com - Co-Curricular Team
- extracurriculars@bullischarterschool.com - Extra-Curriculars Team
- meals@bullischarterschool.com - Meal Team

BULLIS CHARTER SCHOOL

Employee Handbook



BULLIS
charter school

A CALIFORNIA
K - 8 PUBLIC SCHOOL

2023-2024 School Year

School Locations:

North Campus (Grades K-8):
102 West Portola Ave.
Los Altos, CA 94022

South Campus (Grades K-5):
1124 Covington Rd.
Los Altos, CA 94024

Phone: (650) 947-4100
Fax: (650) 947-4989

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INTRODUCTION TO HANDBOOK

This Handbook is designed to help employees get acquainted with Bullis Charter School (hereinafter referred to as “BCS” or the “School”). It explains philosophies and beliefs and describes employment guidelines in general terms. Although this Handbook is not intended to be an exclusive or comprehensive policies and procedures manual, it will serve as a useful reference document for employees throughout their employment at the School. Employees should understand, however, that this Handbook is not intended to be a contract (express or implied), nor is it intended to otherwise create any legally enforceable obligations on the part of the School or its employees. In no way does the Handbook replace any official plan documents (e.g., health insurance, retirement plan, etc.) or insurance contracts, which will govern in all cases. This Handbook supersedes and replaces all previous personnel policies, practices, and guidelines.

Because the School is a growing and changing organization, it reserves full discretion to add to, modify, or delete provisions of this Handbook or the policies and procedures on which they may be based, at any time, without advance notice. BCS also reserves the right to interpret any of the provisions outlined in this Handbook in any manner it deems appropriate.

No individual other than the Board of Directors has the authority to enter into any employment or other agreement that modifies School policy. Any such modification *must* be in writing.

This Handbook is the property of the School, and it is intended for personal use and reference. Employees must digitally acknowledge having received and read this Handbook, providing the School with a record that each Employee is aware of all policies and protocols contained herein.

CONDITIONS OF EMPLOYMENT

BCS is an equal opportunity employer. Per applicable law, the School provides equal employment opportunities to all employees and applications for employment and prohibits discrimination against any employee or applicant for employment without regard to race, color, religion, age, sex, national origin, disability status, genetics, protected veteran status, sexual orientation, gender identity or expression, reproductive health decision-making, or any other characteristic protected by federal, state or local laws. Such aspects of employment include, but are not limited to, recruitment, hiring, promotion, demotion, transfer, layoff, termination, compensation, and training.

To comply with applicable laws ensuring equal employment opportunities to qualified individuals with a disability, the School will make a good faith effort to provide reasonable accommodations for the known physical or mental limitations of an otherwise qualified applicant or employee with a disability, unless undue hardship would result to the School. An applicant or employee who believes they require an

accommodation to perform the essential functions of the job should contact Human Resources and request such an accommodation, specifying what accommodation they need to perform the job. The School will analyze the situation, engage in an interactive process with the individual, and respond to the individual's request.

Employment At-Will

Except if stated expressly otherwise by the employment contract, it is the policy of the School that all employees are considered "at-will" employees of the School. Accordingly, either the School or the employee can terminate this relationship at any time, for any reason, with or without cause, and with or without advance notice.

Nothing contained in this Handbook, employment applications, School memoranda, or other materials provided to employees in connection with their employment shall require the School to have "cause" to terminate an employee or otherwise restrict the School's right to release an employee from their at-will employment with the School. Statements of specific grounds for termination outlined in this Handbook or elsewhere are not all-inclusive and are not intended to restrict the School's right to terminate at-will. No School representative, other than the Board of Directors or its designee, is authorized to modify this policy for any employee or to make any representations to employees or applicants concerning the terms or conditions of employment with the School that are not consistent with the School's policy regarding "at-will" employment.

This policy shall not be modified by any statements contained in this Handbook or employee applications, School memoranda, or any other materials provided to employees in connection with their employment. Further, none of those documents whether singly or combined, or any employment practices, shall create an express or implied contract of employment for a definite period, nor an express or implied contract concerning any terms or conditions of employment.

Child Abuse/Neglect and Sexual Abuse Reporting

California Penal Code section 11166 requires any child care custodian who has knowledge of, or observes, a child in their professional capacity or within the scope of their employment whom they know or reasonably suspects has been the victim of child abuse to report the known or suspected instance of child abuse to a child protective agency immediately, or as soon as practically possible, by telephone and to prepare and send a written report thereof within thirty-six (36) hours of receiving the information concerning the incident.

BCS will provide annual training on the mandated reporting requirements, using the online training module provided by CharterSAFE to employees who are mandated reporters. Mandated reporter training will also be provided to employees hired during the school year. This training will include information that failure to report an incident of known or reasonably suspected child abuse or neglect, as required by Penal Code section 11166, is a misdemeanor punishable by up to six (6) months confinement in county jail, by a fine of one thousand dollars (\$1,000), or by both imprisonment and a fine.

All employees required to receive mandated reporter training must provide proof of completing the training within the first six (6) weeks of each school year or within the first six (6) weeks of that employee's employment.

Consequences

Staff members who have violated this policy will be subject to appropriate disciplinary action and, where appropriate, will be reported to authorities for potential legal action.

By acknowledging receipt of this Handbook, employees acknowledge they are child care custodians and are certifying that they have knowledge of California Penal Code section 11166 and will comply with its provisions.

Identification of Child Abuse and Neglect

It is important that individuals working with and around children be able to know what constitutes child abuse or child neglect and know how to identify potential signs.

Child Abuse and/or Child Neglect Can Be Any of the Following

- a physical injury inflicted on a child by another person other than by accidental means
- the sexual abuse, assault, or exploitation of a child
- the negligent treatment or maltreatment of a child by a person responsible for the child's welfare under circumstances indicating harm or threatened harm to the child's health or welfare. This is whether the harm or threatened harm is from acts or omissions on the part of the responsible person
- the willful harming or endangerment of the person or health of a child, any cruel or inhumane corporal punishment, or any injury resulting in a traumatic condition

One does not have to be physically present or witness the abuse to identify suspected cases of abuse, or even have definite proof that a child may be subject to child abuse or neglect. Rather, the law requires that a person have a "reasonable suspicion" that a child has been the subject of child abuse or neglect. Under the law, it is reasonable for a person to entertain a suspicion of child abuse or neglect, based upon facts that could cause a reasonable person, in a like position, drawing on prior training and experience, to suspect child abuse or neglect.

Red flags for abuse and neglect are often identified by observing a child's behavior at school, recognizing physical signs, and observations of dynamics during routine interactions with certain adults. While the following signs are not proof that a child is the subject of abuse or neglect, they should prompt one to look further.

Warning Signs of Emotional Abuse in Children

- excessively withdrawn, fearful, or anxious about doing something wrong

- showing extremes in behavior (extremely compliant or extremely demanding; extremely passive or extremely aggressive)
- lack of attachment to the parent or caregiver
- acting either inappropriately adult-like (taking care of other children) or inappropriately infantile (rocking, thumb-sucking, throwing tantrums)

Warning Signs of Physical Abuse in Children

- frequent injuries or unexplained bruises, welts, or cuts,
- watchful and “on alert” as if waiting for something bad to happen
- injuries appearing to have a pattern such as marks from a hand or belt
- shying away from touch, flinching at sudden movements, or afraid to go home
- wearing inappropriate clothing to cover up injuries, such as long-sleeved shirts on hot days

Warning Signs of Neglect in Children

- clothes are ill-fitting, filthy, or inappropriate for the weather
- hygiene is consistently bad (unbathed, matted, and unwashed hair, noticeable body odor)
- illnesses and physical injuries are untreated
- frequently unsupervised or left alone or allowed to play in unsafe situations and environments
- frequently late or missing from school

Warning Signs of Sexual Abuse in Children

- trouble walking or sitting
- displays knowledge or interest in sexual acts inappropriate to age
- making strong efforts to avoid a specific person, without an obvious reason
- doesn't want to change clothes in front of others or participate in physical activities
- exhibiting a sexually transmitted disease (STD) or pregnancy, especially under the age of fourteen
- running away from home

When you have a suspicion that a child is being harmed

If a student indicates that they might be being intentionally harmed, staff members are legally required to make a report to Child Protective Services (CPS) sometimes known as the Department of Children and Family Services (DCFS). Listen carefully to what the student says and, if it feels appropriate, ask a few clarifying questions. Recognize that asking too many questions might stress the student and could interfere with an investigation.

It is not the employee's job to investigate. As a mandated reporter, it is the employee's responsibility to make a report if you have any suspicion that a child might be being harmed.

Inform the counselor and principal as soon as possible. Any staff member uncomfortable making the report, should reach out to the counselor or principal for support through the process. A completed

report includes this form, [BCIA 8572, Suspected Child Abuse Report](#), and a phone call to Child Protective Services at 650-493-1186. Complete the form prior to making the call so all required information is at hand. The social worker who takes the call will provide a code which will then be added to the BCIA 8572 Form. Email the form to ssa_canc_efax@ssa.sccgov.org, copying the principal and the counselor.

Do not inform the student's parents that you have made the report. If there is an investigation resulting from the submitted report, the family will not be informed who made the report. It is critical that confidentiality is maintained for the student and their family. Conversations about the report should only be had with the school counselor or principal.

A letter will be sent within three weeks, providing information on the outcome of the report. This letter should be given to the principal, who will store it with the copy of the form. All questions should be directed to the school counselor and/or principal.

Suicide Prevention Policy

The BCS Board recognizes that suicide is a leading cause of death among youth and that school personnel who regularly interact with students are often in a position to recognize the warning signs of suicide and to offer appropriate referral and/or assistance. To attempt to reduce suicidal behavior and its impact on students and families, the School Principal or designee shall develop measures and strategies for suicide prevention, intervention, and post-prevention.

The purpose of this policy - [accessible here](#) - is to protect the health and well-being of all district students by having procedures in place to prevent, assess the risk of, intervene in, and respond to suicide.

In developing measures and strategies for use by the School, the School Principal or designee may consult with school health professionals, school counselors, school psychologists, school social workers, administrators, other staff, parents/guardians, students, local health agencies, mental health professionals, and community organizations.

Such measures may include, but are not limited to:

- maintaining a safe school environment designed to prevent violence, bullying, and the abuse of alcohol and other drugs
- staff development on suicide awareness and prevention
- creating a protocol for the response for staff to assist students at risk of suicide
- instruction to students in problem-solving and coping skills to promote students' mental emotional and social health and well-being, as well as instruction in recognizing and appropriately responding to warning signs of suicidal intent in others
- designing programs to promote a positive school climate that enhances students' feelings of

connectedness with the school

- strategies to engage parents/guardians, including the provision of information regarding risk factors and warning signs of suicide, the severity of the youth suicide problem, basic steps for helping suicidal youth, and/or school and community resources that can help youth in crisis

As appropriate, these measures and strategies shall specifically address the needs of students who are at high risk of suicide, including, but not limited to, students who are bereaved by suicide; students with disabilities, mental illness, or substance use disorders; students who are experiencing homelessness or who are in out-of-home settings such as foster care; and students who are lesbian, gay, bisexual, transgender, or questioning youth.

Harassment, Discrimination, Intimidation and Bullying Prevention Policy

It is the policy of Bullis Charter School to create and maintain a learning environment where students and employees are treated with dignity, decency, and respect. It is also the policy of Bullis Charter School to maintain an environment that encourages and fosters appropriate conduct among all persons and respect for individual values. Accordingly, the School is committed to enforcing this Harassment, Discrimination, Intimidation, and Bullying Prevention Policy at all levels in order to create an environment free from all forms of discrimination, harassment, intimidation, and bullying. All BCS employees have a responsibility for keeping our work environment free of harassment, discrimination, retaliation, and abusive conduct in accordance with this policy.

This policy protects all employees of the School as well as interns, volunteers, and potential employees (applicants). All employees of the School are required to abide by this policy, regardless of position or status. In addition, this policy prohibits unlawful harassment by third parties, including students, parents, vendors, or other third parties, who have workplace contact with our employees.

Retaliation against an individual for reporting harassment, discrimination, or for participating in an investigation of a claim of such conduct is a serious violation of this policy and, like harassment or discrimination itself, will be subject to disciplinary action. Acts of retaliation should be reported immediately and will be promptly investigated and addressed.

BCS strongly encourages reporting of all perceived incidents of discrimination, harassment, abusive conduct, or retaliation, regardless of the offender's identity or position, and including; Verbal conduct such as flirting, epithets, derogatory jokes or comments, voicemails, slurs or unwanted sexual advances, sexually suggestive innuendos, conversations regarding sexual activities, invitations, or comments (including, but not limited to, threats of deportation against applicants and employees and family members of applicants and employees, derogatory comments about immigration status or disability, or mockery of an accent or a language or its speakers) Disrespectful or unprofessional conduct based on any of the protected categories listed above ("hostile work environment" harassment). Comments or conduct that consistently target one gender, even if the content is not sexual ("hostile work environment" harassment). Visual conduct such as derogatory and/or sexually oriented posters, photography, cartoons, drawings, gestures, text messages, posts, social media, instant messages, e-mails, letters, pictures, or gifts

(“hostile work environment” harassment). Physical conduct such as assault, unwanted touching, intentionally blocking normal movement, or interfering with work because of any protected basis (“hostile work environment” harassment). Threats and demands to submit to sexual requests or sexual advances as a condition of continued employment or to avoid some other loss and offers of employment benefits in return for sexual favors (“quid pro quo” harassment). Communication via electronic media of any type that includes any conduct that is prohibited by state and/or federal law and/or school policy. Sexually harassing conduct does not need to be motivated by sexual desire to be unlawful or to violate this policy and may include situations that began as reciprocal relationships but later ceased to be reciprocal.

Individuals who believe that they have been subjected to such conduct should immediately discuss their concerns with their immediate supervisor or Human Resources. All employees who witness potential violations of this policy are required to immediately report such incidents to their immediate supervisor or Human Resources. Supervisors must report any and all conduct of which they are made aware, which violates, or may violate, policies regarding discrimination, unlawful harassment, or retaliation to the Superintendent and Human Resources as appropriate. Supervisors who fail to report alleged violations may be subject to disciplinary action, up to and including termination. There is no requirement to report your complaint to any designated supervisor within BCS. Select the individual supervisor with whom you feel the most comfortable discussing your complaint. Do not report your complaint to any individual who has allegedly engaged in the inappropriate behavior that is the subject of your complaint.

Every effort will be made to keep such reports as confidential as possible, although confidentiality cannot be guaranteed. BCS is serious about enforcing its policy against discrimination, harassment, and retaliation; however, BCS cannot resolve potential violations that it does not know about. Therefore, employees are responsible for bringing any such problems to the School’s attention so it can take whatever steps are necessary to correct the problems.

All complaints submitted under this policy can be done in writing or verbally. Your complaint should be specific and should include the names of the individuals involved, the names of any witnesses, and any supporting documentation. Employees may choose to submit their complaints anonymously.

Investigation/Complaint Procedure

All complaints of unlawful harassment, discrimination or retaliation will be promptly investigated.

BCS encourages the prompt reporting of complaints or concerns so that rapid and appropriate remedial action can be taken before relationships become irreparably strained. Therefore, while no fixed reporting period has been established, early reporting and intervention have proven to be the most effective method of resolving actual or perceived incidents of harassment.

BCS’s investigation methods will vary depending on the nature of the complaint, the allegations, the witnesses, and other factors. The investigation may include individual interviews with the parties involved and, where necessary, with individuals who may have observed the alleged conduct or may have other relevant knowledge. Confidentiality will be maintained throughout the investigatory process to the extent possible and consistent with adequate investigation methods and appropriate corrective actions. The

School has a compelling interest in protecting the integrity of its investigations. In every investigation, the School has a strong desire to protect witnesses from harassment, intimidation, and retaliation, to keep evidence from being destroyed, to ensure that testimony is not fabricated, and to prevent a cover-up. If the School reasonably imposes a confidentiality requirement and you do not maintain such confidentiality, you may be subject to disciplinary action up to and including immediate termination.

All employees are required to fully cooperate with BCS's investigation, which includes, but is not limited to, providing all pertinent information in a truthful manner, submitting pertinent documents in their possession, not interfering with the investigation in any manner, and maintaining an appropriate level of discretion regarding the investigation. Failure to do so may result in disciplinary action, up to and including termination.

During the investigation, BCS will provide regular progress updates, as appropriate, to those directly involved. BCS will strive to complete its investigation as efficiently as possible in light of the allegations and will reach any conclusions based on the evidence collected and the credibility of the witnesses.

BCS may investigate conduct in the absence of a formal complaint if the School has reason to believe that an individual has engaged in conduct that violates BCS policies or applicable law. Further, BCS may continue its investigation even if the original complainant withdraws their complaint during the investigation.

Any conduct which BCS believes constitutes harassment, discrimination, abusive conduct, or retaliation in violation of this policy will be dealt with appropriately. Corrective action may include, training, referral to counseling, and/or disciplinary action such as a warning, reassignment, temporary suspension without pay or termination, as BCS believes is appropriate under the circumstances. Due to privacy protections, the School may not be able to fully disclose its entire decision regarding corrective action to the complainant. False and malicious complaints of harassment, discrimination, abusive conduct, or retaliation as opposed to complaints, which, even if erroneous, are made in good faith, may be the subject of appropriate disciplinary action.

If you believe you have experienced discrimination or harassment you may file a California Civil Rights Department ("CRD") or Equal Employment Opportunity Commission complaint. For information contact the CRD or EEOC. You may find their phone numbers online at www.eeoc.gov and www.cacivilrights.ca.gov, respectively.

Criminal Background Checks

As required by law, Education Code section 47605 [b][f] states that "each employee of the school furnish the school with a criminal record summary." Live Scan fingerprinting will be required of all job applicants and employees as required by California and federal law. No condition or activity will be permitted that may compromise the School's commitment that the safety and the well-being of students take precedence over all other considerations. Conditions that may preclude working at the School include conviction of a controlled substance, sex offense, or a serious or violent felony. Additionally, should an employee, during

their employment with the School, be convicted of a controlled substance, sex offense, or serious or violent felony, the employee must immediately report such a conviction to the Principal and the HR department.

These background checks are performed through a fingerprinting service coordinated by the California Department of Justice (DOJ) and the Federal Bureau of Investigation (FBI). Any and all information obtained by the School may be taken into consideration in evaluating one's suitability for employment, promotion, reassignment, or retention as an Employee. All fingerprint and background information must be completed and the results in the possession of the School before the first day of employment. Failure to complete this process will delay the employee's ability to begin work.

The School shall also request subsequent arrest notification from the Department of Justice and take all necessary action based upon such further notification.

Bullis Charter School may occasionally find it necessary to investigate current employees, where behavior or other relevant circumstances raise questions concerning work performance, reliability, honesty, trustworthiness, or potential threat to the safety of coworkers, students, or others. Employee investigations, where appropriate, may include credit reports and investigations of criminal records, including appropriate inquiries about any arrest for which the employee is out on bail. If a background check is conducted, the School will comply with the federal Fair Credit Reporting Act and applicable state laws, including providing the employee with any required notices and forms. Employees subject to an investigation are required to cooperate with the School's lawful efforts to obtain relevant information and may be disciplined up to and including suspension without pay and/or termination for failure to do so.

Employees with adverse background information (such as certain specific criminal convictions) may be ineligible for employment with Bullis Charter School.

Subsequent Arrest Notification

All employees are subject to "Subsequent Arrest Notification Service" by the DOJ once they have been fingerprinted for Bullis Charter School. Any time an employee is arrested after their initial background clearance for the school, the DOJ will notify the school's HR department and send the school the new Criminal Offender Record Information (CORI). The HR department will evaluate the new information and determine whether it justifies any action, including the potential of suspension or termination of the individual's employment. At the discretion of the Superintendent, counsel can be sought from the BCS Board and/or legal counsel in closed session to determine suitability for continued employment. After the evaluation has taken place and a decision has been made regarding the individual's suitability to continue employment, the CORI records received from the DOJ will be destroyed. Applicants will receive confidential notification of their suspension or termination. Those individuals who are suspended or terminated can make a one-time appeal to the HR department for reconsideration if they feel there has been an error in the review of their record. After this point, the decision of the administrative team is final.

Credential Requirements

All newly credentialed staff members must provide copies of valid credentials, authorizations, official transcripts, and test scores during the onboarding process meeting or before the first day of actual work. Failure to provide these documents may delay or void the ability to begin work.

Employees are also responsible for keeping required certificates, authorizations, credentials, and registrations current and in good standing, for paying the costs associated with renewal, and for providing the HR department with verification of renewals. Failure to provide these updated documents to the school may result in suspension without pay until such time as the necessary documentation has been provided or termination.

If a credential, certificate, registration, or required course deadline expires or passes, or if recertification, training, or testing are failed, the School is required to remove the employee from the work schedule until the requirements are met or the credential is renewed. The employee may not be paid during this time.

Tuberculosis Test

All new employees of the School must submit written proof from a physician of a risk assessment examination for tuberculosis (TB) within the past sixty (60) days as described in Education Code 49406. If TB risk factors are identified, a physician must conduct an examination to determine whether the employee is free of infectious TB. The examination for TB consists of an approved TB test, which, if positive, will be followed by an x-ray of the lungs, or in the absence of skin testing, an x-ray of the lungs. All employees will be required to undergo TB risk assessments and, if risk factors are found, the examination at least once every four (4) years. Volunteers are required to undergo a TB examination as necessary. The TB risk assessment and, if indicated, the examination is a condition of initial employment with the School and the cost of the exam will be borne by the applicant. All employees and volunteers shall submit proof of their TB clearance before the start of employment.

The current physician's statement or Risk Assessment must be on file in the office before the first day of employment. Failure to provide documentation on time may result in the delay of the employee's ability to begin work or termination.

Results of these tests are strictly confidential. TB Clearance is good for four years and it is the employee's responsibility to remain in compliance and ensure the school has a valid certificate on file.

Food handlers may be required to have annual TB exams. Documentation of employee and volunteer compliance with TB risk assessments and examinations will be kept on file in the office. This requirement also includes contract food handlers, substitute teachers, and student teachers serving under the supervision of an educator. Any entity providing student services to the School will be contractually required to ensure that all contract workers have had TB testing that shows them to be free of active TB before conducting work with School students.

If TB clearance expires and an employee fails to be in compliance, the School is required to remove the employee or volunteer from the work schedule until requirements are met.

Immigration Compliance

BCS will comply with applicable immigration law, including the Immigration Reform and Control Act of 1986 and the Immigration Act of 1990. As a condition of employment, every individual must provide satisfactory evidence of their identity and legal authority to work in the United States. However, BCS will not check the employment authorization status of current employees or applicants who were not offered positions with the School unless required to do so by law.

The School shall not discharge an employee or in any manner discriminate, retaliate, or take any adverse action (*e.g.*, threatening to report the suspected citizenship or immigration status of an employee or a member of the employee's family) against any employee or applicant for employment because the employee or applicant exercised a right protected under applicable law. Further, the School shall not discriminate against any individual because they hold or present a driver's license issued per Vehicle Code § 12801.9 to persons who have not established their federally authorized presence in the United States.

Staff/Student Interaction Policy

BCS recognizes its responsibility to make and enforce all rules and regulations governing student and employee behavior to bring about the safest and most learning-conducive environment possible.

Corporal Punishment

California prohibits anyone working in a public school from using corporal punishment on a child. The law defines corporal punishment as purposefully causing physical pain, but that doesn't include any pain a student experiences while voluntarily participating in school sports. (Cal. Educ. C § 49001). Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student.

For purposes of this policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff, or other persons or to prevent property damage.

For clarification purposes, the following permitted examples are offered for direction and guidance of School personnel:

- stopping a student from fighting with another student
- preventing a pupil from committing an act of vandalism
- defending yourself from physical injury or assault by a student
- forcing a pupil to give up a weapon or dangerous object
- requiring an athletic team to participate in strenuous physical training activities designed to strengthen or condition team members or improve their coordination, agility, or physical skills

- engaging in group calisthenics, team drills, or other physical education or voluntary recreational activities

Examples of PROHIBITED actions:

- hitting, shoving, pushing, or physically restraining a student as a means of control
- making students do push-ups, run laps, or perform other physical acts that cause pain or discomfort as a form of punishment
- paddling, swatting, slapping, grabbing, pinching, kicking, or otherwise causing physical pain

Acceptable and Unacceptable Staff/Student Behavior

This policy is intended to guide all School staff in conducting themselves in a way that reflects the high standards of behavior and professionalism required of school employees and to specify the boundaries between students and staff.

Although this policy gives specific, clear direction, it is each staff member's obligation to avoid situations that could prompt suspicion by parents, students, colleagues, or school leaders. One viable standard that can be quickly applied, when unsure if certain conduct is acceptable, is for the employee to ask themselves, *"Would I be engaged in this conduct if my family or colleagues were standing next to me?"*

For the purposes of this policy, the term "boundaries" is defined as acceptable professional behavior by staff members while interacting with a student. Trespassing the boundaries of a student/teacher relationship is deemed an abuse of power and a betrayal of public trust.

Some activities may seem innocent from a staff member's perspective but can be perceived as flirtation or sexual insinuation from a student or parent's point of view. The objective of the following lists of acceptable and unacceptable behaviors is not to restrain innocent, positive relationships between staff and students, but to prevent relationships that could lead to, or may be perceived as sexual misconduct.

Staff must understand their own responsibility for ensuring that they do not cross the boundaries as written in this policy. Disagreeing with the wording or intent of the established boundaries will be considered irrelevant for disciplinary purposes. Thus, it is crucial that all employees learn this policy thoroughly and apply the lists of acceptable and unacceptable behaviors to their daily activities. Although sincere, competent interaction with students certainly fosters learning, student/staff interactions must have boundaries surrounding potential activities, locations, and intentions.

Duty to Report Suspected Misconduct

When any employee becomes aware of another staff member having crossed the boundaries specified in this policy, they must report the matter to a principal and the HR department. All reports shall be confidential. It is the duty of the administrator to thoroughly investigate the situation. Employees must also report to the administration any awareness or concern of student behavior that crosses boundaries or where a student appears to be at risk for sexual abuse.

Unacceptable Staff/Student Behaviors (Violations of this Policy):

- giving gifts to an individual student that are of a personal and intimate nature (including photographs) or items such as money, food, outings, electronics, etc. without the written pre-approval of the Principal. It is recommended that any such gifts be filtered through the administration team along with the rationale therefore
- kissing of any kind
- any type of unnecessary physical contact with a student in a private situation
- intentionally being alone with a student at or away from the school
- making or participating in sexually inappropriate comments or jokes
- seeking emotional involvement with a student for your benefit
- listening to or telling stories that are sexually oriented
discussing inappropriate personal troubles or intimate issues with a student
- becoming involved with a student so that a reasonable person may suspect inappropriate behavior
- massage [Note: Prohibited in athletics unless provided by a massage therapist or other certified professional in an open public location. Coaches may not perform massages or rub-down. Permitted in special education only as instructed under an IEP or 504 plan.]
- full frontal or rear hugs and lengthy embraces
- sitting students on one's lap (grades 3 and above)
- touching buttocks, thighs, chest, or genital area
- wrestling with students except in the context of a formal wrestling program
- tickling or piggyback rides
- any form of sexual contact
- furnishing alcohol, tobacco products, or drugs or failing to report knowledge of such
- "dating" or "going out with" a student
- remarks about physical attributes or physiological development of anyone. This includes comments such as "Looking fine!" or "Check out that [body part]."
- taking photographs or videos of students for personal use or posting online
- undressing in front of a student
- leaving campus alone with a student for lunch
- sharing a bed, mat, or sleeping bag with a student
- giving students a ride to/from school or school activities without the express, advance written permission of the administration team and the student's legal guardian
- being alone in a room with a student at school with the door closed and/or windows blocked from view
- allowing students at your home and/or in rooms within your home without signed parental permission for a pre-planned and pre-communicated educational activity which must include another educator, parent, or designated school volunteer
- staff mirroring the immature behavior of minors

- sending emails, text messages, social media responses, making phone calls, or sending notes or letters to students if the content is not about school activities. Communication via private social media accounts is not acceptable

Cautionary Staff/Student Behaviors:

(These behaviors should only be exercised when a reasonable and prudent person, acting as an educator, is prevented from using a better practice or behavior. Staff members should inform their supervisor of the circumstance and occurrence before or immediately after the occurrence.)

- remarks about the physical attributes or development of anyone
- excessive attention toward a particular student
- sending emails, text messages, or letters to students if the content is not about school activities
- friending current or former students and/or parents on social media accounts

Acceptable and Recommended Staff/Student Behaviors:

- pats on the shoulder or back
- handshakes
- “high-fives” and hand slapping
- touching face to check the temperature
- placing TK through second-grade students on one’s lap for purposes of comforting the child for a short duration only
- holding hands while walking with small children or children with significant disabilities
- assisting with toileting of small or disabled children in view of another staff member
- touch required under an IEP or 504 Plan
- reasonable restraint of a violent person to protect self, others, or property
- obtaining formal written pre-approval from the administration team to take students off school property for activities such as field trips or competitions, including parent’s written permission and waiver form for any sponsored after-school activity whether on- or off-campus
- emails, text messages, phone conversations, and other communications to and with students, if permitted, must be professional and pertain to school activities or classes (communication should be initiated via transparent [non-private] school-based technology and equipment)
- keeping the door wide open when alone with a student
- keeping reasonable and appropriate space between you and the student
- stopping and correcting students if they cross your personal boundaries, including touching legs or buttocks, frontal hugs, kissing, or caressing
- keeping administration informed when a significant issue develops about a student, such as a change in demeanor or uncharacteristic behavior
- keeping after-class discussions with a student professional and brief
- immediately asking for advice from senior staff or administration if you find yourself in a difficult situation related to boundaries

- involving your supervisor in a discussion about boundaries situations that have the potential to become more severe (including but not limited to: grooming or other red flag behaviors observed in colleagues, written material that is disturbing, or a student's fixation on an adult)
- taking detailed notes about an incident that in your best judgment could evolve into a more serious situation later
- recognizing the responsibility to stop unacceptable behaviors of students and/or co-workers
- asking another staff member to be present, or within close supervisory distance, when you must be alone with a student after regular school hours
- prioritizing professional behavior during all moments of student contact

Whistleblower Policy

BCS requires its directors, officers, employees, and volunteers to observe high standards of ethics in the conduct of their duties and responsibilities within the School. As representatives of the School, such individuals must practice honesty and integrity in fulfilling all responsibilities and must comply with all applicable laws and regulations. The purpose of this policy is to create an ethical and open work environment, to ensure that the School has a governance and accountability structure that supports its mission, and to encourage and enable directors, officers, employees, and volunteers of the School to raise serious concerns about the occurrence of illegal or unethical actions within the School before turning to outside parties for resolution.

All employees and volunteers of the School have a responsibility to report any action or suspected action taken within the School that is illegal, unethical, or violates any adopted policy of the School, or local rule or regulation. Anyone reporting a violation must act in good faith, without malice to the School or any individual at the School, and have reasonable grounds for believing that the information shared in the report indicates that a violation has occurred. A person who makes a report does not have to prove that a violation has occurred. However, any report which the reporter has made maliciously or any report which the reporter has good reason to believe is false will be viewed as a serious disciplinary offense. No one who in good faith reports a violation, or who, in good faith, cooperates in the investigation of a violation shall suffer harassment, retaliation, or adverse employment action. Further, no one who in good faith discloses, who may disclose, or who the School believes disclosed or may disclose, information regarding alleged violations to a person with authority over the employee or another employee who had responsibility for investigating, discovering, or correcting the purported violation shall suffer harassment, retaliation, or adverse employment action.

BCS is committed to maintaining a workplace where employees are free to raise good faith concerns regarding certain business practices, specifically: (1) reporting suspected violations of law, including but not limited to federal laws and regulations; (2) providing truthful information in connection with an inquiry or investigation by a court, agency, law enforcement, or other governmental body; and (3) identifying potential violations of BCS policy, specifically the policies contained in BCS's Employee Handbook.

An employee who wishes to report a suspected violation of law or BCS policy may do so by contacting the Superintendent/Principal and Human Resources.

BCS expressly prohibits any form of retaliation, including harassment, intimidation, adverse employment actions, or any other form of retaliation, against employees who raise suspected violations of law, cooperate in inquiries or investigations, or identify potential violations of BCS. Any employee who engages in retaliation will be subject to discipline, up to and including termination.

Any employee who believes that they have been subjected to any form of retaliation as a result of reporting a suspected violation of law or policy should immediately report the retaliation to the Superintendent and Human Resources. Any supervisor or supervisor that receives complaints of retaliation must immediately inform the Superintendent/Principal and Human Resources.

Reports of suspected violations of law or policy and reports of retaliation will be investigated promptly and in a manner intended to protect confidentiality to the extent possible, consistent with a full and fair investigation. Information will be disclosed only as it is necessary to complete the investigation and resolve the matter. The Superintendent/Principal and Human Resources will conduct the investigation or designate other internal or external parties to conduct the investigation. The investigating parties may notify the concerned individuals of their findings as appropriate.

Drug, Alcohol, and Tobacco-Free Workplace

BCS is committed to providing a drug, alcohol, and tobacco-free workplace and promoting safety in the workplace, employee health and well-being, and a work environment that is conducive to attaining high work standards. The use of drugs, alcohol, and tobacco by employees, whether on or off the job, jeopardizes these goals since it adversely affects health and safety, security, productivity, and public confidence and trust. The use of cigarettes or e-cigarettes (vaping) is not permitted on campus at any time.

Should any employee be found to have brought, have been under the influence of, or in possession of, any illegal drug, controlled substance, or alcohol, whether or not engaged in any school or school-related activity, and the behavior of the employee, if under the influence, is such that it is inappropriate for a school employee, the employee may be subject to discipline, up to and including termination.

Any employee convicted of any state or federal law relating to the possession, use, or distribution of illegal drugs, other controlled substances, or drug paraphernalia, shall be recommended for termination.

Any employee who must take prescription medication at the direction of the employee's physician, and who is impaired by the prescription medication such that they cannot properly perform their duties shall not report for work and will contact their immediate supervisor.

Drug Testing

Employees shall be drug and alcohol-free from the time the employee is required to be ready to work until the employee is relieved from the responsibility for performing work and/or any time they are performing a

safety-sensitive function. Employees shall submit to drug tests as required by law and/or regulation. Testing includes, and/or is triggered by, but is not limited to:

- testing in conjunction with a work injury
- driving a vehicle to and from a school-related activity or school-sponsored event
- reasonable suspicion

The Gun-Free School Zone Act of 1995

Penal Code 626.9 PC contains California's Gun-Free School Zone Act. This California firearms law prohibits anyone from possessing or discharging a firearm in a school zone. An area is a "school zone" if it is within 1,000 feet of public or private school grounds.

Possession of Firearms and Weapons

The School's number one priority is the health and safety of students, staff, volunteers, guests, and the community. Everyone has the right to feel safe and secure on campus, at any school-related event, or school-sponsored event. BCS prohibits any person other than authorized law enforcement or security personnel from possessing weapons, imitation firearms, or dangerous instruments of any kind in school buildings, on school grounds or buses, or at any school-related or school-sponsored activity in or away from school, or while going to or coming from school.

Mandatory Compliance Trainings for Staff

All BCS employees are required to complete yearly/bi-annual trainings, as mandated by state and federal regulations, in the areas of:

- Mandated Reporter: Child Abuse and Neglect
- Student Sexual Abuse Prevention
- Making Schools Safe and Inclusive for LGBTQ Students
- Sexual Harassment: Policy and Prevention
- Youth Suicide (Grades 6-8 Faculty and Staff Only)
- Sexual Harassment
- Drug-Free Workplace
- Bloodborne Pathogens: Exposure Prevention
- Slips, Fall, and Trips
- Back Injury and Lifting
- Office Ergonomics
- Illness and Injury Prevention Program
- Work Violence: Awareness and Prevention
- Handling of Hazardous Chemicals

Additional trainings may be added at the discretion of the School.

Confidential Information

All information relating to students, personal information, schools attended, addresses, contact numbers, and progress information is confidential and may not be shared with or distributed to unauthorized parties. All records concerning special education pupils shall be kept strictly confidential and maintained in separate files. Failure to maintain confidentiality may result in disciplinary action, up to and including release from employment.

Conflict of Interest

All employees must avoid situations that result in actual or even potential conflicts of interest. Personal, social, and economic relationships with competitors, suppliers, customers, parents, or co-employees that may impair an employee's ability to exercise good judgment on behalf of the School or which give the appearance of such impairment create an actual or potential conflict of interest. For example, romantic or personal relationships between a supervisor and subordinate employee can lead to supervisory problems, claims of harassment, and morale problems.

Any employee involved in such situations or relationships must immediately and fully disclose the nature of the situation or relationship to HR and their immediate supervisor so a determination can be made as to whether an actual or potential conflict exists, and if so, how to correct the situation.

THE WORKPLACE

School Hours

School hours are normally 8:00 am - 4:30 pm, Monday through Friday. Office hours are normally 7:45 am - 4:30 pm., Monday through Friday.

Work Schedule

The regular workday schedule for non-exempt employees is eight (8) hours. Exempt employees are expected to be present during business hours and to commit whatever additional time is necessary to satisfactorily complete all job requirements.

Teachers are required to participate in BCS activities that may be held outside school hours. These activities include but are not limited to staff meetings, parent-teacher-student conferences, parent meetings, community meetings, certain BCS Board meetings, trainings, open house, and culmination ceremonies. Teachers will support and participate in the school day and overnight field trips, workshops, and other learning activities that involve students on their caseload.

Prep Periods

Teachers may use preparation periods to write lesson plans, grade papers, analyze student data, research a lesson topic, meet with parents or colleagues, or do other professional work of their choice. Prep periods

are self-directed; teachers determine what to do during their prep periods. On occasions, teachers may be asked to provide teaching coverage during their prep.

Meal and Rest Periods

Non-exempt employees who work at least five (5) hours per day are provided with a thirty (30) minute meal period, to be taken approximately in the middle of the workday. An employee may waive this meal period if the day's work will be completed in no more than six (6) hours, provided the employee and BCS mutually consent to the waiver.

Non-exempt employees are also provided with a ten (10) minute rest period for every four (4) hours worked which should be scheduled towards the middle of the four (4) hour work period as practicable. An employee's supervisor may schedule meal/rest periods.

Employees are expected to observe assigned working hours and the time allowed for meal and rest periods. Employees may leave the premises during rest and meal periods.

Nursing Accommodation

BCS accommodates nursing employees by providing a reasonable amount of break time to any employee who has this need. The break time shall, if possible, run concurrently with any break time already provided to the employee.

BCS will make reasonable efforts to provide employees who need nursing accommodation with the use of a room or other private location that is located close to the employee's work area. Employees with private offices may be required to use their offices as a private location. Employees who desire accommodations should contact their supervisor to arrange timing and accommodations. The School will engage with the employee in an interactive process to determine when and where lactation breaks will occur, and will respond accordingly, generally within two business days. The School reserves the right to deny an employee's request for a lactation break if the additional break time will seriously disrupt operations.

Attendance and Tardiness

The presence or absence of each employee is of critical importance to the successful operation of the School. Regular attendance and punctuality are considered an essential function of each position. Therefore, employees are expected to report to work as scheduled, ready to begin work at the beginning of their day and to work the full allotted time they are assigned each day.

All employees, whether exempt or non-exempt, are expected to arrive at work consistently and on time. Absenteeism and tardiness negatively affect the School's ability to implement its educational program and disrupts consistency in students' learning.

If it is necessary to be absent or late, employees must notify their immediate supervisor and office staff via email, text, or telephone as soon as possible but no later than one-half (1/2) hour before the start of the workday. If an employee is absent from work longer than one (1) day, they are expected to keep the

Principal/manager sufficiently informed of the situation. Absences longer than three (3) days may require additional documentation at the discretion of the Principal/manager.

More than three instances of tardiness by an employee during any school calendar period are considered excessive. If an employee fails to report for work without any notification to the Principal or HR and the absence continues for a period of three (3) business days, the School will determine that the job has been abandoned and voluntarily terminate employment.

As noted in the section of this Handbook concerning prohibited conduct, excessive or unexcused absences or tardiness may result in disciplinary action up to and including release from at-will employment with the School. Absences for more than three (3) consecutive days without notifying the Principal will be considered a voluntary resignation from employment. Absences protected by local/state/federal regulations not counted as violation(s).

Timesheet Approval and Submission

By law (29 CFR Part 516), BCS is obligated to keep accurate records of the time worked by non-exempt employees through timesheets submitted by the employee. Such employees are also required to utilize the School's sign-in system to sign in and out for arrival and departure.

Non-exempt/hourly employees must submit timesheets bi-monthly and must be submitted promptly in compliance with the current payroll schedule. A delay in submitting timesheets in accordance with the payroll schedule may result in a delay in pay. Timesheets must reflect their time worked and record their meal break for each day, as this is the only way the payroll department knows how many hours each employee has worked and how much each employee is owed. Work performed before/after a regular work schedule must be approved in advance. Non-exempt employees are solely responsible for ensuring accurate information on these timesheets and remembering to record time worked. Errors in time record should be reported immediately to the HR department, to make the correction, and such correction must be signed by both the employee and the Principal or their supervisor, with final approval by the Superintendent/Principal.

Any employee who does not accurately record their time off records may be subjected to disciplinary action, up to and including release from at-will employment with the School.

Use of Email, Voicemail, and Internet

BCS will permit employees to use its electronic mail, voicemail systems, and internet access subject to the following:

- minimal personal use as long as it does not interfere with timely job performance and is consistent with law and appropriate protocols
- the email system and internet access is not to be used in any way that may be disruptive, offensive to others, or harmful to morale. for example, sexually explicit images, ethnic slurs, racial epithets, or anything else that may be construed as harassment or disparagement of others based on their

race, national origin, sex, sexual orientation, age, religious beliefs, or political beliefs may not be displayed or transmitted

- employees should not attempt to gain access to another employee's personnel file or email or voicemail messages without the latter's express permission

School staff will not enter an employee's BCS email account or voicemail unless there is a business need to do so. System security features, including passwords and delete functions, do not neutralize the School's ability to access any message at any time. Employees must be aware that the possibility of such access always exists.

Cell Phones

Employees may use personal cellular phones and other such electronic devices for emergency conditions and between class times, during lunch break, other scheduled breaks, and/or recess periods as long as it does not interfere with their employment responsibilities and instructional time of students.

Cell phones should never be used to send pictures of students outside of Bullis without prior permission or used to record classroom instruction without permission.

Communication

Social Media

If an employee decides to make online postings on a personal blog, Facebook, Instagram, Tik Tok, etc. that discusses any aspect of their workplace activities, the following restrictions apply:

- employees are not to post, comment, browse on social media during work hours unless approved by the superintendent, principal, or their designees
- school equipment, including School computers and electronics systems, may not be used for these purposes outside of work
- student and employee confidentiality policies must be strictly followed
- student photographs or identifying student names or characteristics should not be posted
- employees must make clear that the views expressed are their own and not those of the School
- employees may not use the School's logos, trademarks, and/or copyrighted material and are not authorized to speak on the School's behalf
- employees are not authorized to publish any confidential or proprietary information maintained by the School
- employees are prohibited from making discriminatory, defamatory, libelous, or slanderous comments when discussing the School, the employee's supervisors, co-workers, and competitors
- employees must comply with all School policies, including, but not limited to, rules against unlawful harassment and retaliation

Employees should also be aware that participation in social media, even in a private setting, may not remain private and posts may become public knowledge and/or be reported to the School.

The School reserves the right to take disciplinary action against any employee whose internet postings violate this or other School policies.

Personal Letters, Articles, and Public Affairs

When writing articles for publication or when participating in public affairs, staff members are cautioned to avoid inappropriate or compromising situations. Personal letters are not to be written on the organization's letterhead. Any individuals involved in endorsements, testimonials, publications, and participation in public forums or affairs should make it known that they are acting and speaking in a personal capacity and not as a representative of the organization. Reporters seeking information about BCS must be referred to the Superintendent/Principal.

Personal Appearance

BCS employees serve as role models to the School's students. All employees should therefore maintain professional standards of dress and grooming. Just as overall attitude and instructional competency contribute to a productive learning environment, so do appropriate dress and grooming.

Employees are encouraged to wear clothing that is neat and will add dignity to the educational profession, will present an image consistent with their job responsibilities, and will not interfere with the learning process. Accordingly, all employees shall adhere to the following standards of dress:

- clothing and jewelry must be safe and appropriate to the educational environment. All clothing must be clean and in good repair. Tears in pants or other articles of clothing are not permitted
- head coverings, including hats of any kind, except those worn for religious or safety reasons, are not to be worn inside school buildings including assemblies, classrooms, labs, and offices. Hats may be worn outside for sun protection (Cal. Ed. Code § 35183.5). All hats are to be removed upon entering school buildings
- slacks and shorts are to be worn on the waist with no portion of an undergarment showing
- skirts and dresses should be the appropriate length
- all tops must be appropriate to the work environment, and should be clean, neat, and provide proper coverage with no undergarments showing
- clothing or jewelry with logos that depict and/or promote gangs (as defined in Cal. Ed. Code § 35183), drugs, alcohol, tobacco, sex, violence, illegal activities, profanity, or obscenity are not permitted;
- appropriate shoes must be worn at all times

The Principal/Manager will be the final decider of what is considered to be inappropriate attire. Employees may be required to return home to change clothing if deemed necessary. Non-exempt employees will not be paid for time away from work to change attire.

Continuing Education

BCS is committed to supporting the professional growth of its employees. BCS staff members are required to keep their credentials current and to keep their professional training and knowledge up-to-date through ongoing educational experiences that may include travel, retreat, university courses, workshops,

and other means, which will further their personal growth and enhance their teaching skills. Reimbursement or time-off for educational experiences must be approved in advance by the Principal/Manager.

School Facilities

BCS seeks to provide a clean, orderly and comfortable working environment for all employees. Comments and suggestions for improving any part of the working environment are encouraged and should be communicated to the Principal. Employees are responsible for cleaning up after themselves at all times in School facilities. The effort and commitment of all employees to keep the facilities clean and well maintained, both inside and out, are greatly appreciated by the School.

Recycling

BCS supports environmental awareness by encouraging recycling and waste management in its business practices and operating procedures. This includes a commitment to purchase, use, and dispose of products and materials in a manner that best uses natural resources, minimizing any negative impacts on the environment. Employees are encouraged to commit to recycling and to serve as role models to the students. Any questions and ideas on recycling should be brought to the Principal.

Health and Safety

Everybody's health, safety, and wellness is BCS's top priority, and BCS is committed to providing and maintaining a healthy and safe work environment for all employees.

Employees are required to know and comply with the School's General Safety Rules and to follow safe and healthy work practices at all times. Employees are required to report immediately to the Principal any potential health or safety hazards, and all injuries or accidents.

In compliance with Proposition 65, the School will inform employees of any known exposure to a chemical known to cause cancer or reproductive toxicity.

COVID-19 Protocols

In compliance with the Santa Clara Public Health Department, the California Public Health Department, and the Center for Disease Control, the School will follow all mandated policies and procedures, including but not limited to vaccine requirements, testing requirements, mask requirements, etc. Updated information will be shared with the staff as received and will supersede previous expectations, when applicable.

Security Protocols

BCS has developed guidelines to help maintain a secure workplace. Be aware of unknown persons loitering in parking areas, walkways, entrances, exits, and service areas. Report any suspicious persons or activities to the Principal. Employees' desks or offices should be secured at the end of the day. When an employee is called away from their work area for an extended length of time, valuable or personal articles

should not be left around a workstation or classroom that may be accessible. The security of facilities, as well as the welfare of employees, depends upon the alertness and sensitivity of every individual to potential security risks. Employees should immediately notify the Principal when keys are missing or if security access codes or passes have been breached.

Occupational Safety

BCS is committed to the safety of its employees, students, parents, visitors, vendors, contractors, and the public and to providing a clear safety goal for management.

The prevention of accidents is the responsibility of every School supervisor. It is also the duty of all employees to accept and promote the established safety regulations and procedures. Every effort will be made to provide adequate safety training. If an employee is ever in doubt about how to perform a job or task safely, assistance should be requested. Unsafe conditions must be reported immediately.

It is the policy of the School that accident prevention shall be considered of primary importance in all phases of operation and administration. The School is required to provide safe and healthy working conditions for all employees and to establish and require the use of safe practices at all times. Failure to comply with or enforce School safety and health rules, practices, and procedures could result in disciplinary action up to and including possible termination.

Accident/Incident Reporting

It is the duty of every employee to immediately, or as soon as it is practical, report any accident or injury occurring during work or on School premises so that arrangements can be made for medical or first aid treatment, as well as for investigation and follow-up purposes.

Reporting Fires and Emergencies

It is the duty of every employee to know how to report fires and other emergencies quickly and accurately. Employees should report any such emergency by calling 911 and then the office.

Employee Wages And Health Benefits

Payroll Withholdings

As required by law, the School shall withhold Federal Income Tax, State Income Tax, Social Security (FICA), and State Disability Insurance from each employee's pay as follows:

- Federal Income Tax Withholding: the amount varies with the number of exemptions the employee claims and the gross pay amount
- State Income Tax Withholding: the same factors which apply to federal withholdings apply to state withholdings

- Social Security (FICA): the Federal Insurance Contribution Act requires that a certain percentage of employee earnings be deducted and forwarded to the federal government, together with an equal amount contributed by the School
- State Disability Insurance (SDI): this state fund is used to provide benefits to those out of work because of illness or disability
- Cal State Teachers Retirement Services (CalSTRS): for eligible credentialed staff members

If a wage garnishment order is received by the School for one of our employees, the School is obligated by law to comply with the demand. The affected employee will receive notice from the HR department as soon as possible regarding their wage garnishment.

A written, signed authorization is required for mail delivery or delivery of an employee's paycheck to any other person. If an automatic deposit has been instituted for paychecks, funds will be deposited to the financial institution requested by the end of business on the scheduled payday. While an automatic deposit may be credited to an account before the actual "payday," the School is not responsible for automatic payments or withdraws dated before the actual payday, and employees should not depend on early deposits of pay.

Every deduction from an employee's paycheck is explained on the check voucher, which can be accessed on the Paylocity platform. If an employee does not understand the deductions, they should ask the HR department for further information.

If an employee believes an error has been made in their pay or deductions the School will work in good faith to resolve errors as soon as possible. The employee should notify the HR department of any errors in pay or deductions withheld within seven (7) days from the date paid.

Employees may change the number of withholding allowances claimed for Federal and State Income Tax purposes at any time by completing a new W-4 or DE 4 form and submitting it to the HR department. The HR department maintains a supply of these forms.

At the end of the calendar year, a "withholding statement" (W-2) will be prepared and forwarded to each employee for use in connection with the preparation of income tax returns. The W-2 shows Social Security information, taxes withheld, and total wages.

Paydays

Paydays are scheduled bi-monthly. A semi-monthly payroll is paid twice a month, usually on the 15th and the last workday of the month. If one of these pay dates falls on a weekend, the payroll is instead paid out on the preceding Friday. Employees not set up with a direct deposit as payment election will receive a live check that will be distributed to them or will be mailed to the address of record on payday. Upon an employee's termination/resignation/final workday, they will be paid on the next available pay date, unless requested differently in writing.

Before a new employee can start and be paid, they must have on file the following:

- a withholding tax form
- copy of Social Security Card
- valid photo I.D. (example: driver's license)
- clear criminal background check as required by state and federal law and the California Education Code section 45125.1
- clear tuberculosis (TB) test within the past sixty (60) days as described in California Education Code Section 49406

Overtime Pay

Employees will not work beyond their regular work schedule unless requested by their supervisor or overtime work is pre-authorized by the supervisor. Whether an employee is exempt from or subject to overtime pay will be determined on a case-by-case basis. Generally, teachers, licensed staff, directors, and administrators are exempt. Non-exempt/hourly employees may be required to work beyond the regularly scheduled workday or workweek as necessary. Only actual hours worked in a given workday or workweek can apply in calculating overtime for non-exempt employees. BCS will attempt to distribute overtime evenly and accommodate individual schedules. All overtime work will require advanced pre-approval and must be authorized by their supervisor. BCS provides compensation for all overtime hours worked by non-exempt employees in accordance with state and federal law as follows:

For employees subject to overtime, all hours worked in excess of forty (40) hours in one workweek shall be treated as overtime. Compensation for hours in excess of forty (40) for the workweek or in excess of eight (8) and not more than twelve (12) for the workday, and for the first eight (8) hours on the seventh consecutive day in one workweek, shall be paid at a rate of one and one-half times the employee's regular rate of pay. Compensation for hours in excess of twelve (12) in one workday and an excess of eight (8) on the seventh consecutive workday of the workweek shall be paid at double the regular rate of pay.

Exempt employees may have to work hours beyond their normal schedules as work demands require. No overtime compensation will be paid to these exempt employees.

Stipends

At times, based on scope of work outside contracted job descriptions, employees may qualify for additional stipend compensation. Potential stipends are outlined below, though this list is not exhaustive:

Stipend Description	Amount	Eligibility	Notes
Team Lead	5,500	Team Leaders	
MS Teaching Staff	\$75 per pay period	MS Teachers	Working 1.25 hours longer per week

Professional Learning As Designated	\$30 per hour	All staff, when applicable	May be used throughout the year for additional planning needs outside of the school day (as designated by the principals and/or Superintendent) and for onboarding of new employees in a school year
FMLA Extended Coverage	\$100 per week up to \$1600	FMLA coverage of 3+ weeks	Compensation for additional coverage assignments will be handled on an individual basis
Extended Program Stipend	\$30 per hour, up to \$2000 per semester	All staff, when applicable	Compensation for additional student-run activities after 4:30pm. All activities must be approved by the site principal. Stipends will be paid out at the end of each semester.

Expense Reimbursement

Employees shall be reimbursed for any necessary school materials or supplies, personal and/or travel expenses incurred while performing duties or attending workshops or other employment-related functions incurred while on assignments away from the normal work location. All material purchases, travel, and related expenses must have the prior approval of the Principal or Superintendent for reimbursement purposes and must also be within the parameters of the School's policy. To receive reimbursements for any approved purchases/expenses, the employee must submit a form provided by the School to the finance department, along with ALL accompanying receipts and/or invoices.

Wage Attachments and Garnishments

Under normal circumstances, the School will not assist creditors in the collection of personal debts from its employees. However, creditors may resort to certain legal procedures such as garnishments, levies, or judgments that require the School, by law, to withhold part of an employee's earnings in their favor.

Employees are strongly encouraged to avoid such wage attachments and garnishments. If the School is presented with a second garnishment request concerning an employee, the HR department will discuss the situation with the employee.

Medical Benefits

Eligibility

An employee is eligible for full medical coverage if they are a regular employee working for the School at least thirty (30) hours per week.

Coverage starts on the first day of the month following an employee's start date. For example, if the start date is August 3, health benefits coverage will begin on September 1st.

Employees who go from part-time to full-time employment become eligible for full benefits on the first day of the month following the effective date of the change.

COBRA Benefits

When coverage under the School's medical and/or dental plans ends, employees or their dependents can continue coverage for eighteen (18) or thirty-six (36) months, depending upon the reason benefits ended. To continue coverage, an employee must pay the full cost of coverage – the employee contribution and the School's previous contribution plus a possible administrative charge.

Medical coverage for an employee, their spouse, and eligible dependent children can continue for up to eighteen (18) months if coverage ends because:

- employment ends, voluntarily or involuntarily, for any reason other than gross misconduct; or
- hours of employment are reduced below the amount required to be considered a full-time employee or part-time, making an employee ineligible for the plan

This eighteen (18) month period may be extended an additional eleven (11) months in cases of disability subject to certain requirements. This eighteen (18) month period may also be extended an additional eighteen (18) months if other events (such as a divorce or death) occur subject to certain requirements.

An employee's spouse and eligible dependents can continue their health coverage for up to thirty-six (36) months if coverage ends because:

- the employee dies while covered by the plan
- the employee and their spouse become divorced or legally separated
- the employee becomes eligible for Medicare coverage, but their spouse has not yet reached age sixty-five (65)
- the employee's dependent child reaches an age that makes them ineligible for coverage under the plan

Rights similar to those described above may apply to retirees, spouses, and dependents if the employer commences a bankruptcy proceeding and those individuals lose coverage.

BCS will notify employees or their dependents if coverage ends due to termination or a reduction in work hours. If an employee becomes eligible for Medicare, divorced or legally separated, dies, or when a dependent child no longer meets the eligibility requirements, the employee or a family member is responsible for notifying the School within thirty (30) days of the event. BCS will then notify the employee or their dependents of the employee's rights.

Health coverage continuation must be elected within sixty (60) days after receiving notice of the end of coverage or within sixty (60) days after the event causing the loss, whichever is later.

There are certain circumstances under which coverage will end automatically. This happens if:

- premiums for continued coverage are not paid within thirty (30) days of the due date

- the employee (or the employee's spouse or child) become covered under another group health plan which does not contain any exclusion or limitation with respect to any pre-existing condition the employee (or the employee's spouse or child, as applicable) may have
- BCS stops providing group health benefits
- the employee (or the employee's spouse or child) become entitled to Medicare
- the employee extended coverage for up to twenty-nine (29) months due to disability and there has been a final determination that the employee is no longer disabled

Direct or non-direct hired temporary/short-time employees, including consultants, do not receive any of the following benefits:

- Medical
- Dental
- Vision
- Pension

Personnel Evaluation and Record-Keeping

Employee Review and Evaluation

Certificated employees will receive periodic performance reviews conducted by the Principal or their designee. Classified employees will receive periodic performance reviews conducted by their supervisors. Principals and Directors will receive periodic performance reviews conducted by the Superintendent/Principal.

Performance evaluations will be conducted annually. The frequency of performance evaluations may vary depending upon the length of service, job position, past performance, changes in job duties, or recurring performance problems.

Performance evaluations may review factors such as the quality and quantity of the work performed, knowledge of the job, initiative, work attitude, and attitude toward others. The performance evaluations are intended to make employees aware of their progress, areas for improvement, and objectives or goals for future work performance. Favorable performance evaluations do not guarantee increases in salary or promotions. Salary increases and promotions are solely within the discretion of the School and depend upon many factors in addition to performance. After the review, an employee may be required to sign the evaluation report simply to acknowledge that it has been presented to them, that they have discussed it with the Principal or their designee, and that they are aware of its contents.

Salary and potential for advancement will be based largely upon job performance. Periodically, the Principal will review employee job performance with an employee to establish goals for future performance and to discuss the current performance. BCS's evaluation system will in no way alter the at-will employment relationship.

Personnel Files and Access

At the time of employment, a personnel file is established for each employee. Please keep the HR Department advised of changes that should be reflected in the personnel file. Such changes include change in address, telephone number, marital status, number of dependents, and person(s) to notify in case of emergency. Prompt notification of these changes is essential and will enable the School to contact employees should the change affect other records.

Employees have the right to inspect certain documents in their personnel file, as provided by law, in the presence of a School representative, at a mutually convenient time. Employees also have the right to obtain a copy of their personnel file as provided by law. Comments may be added to any disputed item in the file. BCS will restrict disclosure of the personnel file to authorized individuals within the School. A request for information contained in the personnel file must be directed to the HR department. Only the HR department, Superintendent/Principal, or Principal is authorized to release information about current or former employees. Disclosure of information to outside sources will be limited. However, the School will cooperate with requests from authorized law enforcement or local, state, or federal agencies conducting official investigations or as otherwise legally required.

Credible complaints of substantiated investigations into or discipline for egregious misconduct will not be expunged from an employee's personnel file unless the complaint is heard by an arbitrator, administrative law judge, or the BCS Board and the complaint is deemed to be false, not credible, unsubstantiated or a determination was made that discipline was not warranted.

Holidays, Vacations, and Leaves

Holidays

The BCS calendar reflects all holidays observed by the School. The following holidays are generally observed by public entities, including public schools in the state of California:

- New Year's Day
- Martin Luther King Jr. Day
- President's Day
- Lincoln's Birthday
- Memorial Day
- Juneteenth
- Independence Day
- Labor Day
- Veteran's Day
- Thanksgiving
- Friday after Thanksgiving
- Christmas Eve
- Christmas Day

Eligible employees will receive time off with pay at their regular rate of pay on the School-observed holidays listed above. When a holiday falls on a Saturday or Sunday, it is usually observed on the preceding Friday or following Monday. However, the School may close on another day. Holiday observance will be announced in advance. The School reserves the right to change this policy at any time, with or without notice.

Holiday hours do not count as hours worked for purposes of calculating overtime. For example, if an employee receives eight (8) hours of holiday pay on Monday and works 40 hours Tuesday-Saturday (8 hours/day), they will not be eligible for overtime.

Other days during the school year, such as days during the School's calendared breaks, may not be paid time for non-exempt employees in active status. Recognized religious holidays may be taken off by an employee whose religion requires observance of the particular day. Employees must request the day off thirty days in advance by submitting their request on the School's leave management system. The employee will be paid if the religious holiday is taken as an earned paid leave day (i.e. personal necessity day if applicable). The employee will not be paid if the religious holiday is taken as unpaid leave. Employees on any leave of absence do not earn holiday pay.

To qualify for holiday pay, all employees must work the last scheduled day before and the first scheduled day after the holiday unless the employee is absent:

- at the Supervisor's request/approval
- due to the closure of schools because of inclement weather
- due to sickness with a doctor's note verifying the need for absence
- before or following Jury Duty or Bereavement Leave
- due to a previously scheduled and approved vacation

Leave Submission and Absence Tracking

All employees, whether exempt or non-exempt, are expected to put all absences (either full day or partial) into the leave management system called Paylocity.

In addition to absence for personal reasons, employees are also expected to submit for any absences that are related to school business or professional development. All leave is to be submitted into the leave management system in increments of 30 minutes or more. Employees are also required to indicate all relevant details about substitute coverage needed when submitting for leave (i.e., whether a sub is needed or not, time coverage is needed, detailed sub plans, and instructions on how to take daily attendance). All planned leave is expected to be submitted for approval a minimum of five business days in advance of the requested day(s). Requests for planned leave that occur around, immediately before, or after a planned holiday/time off or professional development day on the calendar must be submitted 30 days in advance for approval.

Ultimately, a principal or supervisor will make the final decision regarding approving leave, based on performance, needs of the school, prior approved leave, etc. Sick leave is a benefit and the School will utilize its best judgment in ensuring that the needs of the School are met prior to approving time off.

Employees can view all submitted leave at any given time as well as the current balance of accrued and unused sick leave through the leave management system. Additionally, employees will receive pay stubs that detail all leave taken, accrued, and carried over during that year. Employees are responsible for keeping and managing their own time.

Sick Leave

To help prevent loss of earnings that may be caused by accident or illness, or by other emergencies, the School offers paid sick leave to its employees. Sick leave may be taken to receive preventive care (including annual physicals or flu shots) or to diagnose, treat, or care for an existing health condition. Employees may also use sick leave to assist a family member (i.e., children, parents, spouses/domestic partners, grandparents, grandchildren, or siblings. An employee is limited to one (1) designated person per 12 month-period. A “designated person” is any individual the employee identifies at the time the employee requests Sick Leave.) who must receive preventative care or a diagnosis, treatment, or care for an existing health condition. Sick leave must be taken by eligible employees in increments of thirty (30) minutes.

If an employee is absent longer than three (3) days due to illness, the medical evidence of the illness and/or medical certification of fitness to return to work satisfactorily should be provided to the School. The School will not tolerate abuse or misuse of sick leave privilege. If the School suspects abuse of sick leave, the School may require a medical certification from an employee verifying their absence.

Sick leave is available to all School employees who work at least thirty (30) days within the span of a single calendar year from the commencement of employment. All eligible, full-time employees will accrue sick leave at the rate of eight (8) hours per full month worked. Eligible part-time employees will accrue sick leave on a prorated basis. All eligible employees shall be credited with forty (40) hours of sick leave at the beginning of each work year, provided that at least five (5) months remain in that particular year. Accrual of any remaining sick leave will occur distributed evenly throughout the remainder of the year. Accrued sick leave carries over from year to year into a restricted leave fund, but BCS does not pay employees in place of unused sick leave.

Once an employee has exhausted sick leave, the employee may continue on an unpaid medical leave depending upon the facts and circumstances of the employee’s basis for leave beyond accrued sick leave. Employee requests for unpaid medical leave must be approved in advance by the School. Unused sick leave can be restored upon returning to BCS within 12 months from the previous separation.

Unpaid Leaves of Absence

BCS recognizes that special situations may arise where an employee must leave their job temporarily. At its discretion, the School may grant employees leaves of absence. Any unpaid leave of absence must be

approved in advance by the School.

The granting of a leave of absence always presumes the employee will return to active work by a designated date or within a specific period.

If the employee is currently covered, medical, and dental coverage will remain in force during a medical or worker's compensation leave of absence, provided the appropriate premiums are paid by the employee. Benefits are terminated the day any other type of leave begins. If an employee fails to return from a leave and is subsequently terminated, the employee will be required to reimburse the School any and all medical, dental, and vision coverage received while on leave.

Family Care and Medical Leave

This policy explains how the School complies with the federal Family and Medical Leave Act ("FMLA") and the California Family Rights Act ("CFRA"), both of which require the School to permit each eligible employee to take up to twelve (12) workweeks (or twenty-six (26) workweeks where indicated) of FMLA leave in any twelve (12) month period for the purposes enumerated below. For purposes of this policy, all leave taken under FMLA or CFRA will be referred to as "FMLA leave."

Employee Eligibility Criteria:

- employed by the School
- have worked 1,250 hours during the 12 months before the start of leave
- have worked for the School for a total of at least 12 months

Events That May Entitle an Employee To FMLA Leave:

An Eligible employee is eligible for up to a total of 12 work weeks (480 hours of unpaid, job-protected leave in a 12 month period (July 1-June 30 fiscal calendar year) or (or twenty-six (26) workweeks where indicated) for one or more of the following reasons:

- for the birth of a child
- to care for a newborn child or a child placed with the employee for adoption or foster care. Leaves for this purpose must conclude twelve (12) months after the birth, adoption, or placement. If both parents are employed by the School, they will be entitled to a combined total of twelve (12) weeks of leave for this purpose
- because of the employee's own serious health condition that makes the employee unable to perform any one or more of the essential functions of their job (other than a disability caused by pregnancy, childbirth, or related medical conditions, which is covered by the School's separate pregnancy disability policy)
 - a "serious health condition" is an illness, injury (including, but not limited to, on-the-job injuries), impairment, or physical or mental condition of the employee or a child, parent, or spouse of the employee that involves either inpatient care or continuing treatment, including, but not limited to, treatment for substance abuse.

- to care for an immediate family member (spouse, minor child, dependent adult child, adult child, child of domestic partner, parent, domestic partner, grandparent, grandchild, and sibling) with a serious health condition. (Note: adult child, child of a domestic partner, grandparent, grandchild, or sibling only applies to CFRA with a limit of one (1) designated person per 12 month-period.)
- to care for a spouse, domestic partner, child, or parent with a serious health condition or military service-related injury. When an employee is providing care to a spouse, son, daughter, parent, or next of kin who is a covered Armed Forces service member with a serious injury or illness, the employee may take a maximum of twenty-six (26) weeks of FMLA leave in a single twelve (12) month period to provide said care.
- for any “qualifying exigency” because the employee is the spouse, son, daughter, parent, or domestic partner of an individual on active military duty, or an individual notified of an impending call or order to active duty in the National Guard, Reserves, or Armed Forces.

For CFRA only, a “family member” includes the employee’s spouse, parent, child of any age, registered domestic partner, grandparent, grandchild, sibling, parent-in-law, and a “designated person.” A “designated person” is someone else with a blood or family-like relationship with the employee. The employee may identify this person at the time the employee requests a CFRA leave. The employee is limited to one (1) designated person per 12-month period for purposes of a CFRA leave.

Amount of FMLA Leave Which May Be Taken

FMLA leave can be taken in one (1) or more periods, but may not exceed twelve (12) workweeks total for any purpose in any twelve (12) month period, as described below, for any one, or combination of the above-described situations. “Twelve workweeks” means the equivalent of twelve (12) of the employee’s normally scheduled workweeks. For a full-time employee who works five (5) eight-hour days per week, “twelve workweeks” means sixty (60) working and/or paid eight (8) hour days.

The “twelve-month period” in which twelve (12) weeks of FMLA leave may be taken is the twelve (12) month period immediately preceding the commencement of any FMLA leave.

If a holiday falls within a week taken as FMLA leave, the week is nevertheless counted as a week of FMLA leave. If, however, the School’s business activity has temporarily ceased for some reason and employees are generally not expected to report for work for one or more weeks, such as the Winter Break, Spring Break, or Summer Vacation, the days the School’s activities have ceased do not count against the employee’s FMLA leave entitlement. Similarly, if an employee uses FMLA leave in increments of less than one (1) week, the fact that a holiday may occur within a week in which an employee partially takes leave does not count against the employee’s FMLA entitlement unless the employee was otherwise scheduled and expected to work during the holiday.

Pay during FMLA Leave

An employee on FMLA leave because of their own serious health condition must use all accrued paid sick leave at the beginning of any otherwise unpaid FMLA leave period. If an employee is receiving a partial

wage replacement benefit during the FMLA leave, the School and the employee may agree to have School-provided paid leave, such as sick time, supplement the partial wage replacement benefit unless otherwise prohibited by law.

An employee on FMLA leave for child care or to care for a spouse, domestic partner, parent, or child with a serious health condition may use any or all accrued sick leave at the beginning of any otherwise unpaid FMLA leave.

If an employee has exhausted their sick leave, leave taken under FMLA shall be unpaid leave.

The receipt of sick leave pay or State Disability Insurance benefits will not extend the length of the FMLA leave. Sick pay accrues during any period of unpaid FMLA leave only until the end of the month in which unpaid leave began.

Health Benefits

The provisions of the School's various employee benefit plans govern continuing eligibility during FMLA leave, and these provisions may change from time to time. The health benefits of employees on FMLA leave will be paid by the School during the leave at the same level and under the same conditions as coverage would have been provided if the employee had been continuously employed during the leave period. When a request for FMLA leave is granted, the School will give the employee written confirmation of the arrangements made for the payment of insurance premiums during the leave period.

If an employee is required to pay premiums for any part of their group health coverage, the School will provide the employee with advanced written notice of the terms and conditions under which premium payments must be made.

BCS may recover the health benefit costs paid on behalf of an employee during their FMLA leave if:

- the employee fails to return from leave after the period of leave to which the employee is entitled has expired. An employee is deemed to have "failed to return from leave" if they work less than thirty (30) days after returning from FMLA leave
- the employee's failure to return from leave is for a reason other than the continuation, recurrence, or onset of a serious health condition that entitles the employee to FMLA leave, or other circumstances beyond the control of the employee

Job Position

An employee on FMLA leave remains an employee and the leave will not constitute a break in service. An employee who returns from FMLA leave will return with the same position or similar position they had when the leave commenced.

Medical Certifications

All serious health conditions require medical certification and should be obtained within fifteen (15) calendar days of request. Examples of serious health conditions that qualify for FMLA/CFRA leave are:

- conditions requiring an overnight stay in a hospital, hospice, or other medical care facilities
- conditions that incapacitate the employee or a family member (for example, unable to work or attend school) for more than three consecutive days and have ongoing medical treatment (either multiple appointments with a health care provider or a single appointment and follow-up care such as prescription medication)
- chronic conditions that cause occasional periods when the employee or a family member are incapacitated and require treatment by a health care provider at least twice a year
- pregnancy (including prenatal medical appointments, incapacity due to morning sickness, and medically required bed rest)

An employee requesting FMLA leave because of their own or a relative's serious health condition must provide medical certification from the appropriate health care provider on a form supplied by the School. Absent extenuating circumstances, failure to provide the required certification promptly (within fifteen (15) days of the School's request for certification) may result in denial of the leave request until such certification is provided.

The School will notify the employee in writing if the certification is incomplete or insufficient, and will advise the employee what additional information is necessary to make the certification complete and sufficient. The School may contact the employee's health care provider to authenticate or clarify information in a deficient certification if the employee is unable to cure the deficiency.

If the School has reason to doubt the medical certification supporting a leave because of the employee's own serious health condition, the School may request a second opinion by a health care provider of its choice (paid for by the School). If the second opinion differs from the first one, the School will pay for a third, mutually agreeable, health care provider to provide a final and binding opinion.

Recertifications are required if leave is sought after the expiration of the time estimated by the health care provider. Failure to submit required recertifications can result in termination of the leave.

Procedures for Requesting and Scheduling FMLA Leave

- an employee must inform their immediate supervisor/HR department of their leave and request FMLA leave by completing a Request for Leave of Absence form and submitting it to the HR department. An employee asking for a Request for Leave must notify their immediate supervisor at least 30 days in advance of their leave or in case of an emergency, provide notice as soon as practicable. The employee will meet with the HR department to complete the Request for the Leave of Absence Report form and will be given literature on their leave
- employees must provide at least thirty (30) days' notice for foreseeable childbirth, placement, or any planned medical treatment for the employee or their spouse, domestic partner, child, or parent. Failure to provide such notice is grounds for denial of a leave request, except if the need for FMLA leave was an emergency or was otherwise unforeseeable
- where possible, employees must make a reasonable effort to schedule foreseeable planned medical treatments so as not to unduly disrupt the School's operations

- if FMLA leave is taken because of the employee's own serious health condition or the serious health condition of the employee's spouse, domestic partner, parent, or child, the leave may be taken intermittently or on a reduced leave schedule when medically necessary, as determined by the health care provider of the person with the serious health condition
- if FMLA leave is taken because of the birth of the employee's child or the placement of a child with the employee for adoption or foster care, the minimum duration of leave is two (2) weeks, except that the School will grant a request for FMLA leave for this purpose of at least one day but less than two (2) weeks' duration on any two (2) occasions
- if an employee needs intermittent leave or leave on a reduced leave schedule that is foreseeable based on planned medical treatment for the employee or a family member, the employee may be transferred temporarily to an available alternative position for which they are qualified that has equivalent pay and benefits and that better accommodates recurring periods of leave than the employee's regular position
- the employee must utilize a minimum of two weeks of unused sick leave (if available) in conjunction with FMLA/CFRA leave
- all LOA must be approved by the employee's supervisor and HR department and be in writing
- all medical leave will require a medical certification
- if an employee does not provide either a complete and sufficient certification or an authorization allowing the health care provider to provide a complete and sufficient certification to the employer, the employee's request for FMLA/CFRA leave will be denied
- if the request is denied, time-off will not be considered and protected under FMLA/CFRA, instead will be considered unpaid leave
- the School will respond to an FMLA leave request no later than five (5) days of receiving the request. If an FMLA leave request is granted, the School will notify the employee in writing that the leave will be counted against the employee's FMLA leave entitlement. This notice will explain the employee's obligations and the consequences of failing to satisfy them

Return to Work

Upon timely return at the expiration of the FMLA leave period, an employee (other than a "key" employee whose reinstatement would cause serious and grievous injury to the School's operations) is entitled to the same or a comparable position with the same or similar duties and virtually identical pay, benefits, and other terms and conditions of employment unless the same position and any comparable position(s) have ceased to exist because of legitimate business reasons unrelated to the employee's FMLA leave.

When a request for FMLA leave is granted to an employee (other than a "key" employee), the School will give the employee a written guarantee of reinstatement at the termination of the leave (with the limitations explained above).

Before an employee will be permitted to return from FMLA leave because of their own serious health condition, the employee must obtain and submit a medical certification work status report from their health care provider that they can return to work. The employee will not be able to return to work without a medical certification work status report form.

If an employee returns to work with limitations or restrictions, the employee must provide sufficient documentation such as a work status report or certification letter from their treating physician or health care provider. The School will evaluate those limitations and, if possible, will make a reasonable effort to accommodate the employee as required by law. If the accommodation cannot be made, the employee will be medically separated from the School. If the employee does not return to work on the first workday following the expiration of an approved FMLA/CFRA leave, the employee may be deemed to have resigned from employment.

Employees are responsible for making a reasonable effort to schedule treatments, doctor appointments, etc. at times that do not disrupt the School's operations.

Limitations on Reinstatement

BCS may refuse to reinstate a "key" employee if the refusal is necessary to prevent substantial and grievous injury to the School's operations. A "key" employee is an exempt salaried employee who is among the highest-paid 10% of the School's employees within seventy-five (75) miles of the employee's worksite.

A "key" employee will be advised in writing at the time of a request for, or if earlier, at the time of commencement of, FMLA leave, that they qualify as a "key" employee and the potential consequences concerning reinstatement and maintenance of health benefits if the School determines that substantial and grievous injury to the School's operations will result if the employee is reinstated from FMLA leave. At the time it determines that refusal is necessary, the School will notify the "key" employee in writing (by certified mail) of its intent to refuse reinstatement and will explain the basis for finding that the employee's reinstatement would cause the School to suffer substantial and grievous injury. If the School realizes after the leave has commenced that refusal of reinstatement is necessary, it will give the employee at least ten (10) days to return to work following the notice of its intent to refuse reinstatement.

Employment during Leave

No employee, including employees on FMLA leave, may accept employment with any other employer without the School's written permission. An employee who accepts such employment without the School's written permission will be deemed to have resigned from employment at the School.

Reproductive Loss Leave

Any person who would have been a parent if the reproductive event had been successful is entitled to reproductive loss leave. Reproductive Loss event definition includes, miscarriage (including suffered by surrogate,) stillbirth, unsuccessful assisted reproduction, failed surrogacy or failed adoption, a total of 5 unpaid days granted. Reproductive Loss Leave must be taken within 3 months of the reproductive loss event, unless the employee is on or chooses to take another leave entitlement such as California Family Rights Act, and then reproductive loss leave must be taken within 3 months of the end date of other leave. Employees can use existing paid time off such as Sick leave to cover the loss time.

Pregnancy Disability Leave

This policy explains how the School complies with the California Pregnancy Disability Act, which requires the School to give each female employee an unpaid leave of absence of up to four (4) months per pregnancy, as needed, for the period(s) of time a woman is actually disabled by pregnancy, childbirth, or related medical conditions.

Employee Eligibility Criteria

To be eligible for pregnancy disability leave, the employee must be disabled by pregnancy, childbirth, or a related medical condition and must provide appropriate medical certification concerning the disability.

Events That May Entitle an Employee to Pregnancy Disability Leave

The four (4) month pregnancy disability leave allowance includes any time taken (with or without pay) for any of the following reasons:

- the employee is unable to work at all or is unable to perform any one or more of the essential functions of the job without undue risk, the successful completion of pregnancy, or because of any medically recognized physical or mental condition that is related to pregnancy or childbirth (including severe morning sickness)
- the employee needs to take time off for prenatal care

Duration of Pregnancy Disability Leave

Pregnancy disability leave may be taken in one or more periods, but not to exceed four months total. “Four months” means the number of days the employee would normally work within four months. For a full-time employee who works five (5), eight (8) hour days per week, four (4) months means 693 hours of leave (40 hours per week times 17 1/3 weeks).

For employees who work more or less than forty (40) hours per week, or who work on variable work schedules, the number of working days that constitutes four (4) months is calculated on a pro rata or proportional basis. For example, for an employee who works twenty (20) hours per week, “four months” means 346.5 hours of leave entitlement (20 hours per week times 17 1/3 weeks).

At the end of depletion of an employee’s pregnancy disability leave, an employee who has a physical or mental disability (which may or may not be due to pregnancy, childbirth, or related medical conditions) may be entitled to reasonable accommodation. Entitlement to additional leave must be determined on a case-by-case basis, taking into account several considerations such as whether an extended leave is likely to be effective in allowing the employee to return to work at the end of the leave, with or without further reasonable accommodation, and whether or not additional leave would create an undue hardship for the School. The School is not required to provide an indefinite leave of absence as a reasonable accommodation.

Pregnancy disability leave does count against and runs concurrently with Family Care and Medical Leave (FMLA).

Pay during Pregnancy Disability Leave

California's Pregnancy Disability Leave (PDL) Law allows eligible employees to take up to four (4) months of leave for any physical or mental disability related to pregnancy or childbirth. Such a disability must be substantiated by a medical professional. Employees are eligible upon their date of hire if they work for an employer with 5 or more employees.

PDL is itself unpaid. However, individuals who qualify for PDL also typically qualify for California Disability Insurance (DI) during that same period. PDL provides certain job protections and benefits continuation rights for the duration of their leave, while DI provides at least partial wage replacement. An employee on pregnancy disability leave must use a minimum of two weeks accrued paid sick leave and may use any or all accrued vacation time at the beginning of any otherwise unpaid leave period.

The receipt of sick leave pay, or state disability insurance benefits, will not extend the length of pregnancy disability leave.

Sick pay accrues during any period of unpaid pregnancy disability leave only until the end of the month in which the unpaid leave began.

Employees are required to exhaust the use of their sick time before they are eligible to apply for SDI. Employees can not legally receive their regular wages while receiving SDI. After employees have utilized all of their unused accrued sick leave, they are eligible to apply for SDI (Short Term Disability Insurance) through the State. They are responsible for applying for the benefit. Please note that the application and benefits are processed by the State and not BCS. The State and not BCS will approve or deny benefits.

Health Benefits

BCS shall provide continued health insurance coverage while an employee is on pregnancy disability leave consistent with applicable law. The continuation of health benefits is for a maximum of four (4) months in a twelve (12) month period. BCS can recover premiums that it already paid on behalf of an employee if both of the following conditions are met:

- the employee fails to return from leave after the designated leave period expires.
- the employee's failure to return from leave is for a reason other than the following:
 - the employee is taking leave under the California Family Rights Act
 - there is a continuation, recurrence or onset of a health condition that entitles the employee to pregnancy disability leave
 - there is a non-pregnancy related medical condition requiring further leave; or
 - any other circumstances beyond the control of the employee

Job Position

An employee on pregnancy disability leave remains an employee of the School and a leave will not constitute a break in service. When an employee returns from pregnancy disability leave, they will return with the same position held when the leave commenced.

Medical Certifications

An employee requesting a pregnancy disability leave must provide medical certification from a healthcare provider on a form supplied by the School. Failure to provide the required certification promptly (within fifteen (15) days of the leave request) may result in a denial of the leave request until such certification is provided.

Recertifications are required if leave is sought after the expiration of the time estimated by the healthcare provider. Failure to submit required recertifications can result in termination of the leave.

Requesting and Scheduling Pregnancy Disability Leave

An employee asking for a Request for Leave must notify their immediate supervisor at least 30 days in advance of their leave or in case of an emergency, provide notice as soon as practicable. The employee will meet with the HR department to complete the Request for the Leave of Absence Report form and will be given literature on their leave.

Failure to provide such notice is grounds for denial of the leave request, except if the need for pregnancy disability leave was an emergency and was otherwise unforeseeable.

Where possible, employees must make a reasonable effort to schedule foreseeable planned medical treatments so as not to unduly disrupt the School's operations.

Pregnancy disability leave may be taken intermittently or on a reduced leave schedule when medically advisable, as determined by the employee's healthcare provider.

If an employee needs intermittent leave or leave on a reduced leave schedule that is foreseeable based on planned medical treatment, the employee may be transferred temporarily to an available alternative position for which they are qualified, which has equivalent pay and benefits that better accommodates recurring periods of leave than the employee's regular position.

In most cases, the School will respond to a pregnancy disability leave request within five (5) days of acquiring knowledge that the leave qualifies as pregnancy disability and, in any event, within ten (10) days of receiving the request. If a pregnancy disability leave request is granted, the School will notify the employee in writing, and the leave will be counted against the employee's pregnancy disability leave entitlement. This notice will explain the employee's obligations and the consequences of failing to satisfy them.

Return to Work

Upon timely return at the expiration of the pregnancy disability leave period, an employee is entitled to the same position unless the employee would not otherwise have been employed in the same position at the time reinstatement is requested. If the employee is not reinstated to the same position, they must be reinstated to a comparable position unless one of the following is applicable:

- the employer would not have offered a comparable position to the employee if they would have been continuously at work during the pregnancy disability leave
- there is no comparable position available, to which the employee is either qualified or entitled, on the employee's scheduled date of reinstatement or within sixty (60) calendar days thereafter. The School will take reasonable steps to provide notice to the employee if and when comparable positions become available during the sixty (60) day period.

A "comparable" position is a position that involves the same or similar duties and responsibilities and is virtually identical to the employee's original position in terms of pay, benefits, and working conditions.

When a request for pregnancy disability leave is granted to an employee, the School will give the employee a written guarantee of reinstatement at the end of the leave (with the limitations explained above).

In accordance with BCS policy, before an employee will be permitted to return from a pregnancy disability leave, the employee must obtain a certification from a healthcare provider that they can resume work. An employee will not be able to return to work without a medical certification work status report from their physician.

If the employee can return to work with limitations, the School will evaluate those limitations and, if possible, will accommodate the employee as required by law. If the accommodation cannot be made, the employee will be medically separated from the School. If the employee does not return to work on the first workday following the expiration of an approved FMLA/CFRA leave, the employee may be deemed to have resigned from employment.

Employment during Leave

No employee, including employees on pregnancy disability leave, may accept employment with any other employer without the School's written permission. An employee who accepts such employment without written permission will be deemed to have resigned from employment.

Industrial Industry Leave (Workers Compensation)

BCS, in accordance with State law, provides insurance coverage for employees in case of work-related injuries. Workers' compensation covers income and medical care if an employee is injured or becomes ill as a direct result of the job. It does not cover illness or injury that occur off the clock or are unrelated to job duties. The workers' compensation benefits provided to injured employees may include:

- medical care
- cash benefits, tax-free to replace lost wages
- vocational rehabilitation to help qualified injured employees return to suitable employment

To ensure an employee receives any worker's compensation benefits to which they may be entitled, they will need to:

- immediately report any work-related injury to their immediate supervisor
- complete a written Employee's Claim Form (DWC Form 1) with their immediate supervisor

- seek medical treatment and follow-up care if required
- provide the School with a certification from their health care provider regarding the need for workers' compensation disability leave as well as the ability to return to work from the leave

It is the School's policy that when there is a job-related injury (within the employee's scope and performance of their job duties), the first priority is to ensure that the injured employee receives appropriate medical attention. BCS, with the help of its insurance carrier, has selected medical centers to meet this need. The following are additional points related to worker's compensation benefits:

- if an employee is injured on the job, they are to go or be taken to an approved medical center for treatment. If injuries are such that they require the use of emergency medical systems ("EMS") such as an ambulance, the choice by the EMS personnel for the most appropriate medical center or hospital for treatment will be recognized as an approved center
- all accidents and injuries must be reported to the immediate supervisor and to the HR department responsible for reporting to the School's insurance carrier. Failure by an employee to report a work-related injury by the end of their shift could result in loss of insurance coverage for the employee. An employee may choose to be treated by their personal physician at their own expense, but they are still required to go to a School approved medical center for evaluation. All job-related injuries must be reported to the appropriate State Workers' Compensation Bureau and the insurance carrier
- if the injury or illness developed over time, the employee should report it as soon as they learn or believe it was caused by their job
- reporting promptly helps prevent problems and delays in receiving benefits, including medical care that may be needed. If the School does not learn about the injury within 30 days and this prevents the School from fully investigating the injury and how it occurred, the employee may lose their right to receive workers' compensation benefits. When there is a job-related injury that results in lost time, the employee must have a medical release from the School's approved medical facility before returning to work
- any time there is a job-related injury, the School's policy may require drug/alcohol testing along with any medical treatment provided to the employee
- for the initial doctor's visit (the day of injury), time-off will not be deducted. Subsequent doctors visits will be deducted from sick leave. If the employee does not have sick leave available, time-off will be unpaid
- if a doctor states the employee cannot perform any part of their job due to work-related injury or illness, the employee is entitled to temporary disability (TD). The payments will not begin until the employee has missed three days, and if they are off work for more than fourteen (14) days or if the employee is hospitalized. (Cal. Labor Code § 4652 (2020).)
- TD benefits are meant to replace only some of the employee's lost wages. During the time that the employee is considered temporarily disabled and unable to perform the necessary functions of their job, the employee will generally receive two-thirds of their average weekly wages—although there are maximum and minimum amounts. The average weekly wage is the pre-tax gross amount that the employee was earning at the time of the injury, including overtime, the market value of job perks, and wages from multiple jobs. (Cal. Labor Code §§ 4453(c)(2), 4454, 4653 (2020).)

Military Leave and Military Spouse

BCS shall grant a military leave of absence to any employee who must be absent from work due to service in the uniformed services per the Uniformed Services Employment and Reemployment Rights Act of 1994 (“USERRA”). All employees requesting military leave must provide advance written notice of the need for such leave unless prevented from doing so by military necessity or if providing notice would be impossible or unreasonable.

If military leave is for thirty (30) or fewer days, the School shall continue the employee’s health benefits. For service of more than thirty (30) days, employees shall be permitted to continue their health benefits at their option through COBRA. Employees are entitled to use accrued vacation or paid time off as wage replacement during time served, provided such vacation/paid time off accrued before the leave.

Except for employees serving in the National Guard, BCS will reinstate those employees returning from military leave to their same position or one of comparable seniority, status, and pay if they have a certificate of satisfactory completion of service and apply within ninety (90) days after release from active duty or within such extended period, if any, as required by law. For those employees serving in the National Guard, if they left a full-time position, the employee must apply for reemployment within forty (40) days of being released from active duty, and if they left part-time employment, the employee must apply for reemployment within five (5) days of being released from active duty.

An employee who was absent from work while fulfilling their covered service obligation under the USERRA or California law shall be credited, upon their return to the School, with the hours of service that would have been performed but for the period of absence from work due to or necessitated by USERRA-covered service. Exceptions to this policy will occur wherever necessary to comply with applicable laws.

BCS shall grant up to ten (10) days of unpaid leave to employees who work more than twenty (20) hours per week and who are spouses of deployed military servicemen and servicewomen. The leave may be taken when the military spouse is on leave from deployment during a time of military conflict. To be eligible for leave, an employee must provide the School with (1) notice of intention to take military spousal leave within two (2) business days of receiving official notice that the employee’s military spouse will be on leave from deployment, and (2) documentation certifying that the employee’s military spouse will be on leave from deployment during the time that the employee requests leave.

Bereavement Leave

Employees are entitled to a leave of up to five (5) days without loss of pay due to a death in the immediate family (parent, spouse, son/daughter, sister/brother, parents-in-law, son/daughter-in-law, grandparents, grandchild). Bereavement pay will not be used in computing overtime pay.

Jury Duty or Witness Leave of Court Appearance

For all exempt employees, the School will pay for time off if an employee is called to serve on a jury provided the employee continues to perform work duties as assigned. For example, if an employee were absent for a full week and did not do any work from home or at the courthouse during downtime, the School will not pay the employee for that week; the employee will need to use personal time off to get paid.

For all non-exempt employees, the School will pay for up to ten (10) days if they are called to serve on a jury. BCS will offset any such payments by the amount received by the non-exempt employee for jury duty.

Jury Duty

- upon receipt of a juror summons, the employee must immediately present the notice to their supervisor and HR department
- if the employee is called to serve on the jury, the employee must immediately notify their supervisor and HR department
- upon completion of jury service, the employee shall submit documentation from the courts of completed service
- time-off will not be deducted from employee's sick leave for up to 10 days for non-exempt employees
- time off will not be deducted from employee's sick leave for exempt employees

Court Appearance

- an employee who is a victim of a felony; whose spouse, registered domestic partner, child, stepchild, sibling, stepsibling, parent, or stepparent is a victim of a felony; or who takes time off to appear in court in response to a subpoena or other court order as a witness in any judicial proceeding or if the employee who is a victim of domestic violence, sexual assault, or stalking for taking time off to obtain relief, including a restraining order or other injunctive relief, to help ensure the health, safety, or welfare of the victim or of their child shall provide their supervisor and HR department documentation of their summons to appear in court or subpoena
- after the employee's court appearance, the employee shall provide verification to the HR department of the summons to subpoena, notice of proceedings, court order, or other evidence from the court or prosecuting attorney that the employee appeared in court
- if the employee cannot give notice, the employee must provide certification to the HR department, within a reasonable time after returning to work, that employee took time off for these reasons. This might include a court order, police report, or documentation from a health care provider
- employees will utilize available sick leave for time-off. If sick leave is not available, time-off will be unpaid. Employees may be entitled to FMLA leave for some situations

Voting Time Off

California Elections Code section 14000 allows employees up to two hours off, without a loss of pay, to vote if they do not have enough time to do so in their non-work hours.

If an employee does not have sufficient time outside of working hours to vote in an official state-sanctioned election, the employee may take off enough working time to vote. Such time off shall be taken at the beginning or at the end of the regular working shift, whichever allows for more free time and the time taken off shall be combined with the voting time available outside of working hours to a maximum of two (2) hours combined. When possible, an employee requesting time off to vote shall give the School at least two (2) days' notice.

School Appearance and Activities Leave

As required by law, BCS will permit an employee who is a parent or guardian (including a stepparent, foster parent, or grandparent) of school children, from kindergarten through grade twelve (12), or a child enrolled with a licensed child care provider, up to forty (40) hours of unpaid time off per child per school year (up to eight (8) hours in any calendar month of the school year) to participate in activities of a child's school or child care. If more than one (1) parent or guardian is an employee of BCS, the employee that first provides the leave request will be given the requested time off. Where necessary, additional time off will also be permitted where the school requires the employee(s) appearance.

The employee requesting school leave must provide reasonable advance notice of the planned absence. The employee must use accrued but unused sick time to be paid during the absence. If the employee does not have any unused sick leave, the time off will be unpaid.

When requesting time off for school activities, the employee must verify participation in an activity as soon as practicable. When requesting time off for a required appearance, the employee(s) must provide a copy of the notice from the child's school requesting the presence of the employee.

Bone Marrow and Organ Donor Leave

As required by law, eligible employees who require time off to donate bone marrow to another person may receive up to five (5) workdays off in a 12-month period. Eligible employees who require time off to donate an organ to another person may receive up to thirty (30) workdays off in a twelve (12) month period.

To be eligible for bone marrow or organ donation leave ("Donor Leave"), the employee must have been employed by the School for at least ninety (90) days immediately preceding the Donor Leave.

An employee requesting Donor Leave must provide written verification to the School that they are a donor and that there is a medical necessity for the donation of the organ or bone marrow.

An employee must first use their earned but unused sick leave for bone marrow donation and two (2) weeks worth of earned but unused sick leave for organ donation. If the employee has an insufficient number of sick days available, the leave will be considered unpaid.

Employees returning from Donor Leave will be reinstated to the position held before the leave began, or to a position with equivalent status, benefits, pay, and other terms and conditions of employment. The School may refuse to reinstate an employee if the reason is unrelated to taking a Donor Leave. A Donor Leave is not permitted to be taken concurrently with an FMLA/CFRA Leave.

Domestic Violence/Sexual Assault/Stalking Leave

If you are a victim of domestic violence, sexual assault, and/or stalking, you may take time off to obtain or attempt to obtain judicial relief, such as obtaining restraining orders, to help ensure your health, safety, or welfare or that of your child(ren). Employees may use available sick leave (if applicable); otherwise, the time off is unpaid. All employees can take time off from work to get medical attention or services from a domestic violence shelter, program, or rape crisis center, or receive psychological counseling or safety planning related to domestic violence, sexual assault, or stalking. Domestic violence, sexual assault, and stalking victim's leave for medical treatment do not exceed or add to the unpaid leave time that FMLA/CFRA allows.

The employee must give their supervisor/HR department reasonable notice unless advance notice is not feasible, and provide certification noting seeking such assistance.

Certification may be sufficiently provided by any of the following:

- a police report indicating that the employee was a victim of domestic violence, sexual assault, or stalking
- a court order protecting or separating the employee from the perpetrator of an act of domestic violence, sexual assault or stalking, or other evidence from the court or prosecuting attorney that you appeared in court
- documentation from a medical professional, domestic violence advocate, health care provider, or counselor that you are undergoing treatment for physical or mental injuries or abuse resulting in victimization from an act of domestic violence, sexual assault, or stalking

Employees have the right to ask the School for help or changes in their workplace to make sure they are safe at work. The School will work with its employees to see what changes can be made. Changes in the workplace may include changing shifts or phone numbers, transferring or reassigning the employee, or help with keeping a record of what happened to the employee. The School may ask the affected employee for a signed statement certifying that this request is for a proper purpose and may also request proof showing the need for an accommodation.

The School will, to the extent allowed by law, maintain the confidentiality of an employee requesting leave under this provision. The School will not discharge, discriminate or retaliate against an employee who exercises their rights under this law.

BCS is committed to ensuring employees are not treated differently or retaliated against because of any of the following:

- the employee is a victim of domestic violence, sexual assault, or stalking
- the employee asked for time off to get help
- the employee asked BCS for help or changes in the workplace to ensure safety at work

If any employee believes that they have experienced retaliation or discrimination as a result of conduct protected by this policy, the employee may file a complaint with their supervisor and/or the Labor Commissioner's Office.

Interactive Meeting

The Interactive Process is a timely and good faith meeting between an employee/applicant, supervisor, and/or HR department. The meeting is held to discuss a request or, if the disability is known, for an accommodation and to determine whether reasonable accommodation can be made for the employee/applicant. A timely, good faith interactive process is mandated by state and federal law and must occur whether or not the process would result in an obligation to provide a reasonable accommodation. The interactive process obligation applies to both workers' compensation and non-industrial-related injuries or illnesses. The interactive process is ongoing and will be reinstated if there is a change to the accommodation or if the accommodation is not effective.

The parties will discuss precise limitations resulting from the disability to determine if the employee can be accommodated in returning to their usual role/ position or some other type of work. The parties may agree that a certain aspect of the position can be modified or alternative work found to accommodate the employee's change in capacity.

Any effective adjustment or modification will be made to accommodate the known physical or mental limitations of an employee/applicant with a disability, provided such accommodation does not impose an undue hardship on the School. Individuals with disabilities seeking employment with the School may request reasonable accommodations during the application process.

Unless the disability and the need for accommodation are obvious (for example, the employee/applicant is in a wheelchair and requests accessibility), the employee/applicant shall provide medical documentation to support their request for reasonable accommodation within fifteen (15) calendar days after the employee's initial request. The School has the right to request additional medical information if the information submitted by the employee/applicant does not clearly explain the nature of the disability, the need for reasonable accommodations or does not clarify how the requested accommodation will assist the employee/applicant in the performance of the essential job functions. The request for additional medical information must be specific to the disability for which the employee/applicant is requesting a reasonable accommodation and the functional limitations caused by the disability and shall be provided within fifteen (15) calendar days after the employer's initial request. A sufficient medical certification describes the nature, severity, and duration of the limitation, the activities that the impairment limits, the extent to

which the impairment limits the ability to perform job duties, and substantiates why the requested accommodation is needed.

The Employee's Role In The Interactive Process

- provide documents requested by the employer to support the request for accommodation, such as medical certification from a physician identifying work restrictions within fifteen (15) calendar days after the employee's initial request
- provide suggestions of possible reasonable accommodations
- participate and engage in a good-faith dialogue with their supervisor and HR department to discuss all possible accommodations
- update the school of their status or if there is any change in their accommodation

School's Role

- participate and engage in a good-faith dialogue with employee/applicant to discuss all possible accommodations
- review the job description with the employee and determine what essential functions the employee cannot perform without a reasonable accommodation
- discuss possible accommodations (tools or equipment that can be provided, adjusting the job functions, adjusting a work schedule, or any other possibilities)

The School will make the final decision about the type of accommodation to offer or if the School is not able to accommodate, the School will notify the employee in writing within ten (10) business days. The School will monitor the effectiveness of the accommodation and will follow up with the employee, as necessary.

DISCIPLINE AND TERMINATION OF EMPLOYMENT

Rules of Conduct

The following conduct is prohibited and will not be tolerated by the School. This list of prohibited conduct is illustrative only and applies to all employees of the School; other types of conduct that threaten security, personal safety, employee welfare, and the School's operations also may be prohibited. Further, the specification of this list of conduct in no way alters the at-will employment relationship for employees of the School. If an employee is working under a contract with the School which grants procedural rights before termination, the procedural terms in the contract shall apply:

- insubordination - refusing to perform a task or duty assigned or act in accordance with instructions provided by an employee's supervisor or proper authority
- inefficiency - including deliberate restriction of output, carelessness or unnecessary wastes of time or material, neglect of job duties or responsibilities
- unauthorized soliciting, collecting of contributions, distribution of literature, written or printed matter is strictly prohibited on School property by non-employees and by employees. This rule does not cover periods of time when employees are off their jobs, such as lunch periods and break

times. However, employees properly off their jobs are prohibited from such activity with other employees who are performing their work tasks

- damaging, defacing, unauthorized removal, destruction, or theft of another employee's property or School property
- fighting or instigating a fight on School premises
- violations of the drug and alcohol policy
- using or possessing firearms, weapons, or explosives of any kind on School premises
- gambling on School premises
- tampering with or falsifying any report or record including, but not limited to, personnel, absentee, sickness, or production reports or records, specifically including applications for employment and time cards
- recording the hours on the timesheet, when applicable, of another employee or permitting or arranging for another employee to record your hours on the timesheet
- theft of time
- use of profane, abusive, or threatening language in conversations with other employees and/or intimidating or interfering with other employees
- conducting personal business during business hours and/or unauthorized use of telephone lines for personal calls
- excessive absenteeism or tardiness excused or unexcused
- posting any notices on School premises without the prior written approval of management, unless posting is on a School bulletin board designated for employee postings
- immoral or indecent conduct
- conviction of a criminal act
- engaging in sabotage or espionage (industrial or otherwise)
- violations of the sexual harassment policy
- failure to report a job-related accident to the employee's supervisor or failure to take or follow prescribed tests, procedures, or treatment
- sleeping during work hours
- release of confidential information without authorization
- any other conduct detrimental to other employees or the School's interests or its efficient operations
- refusal to speak to supervisors or other employees
- dishonesty
- failure to possess or maintain the credential/certificate required of the position
- posting and being on social media during work hours

For employees who possess an employment contract that provides for other than at-will employment, the procedures and process for termination during the contract shall be specified in the contract.

Off-Duty Conduct

While the School does not seek to interfere with the off-duty and personal conduct of its employees, certain types of off-duty conduct may interfere with the School's legitimate business interests. For this

reason, employees are expected to conduct their personal affairs in a manner that does not adversely affect the School or its own integrity, reputation, or credibility. Illegal or immoral off-duty conduct by an employee that adversely affects the School's legitimate business interests or the employee's ability to perform their work will not be tolerated.

While employed by the School, employees are expected to devote their energies to their jobs with the School. For this reason, second jobs are strongly discouraged. The following types of additional employment elsewhere are strictly prohibited:

- additional employment that conflicts with an employee's work schedule, duties, and responsibilities at the School
- additional employment that creates a conflict of interest or is incompatible with the employee's position with the School
- additional employment that impairs or has a detrimental effect on the employee's work performance with the School
- additional employment that requires the employee to conduct work or related activities on the School's property during the employer's working hours or using the School's facilities and/or equipment
- additional employment that directly or indirectly competes with the business or the interests of the School

Employees who wish to engage in additional employment that may create a real or apparent conflict of interest must submit a written request to the School explaining the details of the additional employment. If the additional employment is authorized, the School assumes no responsibility for it. BCS shall not provide workers' compensation coverage or any other benefit for injuries occurring from or arising out of additional employment. Authorization to engage in additional employment can be revoked at any time.

Termination of Employment

Should it become necessary for an employee to terminate at-will employment with the School, the employee should notify their supervisor and the HR department regarding the intention as far in advance as possible. At least two (2) weeks' notice is expected whenever possible.

When at-will employment is terminated, any employees participating in the medical and/or dental plan will be provided information on their rights under COBRA.

INTERNAL COMPLAINT REVIEW

The purpose of the "Internal Complaint Review Policy" is to afford all employees of the School the opportunity to seek internal resolution of their work-related concerns. All employees have free access to the Superintendent or BCS Board to express their work-related concerns.

Specific complaints of unlawful harassment are addressed under the School's policy against unlawful harassment.

Internal Complaints

(Complaints by Employees Against Employees)

This section of the policy is for use when a School employee raises a complaint or concern about a coworker.

If reasonably possible, internal complaints should be resolved at the lowest possible level, including attempts to discuss/resolve concerns with the immediate supervisor. However, in the event an informal resolution may not be achieved or is not appropriate, the following steps will be followed by the Superintendent or designee:

- the complainant will bring the matter to the attention of the Superintendent as soon as possible after attempts to resolve the complaint with the immediate supervisor have failed or if not appropriate
- the complainant will reduce their complaint to writing, indicating all known and relevant facts.
- the Superintendent or designee will then investigate the facts and provide a solution or explanation
- if the complaint is about the Superintendent, the complainant may file their complaint in a signed writing to the BCS Board Chair, who will then confer with the BCS Board and may conduct a fact-finding or authorize a third party investigator on behalf of the BCS Board. The BCS Board Chair or investigator will report their findings to the BCS Board for review and action, if necessary.

This policy cannot guarantee that every problem will be resolved to the employee's satisfaction. However, the School values each employee's ability to express concerns and the need for resolution without fear of adverse consequences to employment.

Complaints Against Employees

(Complaints by Third Parties Against Employees)

This section of the policy is for use when a non-employee raises a complaint or concern about a School employee.

If complaints cannot be resolved informally, complainants may file a written complaint with the office of the Superintendent or BCS Board Chair (if the complaint concerns the Superintendent) as soon as possible after the events that give rise to the complainant's concerns. The written complaint should outline in detail the factual basis for the complaint.

In processing the complaint, Superintendent (or designee) shall abide by the following process:

- the Superintendent (or designee) shall use their best efforts to talk with the parties identified in the complaint and to ascertain the facts relating to the complaint

- if the Superintendent (or designee) finds that a complaint against an employee is valid, the Superintendent (or designee) may take appropriate disciplinary action against the employee. As appropriate, the Superintendent (or designee) may also simply counsel/reprimand employees as to their conduct without initiating formal disciplinary measures
- the Superintendent's (or designee's) decision relating to the complaint shall be final unless it is appealed to the BCS Board. The decision of the BCS Board shall be final.

General Requirements

Confidentiality: All complainants will be notified that information obtained from the complainants and thereafter gathered will be maintained in a manner as confidential as possible, but in some circumstances, absolute confidentiality cannot be assured.

Non-Retaliation: All complainants will be advised that they will be protected against retaliation as a result of the filing of any complaints or participation in any complaint process.

Resolution: The BCS Board (if a complaint is about the Superintendent) or the Superintendent or designee will investigate complaints appropriately under the circumstances and according to the applicable procedures, and if necessary, take appropriate remedial measures to ensure effective resolution of any complaint.

AMENDMENTS TO EMPLOYEE HANDBOOK

This Employee Handbook contains the employment policies and practices of the School in effect at the time of publication.

BCS reserves the right to amend, delete or otherwise modify this Handbook at any time provided that such modifications are in writing and duly approved by the employer.

Any written changes to the Handbook will be distributed to all employees. No oral statements can in any way alter the provisions of this Handbook.

APPENDIX A - HARASSMENT COMPLAINT FORM

It is the policy of the School that all of its employees be free from harassment. This form is provided for you to report what you believe to be harassment, so that the School may investigate and take appropriate disciplinary or other action when the facts show that there has been harassment.

If you are an employee of the School, you may file this form with the Superintendent, HR department, or Board Chair.

Please review the School's policies concerning harassment for a definition of harassment and a description of the types of conduct that are considered to be harassment.

BCS will undertake every effort to handle the investigation of your complaint in a confidential manner. In that regard, the School will disclose the contents of your complaint only to those persons having a need to know. For example, to conduct its investigation, the School will need to disclose portions of your factual allegations to potential witnesses, including anyone you have identified as having knowledge of the facts on which you are basing your complaint, as well as the alleged harasser.

In signing this form below, you authorize the School to disclose to others the information you have provided herein, and information you may provide in the future. Please note that the more detailed information you provide, the more likely it is that the School will be able to address your complaint to your satisfaction.

Charges of harassment are taken very seriously by the School both because of the harm caused to the person harassed, and because of the potential sanctions that may be taken against the harasser. It is therefore very important that you report the facts as accurately and completely as possible and that you cooperate fully with the person or persons designated to investigate your complaint.

Your Name: _____ Date: _____

Date of Alleged Incident(s): _____

Name of Person(s) you believe sexually harassed you or someone else: _____

List any witnesses that were present: _____

Where did the incident(s) occur? _____

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

I acknowledge that I have read and that I understand the above statements. I hereby authorize the School to disclose the information I have provided as it finds necessary in pursuing its investigation.

I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief.

Signature of Complainant: _____

Date: _____

Print Name

Received by: _____

Signature: _____

Date: _____

Print Name

APPENDIX B - COMPLAINT FORM

Your Name: _____ Date: _____

Date of Alleged Incident(s): _____

Name of Person(s) you have a complaint against _____

List any witnesses that were present: _____

Where did the incident(s) occur? _____

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

I hereby authorize the School to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief. I further understand providing false information in this regard could result in disciplinary action up to and including termination.

Signature of Complainant

Date: _____

Print Name

To be completed by School:

Signature: _____ Date: _____

Print Name

EMPLOYEE HANDBOOK ACKNOWLEDGEMENT

By my signature below, I acknowledge that I have received a copy of Bullis Charter School Employee Handbook, on the date indicated below and agree to my at-will employment as described below. I acknowledge that it is my responsibility to read and review the Employee Handbook carefully. I also acknowledge that it is my responsibility to ask for clarification if I do not understand any of the policies included in the Employee Handbook.

I also acknowledge that I have received a copy of Bullis Charter School Harassment, Discrimination and Retaliation Prevention Policy which is in the Employee Handbook. I understand and agree that it is my responsibility to read and familiarize myself with this policy and all the provisions of the Employee Handbook. I understand that BCS is committed to providing a work environment that is free from harassment, discrimination and retaliation. My signature below certifies that I understand that I must conform to and abide by the rules and requirements described in this policy.

I understand that the Employee Handbook contains important information regarding Bullis Charter School expectations, policies and guidelines and that I am expected to comply with these expectations, policies and guidelines at all times. I understand that the Employee Handbook does not provide a binding contract, but provides guidelines for personnel concerning some of BCS' policies.

Just as I am free to terminate the employment relationship with Bullis Charter School at any time, BCS, in its sole discretion, also reserves the right to modify or terminate the employment relationship with me at any time for any or no reason and with or without notice. Further, there is no agreement, express or implied, written or verbal, between the employee and BCS for any specific period of employment, for continuing or long-term employment, or for guaranteed terms and conditions of employment. No one other than the Superintendent of BCS, with the approval of the Board of Directors, has the authority to alter my employment at-will status, to enter into an agreement for employment for a specified period of time, or to make any agreement contrary to this policy. Further, any such agreement must be in writing and must be signed by the Superintendent. This is the entire agreement between Bullis Charter School and me regarding this subject. All prior or contemporaneous inconsistent agreements are superseded. If I have an individually negotiated written employment agreement with BCS, then the terms and conditions of that agreement will prevail to the extent it differs from the policies in this Handbook.

Bullis Charter School reserves the right to modify, alter, add to or delete any of the policies, guidelines or benefits contained in this handbook at any time with or without notice.

Employee Name (print) _____

Employee Signature: _____

Date: _____



BULLIS charter school

School Safety Plan: 2023-24

Comprehensive School Safety Plan (CSSP) Purpose:

The California Education Code ([sections 32280-32288](#)) outlines the requirements of all schools to write and develop a school safety plan relevant to the needs and resources of the particular school. This plan should include strategies aimed at educating stakeholders about and preventing circumstances of potential incidents involving crime and violence on school campuses.

What originally began as Senate Bill 187, was restructured In 2004 when the California Legislature and Governor restructured the Comprehensive School Safety Plan provisions in SB 719 and AB 115. School Safety Plans are required to contain, but not be limited to, the following elements:

- Assessment of school crime committed on school campuses and at school-related functions;
- Strategies and programs to maintain a high level of school safety, namely:
 - Child abuse reporting procedures,
 - Disaster procedures,
 - Suspension and expulsion policies,
 - Procedures to notify teachers of dangerous pupils,
 - Discrimination, harassment, bullying, sexual harassment and hate crime policies,
 - School-wide dress code policies,
 - Procedures for safe ingress and egress,
 - Policies enacted to maintain a safe and orderly environment conducive to learning,
 - Rules and procedures on school discipline,
 - Procedures for conducting tactical responses to criminal incidents,
 - Procedures to assess and respond to reports of any dangerous, violent, or unlawful activity that is being conducted or threatened to be conducted at the school,
 - Protocol for a pupil suffering or reasonably believed to be suffering from an opioid overdose.
- Guidelines for Mental Health Support
- Parental Notification on Firearm Safety Laws

The Comprehensive School Safety Plan will be reviewed and updated by March 1st every year, and key components will be included in the annual school accountability report card (SARC).

Last Date of Adoption: January 29, 2024

Last Date of Update: January 25, 2024

Last Date of Review by Safety Plan Committee: January 2024

Last Date of Review by Law Enforcement: February 2024

Last Date of Review by Fire Authority: February 2024

I. OVERVIEW

At Bullis Charter School (BCS), our mission focuses on creating a collaborative learning environment that nurtures mutual respect and civic responsibility. The school safety plan is critical to upholding these components of the mission, allowing for all learners and staff to feel supported, protected, and safe. A key part of creating a safe learning environment for all is embedded within the six character pillars: caring, trustworthiness, fairness, respect, responsibility, and citizenship. The BCS staff is committed to modeling these pillars and integrating their presence into decision-making frameworks and classroom activities to promote a safe and inclusive environment. Along with the aforementioned focus on the learning environment, the school safety plan outlines key procedures and policies to follow in the event of emergency events or situations.

II. PLAN ORGANIZATION & IMPLEMENTATION

Safety Plan Evaluation and Revision Process

To serve the needs of the school and community, this CSSP is updated at least yearly. Amendments have been made where appropriate and will continue to be assessed throughout the school year, as necessary.

The Safety Plan Committee has reviewed the information provided and made revisions as necessary for 2023-2024, with input from staff regarding emergency drill procedures. Safety Plan Committee members are listed below:

Safety Plan Committee Members

Name	Title
Maureen Israel	Superintendent/Principal
Karsten Stampa	Chief of Staff
Charles Morgan	Director of Operations
Lisa Stone	Principal
Savannah Lunsford	Lead Teacher
Binita Patel, N.D.	Health Assistant
Cassie Huang	Parent

The Safety Plan Committee will consult and engage with additional stakeholder groups as needed and on a case-by-case basis to ensure that all relevant aspects and perspectives are being considered in their reviews.

Incident Command System (ICS)

In the event of an emergency, individuals below have been notified of their role and trained in accordance with the Incident Command System. Description of roles and responsibilities as outlined by FEMA can be found [here](#).

Role	North Campus Lead	South Campus Lead
Incident Commander	Dr. Keri Montesino Stewart (Principal)	Lisa Stone (Principal)
Public Information	Maureen Israel (Superintendent/Principal)	Maureen Israel (Superintendent/Principal)
Liaison	Karsten Stampa (Chief of Staff)	Karsten Stampa (Chief of Staff)
Safety	Binita Patel (Health Team)	Nissan Swoboda (Health Team)
Operations	Elika Frederickson (Chief of Academics)	Charles Morgan (Operations Director)
Planning	Khim Del Rosario (Front Office)	Sandra Snyder (Front Office)
Logistics	Roberto Magana (Facilities)	Joe Williams (Facilities)
Finance	Kitty Chiu (Finance Clerk)	Kitty Chiu (Finance Clerk)

III. PLAN COMPONENTS

Assessment of School Safety and Crime

Each year, the school administration, in consultation with fire and other emergency agencies, reviews the School Safety Plan to ensure that protocols and procedures are updated and appropriate. Information on school safety, including suspension and expulsion data, can be found [here](#), in the annual School Accountability Report Card (SARC). Suspension and expulsion procedures are accessible [here](#) on the BCS website.

Child Abuse Reporting Procedures

As required under the Child Abuse and Neglect Reporting Act (PC 11164), all staff members are considered "mandated reporters" and are required by law to report any suspected child abuse to Child Protective Services. This report should be provided to the designated agency via both telephone and a written report within 36 hours. The phone number and report can be found [here](#). Bullis Charter School provides annual training on mandated reporting requirements using an online training module provided by CharterSAFE.

Disaster Procedures

BCS is committed to the safety and welfare of all students, employees, and staff, and so procedures have been established to provide a safe and coordinated response to emergencies. All emergency plan responses adhere to the federally mandated National Incident Management System (NIMS), State-mandated Standardized Emergency Management System (SEMS), and are compliant with the Incident Command System (ICS). These response policies and procedures detail procedural steps necessary to protect lives, outline coordination requirements (including with Los Altos School District, when applicable), and provide a basis for unified training and response exercises to ensure compliance. BCS is prepared to coordinate with the American Red Cross to provide shelters following a disaster - when deemed necessary - as part of the federal statute and state regulation.

BCS staff and students are trained in disaster procedures, and these are practiced as appropriate with students and staff at designated times. Fire drills are practiced monthly as well as inspected/observed by the local fire department annually. Similar drills for both earthquakes and intruders on campus are conducted annually. Detailed plans for specific disaster situations can be found [here](#). At each campus, proper signage is posted. The Director of Operations - in coordination with emergency response personnel - ensures procedures are complete and adapted, as necessary. These procedures also include provisions for students with disabilities, including students with physical disabilities, and the training of staff to assist those with such disabilities. Students who have an IEP and/or a 504 plan that require support in safety evacuations have these specifics addressed in the IEP/504 plan documentation. The IEP / 504 plan further explicitly permits students, student parents or guardians, and school employees to bring forth concerns to school principals about an individual student's access to disaster safety procedures outlined in the CSSP. If the principal determines there is merit to a concern, they shall direct the school safety planning committee to modify the CSSP.

Emergency Evacuation Maps

The Emergency Evacuation Maps detail the ingresses and egresses on each campus in the case that evacuation from onsite buildings is necessary. Additionally, maps to designated off-site evacuation locations (see below) are disseminated to all staff. All maps and evacuation routes can be found [here](#).

North Campus

Primary	
Organization	Santa Rita Elementary School
Address	700 Los Altos Ave, Los Altos
Secondary	
Organization	Los Altos High School
Address	201 Almond Ave, Los Altos

South Campus

Primary	
Organization	Saint Francis High School
Address	1885 Miramonte Ave, Mountain View
Secondary	
Organization	Loyola Elementary School
Address	770 Berry Ave, Los Altos

Procedures for Reunification

Reunification is a coordinated and systematic hand-off of students to their parents after an evacuation or emergency took place. Through a structured reunification, we maintain a safe environment and help reduce anxiety and stress once these situations are dissolved. The safety planning committee defines an orderly process for reuniting parents with children, keeping track of where students are and with whom they left during an evacuation or emergency.

School Suspension and Expulsion Policies

In accordance with EC 48900, Bullis Charter School has a suspension and expulsion policy that exists to promote learning and the safety and well-being of all students, teachers, and staff, both at school and during all school

activities. This policy is reviewed annually and is accessible [here](#) on the BCS website.

Procedures to Notify Employees of Dangerous Pupils

In accordance with EC 49079, Bullis Charter School provides all classroom teachers with notification of students who have engaged in or are reasonably suspected of engaging in certain suspendable or expellable acts within the last three years (except for the usage of tobacco and nicotine products). This information is shared in a confidential manner with classroom teachers, as appropriate. All staff receive training in progressive discipline structures to promote a safe learning environment in and outside of classrooms.

Discrimination, Harassment, Bullying, Sexual harassment and Hate Crime Policies

In accordance with the Safe Place to Learn Act, Bullis Charter School is committed to creating and maintaining a learning environment where students and staff are treated with dignity, decency, and respect. Bullis Charter School commits to enforcing the Harassment, Discrimination, Intimidation, and Bullying Prevention Policy at all levels in order to create an environment free from all forms of discrimination, harassment, intimidation, and bullying. This also includes appropriate response and intervention to any hate crimes that take place on campus or during school-sponsored activities. The policy in its full form is accessible [here](#) on the BCS website.

In accordance with AB 2291, Bullis Charter School annually provides bullying/cyberbullying training to all certificated school employees and those who have regular interaction with students and provides access to the CA Department of Education's Online Bullying Training Module and Bullying presentation. In addition, the on-site school counselor supports students with any identified potential bullying situations and collaborates with administrators on potential next steps. The Bullying Prevention policy in its full form is accessible [here](#) on the BCS website.

Sexual Harassment is not permitted at Bullis Charter School. All staff receive training via CharterSAFE on the sexual harassment zero-tolerance policy. Additional information can be found in the Employee Handbook, Family/Student Handbook and as part of the school harassment prevention policy accessible [here](#) on the BCS website.

School-Wide Dress Code Policies

In accordance with EC 35183, the [Family/Student Handbook](#) outlines appropriate dress code attire to ensure all students feel safe and included. Any clothing that is deemed to be inappropriate or includes gang-related material is not permitted.

Procedures for Safe Ingress and Egress

Safety is a priority for Bullis Charter School, and this includes ensuring safe ingress to and egress from campus for all students, families, and staff. It is the responsibility of Bullis Charter School to ensure that all pathways to and from school buildings, hallways within school buildings, and emergency exits are clear from obstruction and allow for the flow of foot and vehicle traffic before, during, and after school hours. Crosswalks and sidewalks are also used for safe passage for bike riders and student walkers. Additionally, all visitors are required to check-in at the main office of each campus, as stated in the board policy on visitors located [here](#) as well as in the [Family/Student Handbook](#).

Policies Enacted to Maintain A Safe and Orderly Environment Conducive to Learning

Bullis Charter School is committed to creating and maintaining a safe and orderly environment for all students and staff at the school. Many of the procedures and processes outlined below, including information on the school character pillars which dictate the tenet of the school environment, can also be found in the Family/Student Handbook which is accessible [here](#) on the BCS website.

Rules and Procedures on School Discipline

The procedures and procedures related to school discipline, including behavioral expectations and a sequence of consequences, can be found in the [Family/Student Handbook](#).

Procedures for Tactical Responses to Criminal Incidents

In accordance with AB 1747, BCS has procedures for conducting tactical responses to criminal incidents, including procedures involving individuals with guns on campuses and/or at school functions. These procedures focus on preparation for active shooters and the necessary steps for staff and students to take in the event of such an emergency. These procedures have been developed following law enforcement guidelines and are practiced each year with staff and students. More information on the procedures for tactical responses can be found [here](#).

Procedures to Assess and Respond to Homicidal or Perceived Threats

In accordance with EC 49393 and SB 671, any Bullis Charter School staff who observe or is made aware of a threat or

perceived threat that a student is going to “commit a homicidal act related to school or school activity” is required to immediately report such threat to law enforcement while also informing a school administrator or their immediate supervisor. All staff receive training in identifying violence in the workplace as well as ways to promote a safe learning environment in and outside of classrooms.

Protocol for Responding to an Opioid Overdose

As a direct response to an opioid overdose on campus, Bullis Charter School staff will assess their condition and activate/engage EMS. In accordance with EC 49428.16, Bullis Charter School will further work to prevent pupil opioid overdoses with Fentanyl education for the purposes of outreach, collaborating with local health agencies, building awareness and providing safety advice for school staff, pupils, and parents or guardians of pupils, on how to prevent an opioid overdose.

Mental Health Support

Bullis Charter School recognizes the importance of providing mental health support for students, staff, and family members and provides clear guidelines for the roles and responsibilities of mental health professionals, community intervention professionals, and school counselors. A School Psychologist and School Counselor are employed by Bullis Charter School and trained/available to provide support in times of crisis and trauma, as well as to support pupils who have witnessed a violent act at any time. They are further engaged, together with School's Leadership Team, to develop and implement primary strategies to prioritize mental health and intervention services, restorative and transformative justice programs, and positive behavior interventions and support.

Additionally, a [Crisis Response Team](#) exists to respond to and support students who demonstrate a potential risk for suicide and provide additional recommendations for support, if necessary.

Parental Notification on Firearm Safety Laws

Section 48986 has been added to the California Education Code (EC) and requires that beginning on July 1, 2023, Bullis Charter School shall annually inform parents and guardians of California's child access prevention laws and laws relating to the safe storage of firearms at the beginning of the first semester or quarter of the regular school term. This parental notification is mandatory and shall prevent crimes and accidents involving an improperly stored or misused gun found in the home of children.

Initial Charter Petition ☐
 Charter Material Revision ☐
 Charter Renewal ☒
 Education Code §§ 47605.6
 47607, 47607.2



Mary Ann Dewan, Ph.D., County Superintendent of Schools

CHARTER REVIEW MATRIX – COUNTYWIDE

Proposed Charter School	Petitioner Contact Information	Petition Review Timeline	
Name of Proposed Charter School: Bullis Charter School	Name: Maureen Israel	Petition Received:	
Location of Proposed School(s): 102 W Portola Ave & 1124 Covington Road	Title: Superintendent/Principal	Public Hearing: (60 days from receipt)	
Grade Level: TK-8	Phone/Cell: 650-947-4100	Board Decision: (90 days from receipt)	
District of Proposed Charter School: Los Altos School District	Email: misrael@bullischarterschool.com	* 30 day extension granted (90 days from receipt, may be extended 30 days if agreed by petitioner(s) and SCCOE)	

Instructions to Review Team: This checklist is designed to guide the review of charter school petitions. Your comments are essential to understanding your assessment and will be used as part of the final analysis and report to the County Board.

Instructions to Charter Petitioner: As you complete this Matrix, please note the specific page(s) on which each item is addressed. If the terms of the charter are not explicit in compliance with the particular item in the checklist, provide detail in the applicable notes section in order that the SCCOE may readily determine to what provision(s) you are referring in the checklist.

Legend:

Required to be included in charter petition and/or Memorandum of Understanding.

Applies to Petition Renewals

Applies to Material Revisions and Renewals Only

REQUIRED ELEMENTS: Education Code § 47605.6 (b) (1)-(6)				
	Yes	No	N/A	Page
<input type="checkbox"/> The charter school presents a sound educational program?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	18-89
<input type="checkbox"/> The petitioners are demonstrably unlikely to successfully implement the program?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	N/A
<input type="checkbox"/> The petition contains the required signatures? (not required for renewals)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	N/A
<input type="checkbox"/> The petition contains an affirmation of each of the conditions described in Education Code § 47605(d) (1)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3
<input type="checkbox"/> The initial review finds that the petition has included all of the required elements (A-P)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> The petition includes a declaration of whether the charter school shall be the exclusive employer of charter school employees for purposes of Educational Employment Relations Act (EERA)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3
<input type="checkbox"/> The petition explains how the charter could not have been established in a single district.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	N/A

REQUIRED PETITION SIGNATURES IF NOT CONVERSION OF EXISTING PUBLIC SCHOOL: Education Code § 47605.6(a)(1)				
	Yes	No	N/A	Page

• 50% of parents/guardians of number of students expected to attend	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	N/A
OR				
• 50% of the number of teachers expected to teach at the charter school during its 1st year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	N/A

NOTIFICATION UPON APPROVAL: Education Code § 47605.6 (j)				
	Yes	No	N/A	Page
<input type="checkbox"/> The petition acknowledges that should the charter be granted, the petitioner will provide a written notice of the approval and a copy of the petition to: <ul style="list-style-type: none"> • The department (California Department of Education) • State Board of Education 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	N/A

REQUIRED AFFIRMATIONS: Education Code § 47605.6(e)(1)				
	Yes	No	N/A	Page
<input type="checkbox"/> Statements affirming that school will be non-sectarian in its programs, admission policies, employment practices, and all other operations; will not charge tuition; and will not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes in Penal Code § 422.55 or association with such persons, including immigration status; not base admission on place of residence within California except as specified by law; admit any student who wishes to attend so long as there is space; hold a random lottery if there is not space; comply with the mandated admissions preference requirements; and provide the required notice in the event a student is expelled or leaves the school without graduating or completing the school year.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3

CHARTER RENEWAL REQUIRED ELEMENTS: Evidence to Support Renewal or Material Revision (CCR) Title 5 Section 11966.4			
	Yes	No	Page
<input type="checkbox"/> Required fiscal reports and audits demonstrating past performance and likely future financial viability of the school	<input type="checkbox"/>	<input type="checkbox"/>	Budget Narrative
<input type="checkbox"/> Compliance with all state and federal laws applicable to charter schools and fulfilling the terms of the charter	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> Academic performance data reports showing increases in pupil academic achievement for all groups; Dashboard, CAASPP, LCAP and annual updates	<input type="checkbox"/>	<input type="checkbox"/>	Appendix E
<input type="checkbox"/> Annual visits and annual reports, including correcting and deficiencies identified during annual reviews and visits.	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> Inspections or observations of any part of the charter school at any time	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> Documentation that charter has met minimum academic performance criteria per 47607(b) and 47607.2	<input type="checkbox"/>	<input type="checkbox"/>	Appendix C; Appendix E
<input type="checkbox"/> Past performance of academics and operations and future plans for improvement establish likelihood of success.	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> Includes updates to comply with all laws that have gone into effect since previous approval or renewal	<input type="checkbox"/>	<input type="checkbox"/>	
Strengths:			
Areas of Concerns:			
Conclusions			

DETAILED REVIEW - REQUIRED ELEMENTS: Education Code § 47605.6(A-P)				
A	Educational Program	Evidence	Addressed in Petition	Page
<input type="checkbox"/>	1. Targeted School Populations		<input type="checkbox"/>	17

Age, grade levels and number of students	<input type="checkbox"/>		13-20
<ul style="list-style-type: none"> Number of students per class room 	<input type="checkbox"/>		20
<ul style="list-style-type: none"> Maximum enrollment predicted for school 	<input type="checkbox"/>		20
Type of desired student populations	<input type="checkbox"/>		17-18
<input type="checkbox"/> 2. Attendance		<input type="checkbox"/>	20
<ul style="list-style-type: none"> Describes whether multiple sites will be included 	<input type="checkbox"/>		17
<ul style="list-style-type: none"> Indicates proposed opening date(s) 	<input type="checkbox"/>		24
<input type="checkbox"/> Attendance requirements		<input type="checkbox"/>	20
<ul style="list-style-type: none"> Includes length of school day and year 	<input type="checkbox"/>		21
<ul style="list-style-type: none"> Submit for approval the specific means to be used for student attendance accounting and reporting, satisfactory to support state average daily attendance claims and to satisfy audits related to attendance that may be conducted 	<input type="checkbox"/>		25
<ul style="list-style-type: none"> For independent study, specific means of determining and recording attendance, including means of determining it is the enrolled student doing the work and specifically what amount of work/time counts as a day of attendance. 	<input type="checkbox"/>		25
<input type="checkbox"/> 3. What it Means to be an Educated Person in the 21st Century		<input type="checkbox"/>	25
<input type="checkbox"/> Objective of enabling pupils to become self-motivated, competent, lifelong learners		<input type="checkbox"/>	25-26
Clear list of general academic skills and qualities important for an educated person	<input type="checkbox"/>		25-26
<input type="checkbox"/> 4. Description of How Learning Best Occurs		<input type="checkbox"/>	26
Persuasive instructional design	<input type="checkbox"/>		26-42
<ul style="list-style-type: none"> Broad outline (not entire scope and sequence) of the curriculum content 	<input type="checkbox"/>		26-36
<ul style="list-style-type: none"> Description of instructional approaches and strategies 	<input type="checkbox"/>		36-42
<ul style="list-style-type: none"> Description of learning environment (e.g. traditional, independent study) 	<input type="checkbox"/>		26-36
Proposed program strongly aligned to school's mission	<input type="checkbox"/>		26-29
Affirmation or description of curriculum aligned to student performance standards	<input type="checkbox"/>		30;42-60
Outline of plan or strategy to support students not meeting pupil outcomes	<input type="checkbox"/>		78
Instructional design or strategies based upon successful practice or research	<input type="checkbox"/>		30-33
Instructional strategies for special education, English learners, etc.	<input type="checkbox"/>		64-83
Proposed program/curriculum reflects a focus on adopted CCSS and NGSS	<input type="checkbox"/>		42-60
Educational Program describes professional development for teachers	<input type="checkbox"/>		84-89
Minimal instructional time	<input type="checkbox"/>		21
Includes school calendar	<input type="checkbox"/>		24
<input type="checkbox"/> 5. Transitional Kindergarten program outlines developmentally appropriate learning outcomes, using modified curriculum, specialized instruction, and assessment for all students (Only if Charter offers Kindergarten)		<input type="checkbox"/>	63
<input type="checkbox"/> 6. English Learner Services		<input type="checkbox"/>	65-74
<input type="checkbox"/> All eligible students enrolled in the charter school will receive appropriate English Learner services in accordance with applicable state and federal law.		<input type="checkbox"/>	65;67
<input type="checkbox"/> Staff members providing English Learner Services are appropriately credentialed.		<input type="checkbox"/>	68
<input type="checkbox"/> A description of the manner in which students are identified as requiring English Learner Services		<input type="checkbox"/>	69-70
<input type="checkbox"/> A description of the process for reclassification of English Learners		<input type="checkbox"/>	72-74

<input type="checkbox"/>	An acknowledgment of the responsibility of the charter school to provide access to grade-level core curriculum for English Learners. (Check for reference to the use and implementation and New Proficiency Level Descriptors (PLD) as part of California English-language Development Standards.)	<input type="checkbox"/>	67; 71-72
<input type="checkbox"/>	References to curriculum and materials that will be utilized in the instruction of English Learners	<input type="checkbox"/>	65, 68, 71-72
<input type="checkbox"/>	Petition tells how English Learners will be reclassified and how English Learners will be monitored	<input type="checkbox"/>	72-74
Strengths:			
Areas of Concerns			
Conclusions			
<input type="checkbox"/>	7. LCFF/LCAP Annual Goals and Annual Actions to Achieve Goals for Subgroups in EC 52052	<input type="checkbox"/>	Appendix E
<input type="checkbox"/>	Charter includes language that assures compliance with LCFF/LCAP	<input type="checkbox"/>	Appendix E
<input type="checkbox"/>	Describes annual goals for all pupils and for each subgroup of pupils identified in EC 52052 to be achieved in each of the 8 state priorities , as described in EC 52060(d), that apply for the grade levels served or the nature of program operated by the charter school.	<input type="checkbox"/>	Appendix E
<input type="checkbox"/>	A. Conditions of Learning	<input type="checkbox"/>	Appendix E
	(Priority 1) Basic Needs	<input type="checkbox"/>	Appendix E
	(Priority 2) Implementation of State Standards	<input type="checkbox"/>	Appendix E
	(Priority 7) Course Access	<input type="checkbox"/>	Appendix E
<input type="checkbox"/>	B. Pupil Outcomes	<input type="checkbox"/>	Appendix E
	(Priority 4) Pupil Achievement (College and Career)	<input type="checkbox"/>	Appendix E
	(Priority 8) Other Pupil Outcomes	<input type="checkbox"/>	Appendix E
<input type="checkbox"/>	C. Engagement	<input type="checkbox"/>	Appendix E
	(Priority 3) Parental Involvement	<input type="checkbox"/>	Appendix E
	(Priority 5) Pupil Engagement	<input type="checkbox"/>	Appendix E
	(Priority 6) School Climate	<input type="checkbox"/>	Appendix E
	Provides specific annual actions to achieve these goals for each of the subgroups listed below:	<input type="checkbox"/>	Appendix E
	<input type="checkbox"/> Racial/Ethnic groups	<input type="checkbox"/>	Appendix E
	<input type="checkbox"/> Low-income students, including homeless students	<input type="checkbox"/>	Appendix E
	<input type="checkbox"/> English learners	<input type="checkbox"/>	Appendix E
	<input type="checkbox"/> Students with disabilities	<input type="checkbox"/>	Appendix E
	<input type="checkbox"/> Foster youth	<input type="checkbox"/>	Appendix E
<input type="checkbox"/>	8. Transferability of High School Courses EC 47605.6 (b) (5) (A) (iii)	<input type="checkbox"/>	N/A
	If serving high school students, describes how district/charter school informs parents of:	<input type="checkbox"/>	N/A
	<input type="checkbox"/> Transferability of courses to other public high schools; and	<input type="checkbox"/>	N/A
	<input type="checkbox"/> Eligibility of courses to meet college entrance requirements	<input type="checkbox"/>	N/A

<input type="checkbox"/> Courses that are accredited by the Western Association of Schools and Colleges (WASC) may be considered transferable, and courses meeting the UC/CSU "a-g" admissions criteria may be considered to meet college entrance requirements)		<input type="checkbox"/>		N/A
Strengths:				
Areas of Concern:				
Conclusions				
i	Special Education/SELPA	Evidence	Addressed in Petition	Page
<input type="checkbox"/>	Identifies whether or not in an independent LEA for special education purposes (with verifiable written assurances)		<input type="checkbox"/>	75
<input type="checkbox"/>	Consulted with the Santa Clara County SELPA Director		<input type="checkbox"/>	77
	<ul style="list-style-type: none"> Discussed special education responsibilities of charter 	<input type="checkbox"/>		77
	<ul style="list-style-type: none"> Discussed application of SELPA policies 	<input type="checkbox"/>		77-83
<input type="checkbox"/>	In writing explains how special education services will be provided consistent with SELPA plan and/or policies and procedures		<input type="checkbox"/>	77-83
	<ul style="list-style-type: none"> Includes fiscal allocation plan 	<input type="checkbox"/>		82
<input type="checkbox"/>	If charter not an independent LEA (School of SCCOE for Special Ed):		<input type="checkbox"/>	
	<ul style="list-style-type: none"> Clarifies in charter the responsibilities of each party for service delivery 	<input type="checkbox"/>		
	<input type="checkbox"/> Referral	<input type="checkbox"/>		78-79
	<input type="checkbox"/> Assessment	<input type="checkbox"/>		79
	<input type="checkbox"/> Instruction	<input type="checkbox"/>		79-80
	<input type="checkbox"/> Due Process	<input type="checkbox"/>		81
	<input type="checkbox"/> Agreements describing allocation of actual and excess costs	<input type="checkbox"/>		82
	<input type="checkbox"/> Charter fiscally responsible for fair share of any encroachment on general funds	<input type="checkbox"/>		82
<input type="checkbox"/>	If charter is own LEA		<input type="checkbox"/>	N/A
	<ul style="list-style-type: none"> Notified SELPA Director of intent prior to February 1st of the preceding school year 	<input type="checkbox"/>		N/A
	<ul style="list-style-type: none"> Located within SELPA geographical boundaries 	<input type="checkbox"/>		N/A
	<ul style="list-style-type: none"> Provides current operating budget in accordance with Ed Code § 42130 and § 42131 	<input type="checkbox"/>		N/A
	<ul style="list-style-type: none"> Provides assurances that all will be instructed in safe environment 	<input type="checkbox"/>		N/A
	<ul style="list-style-type: none"> Provides copy of original charter petition and any amendments to SELPA 	<input type="checkbox"/>		N/A
	<ul style="list-style-type: none"> Responsible for any legal fees relating to application and assurances process 	<input type="checkbox"/>		N/A
	<ul style="list-style-type: none"> Meets the terms of the "Agreement Regarding the Organization, Implementation, Administration and Operation of the SELPA (Section 12-13, Appendix A) 	<input type="checkbox"/>		N/A

	<ul style="list-style-type: none"> Meets the terms of all SELPA policies and procedures 	<input type="checkbox"/>		N/A
	<ul style="list-style-type: none"> Charter fiscally responsible for fair share of any encroachment on general funds 	<input type="checkbox"/>		N/A
<input type="checkbox"/>	Petition includes the following assurances:		<input type="checkbox"/>	
	<ul style="list-style-type: none"> The charter will comply with all provisions of IDEA and plan for how it will comply 	<input type="checkbox"/>		77
	<ul style="list-style-type: none"> No student will be denied admission based on disability or lack of available services 	<input type="checkbox"/>		81
	<ul style="list-style-type: none"> The charter will include a description of the school's SST process as it relates to identification of students who may qualify for Special Education 	<input type="checkbox"/>		64-65; 78
<input type="checkbox"/>	Staff members providing special education services are appropriately credentialed		<input type="checkbox"/>	77
<input type="checkbox"/>	Any facility used by the school does not present physical barriers that would limit an eligible student's full participation in the educational and extracurricular programs		<input type="checkbox"/>	80-82
<input type="checkbox"/>	The charter school will assume full responsibility for appropriate accommodation to address the needs of any student		<input type="checkbox"/>	80
<input type="checkbox"/>	The responsibility of the school to provide special education, instruction and related serves to the students enrolled in the school regardless of students' district of residence		<input type="checkbox"/>	80-81
<input type="checkbox"/>	Specialized instruction and services available at the school		<input type="checkbox"/>	79
<input type="checkbox"/>	The provision of Designated Instruction and Services (DIS)		<input type="checkbox"/>	80
<input type="checkbox"/>	Special transportation for students whose IEPs indicate that service is necessary for the provision of FAPE		<input type="checkbox"/>	80
<input type="checkbox"/>	The procedures for ensuring that students are referred, assessed and served in a timely manner		<input type="checkbox"/>	64-65; 78
<input type="checkbox"/>	A description of the school's "Search and Service" procedures		<input type="checkbox"/>	78
<input type="checkbox"/>	The dispute resolution procedures that will apply to any disputes between educational entities, including the SELPA and LEA, regarding the provision of special education services in the charter school.		<input type="checkbox"/>	82
<input type="checkbox"/>	Petition describes process for notifying district of residence and chartering district when a special education student enrolls, becomes eligible, ineligible and/or leaves charter school		<input type="checkbox"/>	81
<input type="checkbox"/>	Overview of how special education funding and services will be provided by:		<input type="checkbox"/>	
	<ul style="list-style-type: none"> Charter School 	<input type="checkbox"/>		82
	<ul style="list-style-type: none"> Charter Granting Agency 	<input type="checkbox"/>		82
	<ul style="list-style-type: none"> SELPA 			82
<input type="checkbox"/>	Petition describes the transition to or from a district when a student with an IEP enrolls in, or transfers out of, the charter school		<input type="checkbox"/>	81
ii	Implementation of Section 504 of the Rehabilitation Act	Evidence	Addressed in Petition	Page
<input type="checkbox"/>	All eligible enrolled students will receive appropriate accommodations and modifications consistent with Section 504 of the Rehabilitation Act	<input type="checkbox"/>		82
<input type="checkbox"/>	No student "otherwise eligible to enroll in the charter school" will be denied enrollment due to disability, or the charter school's inability to provide necessary services	<input type="checkbox"/>		82
<input type="checkbox"/>	All staff members providing services to the student are familiar with the identified needs of the student	<input type="checkbox"/>		83
<input type="checkbox"/>	Any facility used by the school does not present physical barriers limiting eligible students' full participation in the educational and extracurricular program	<input type="checkbox"/>		82
<input type="checkbox"/>	The charter school will assume full responsibility for appropriate accommodations, modifications and services to address the needs of any student regardless of the student's district of residence	<input type="checkbox"/>		82-83
<input type="checkbox"/>	Includes plan and appropriate staffing for 504 compliance	<input type="checkbox"/>		83
iii	Implementation of Americans with Disabilities Act (ADA)	Evidence	Addressed in Petition	Page

<input type="checkbox"/>	Affirms charter's obligations to comply with ADA		<input type="checkbox"/>	74;82
<input type="checkbox"/>	Any facility used by charter will be ADA compliant		<input type="checkbox"/>	74;82
Strengths:				
Areas of Concern:				
Conclusions				
B	Measurable Student Outcomes - "Exit Outcomes" or "Graduation Standards"	Evidence	Addressed in Petition	Page
<input type="checkbox"/>	Pupil outcomes are measurable, i.e. specific assessments listed for each exit outcome.		<input type="checkbox"/>	
	How pupil outcomes will address state content and performance standards in core academics.	<input type="checkbox"/>		90-105
	Exit outcomes include acquisition of academic and non-academic skills.	<input type="checkbox"/>		104-105
	Concise (one page) list of exit outcomes encompass specific skills, not too vague.	<input type="checkbox"/>		N/A
	Affirmation that "benchmark" skills and specific classroom-level skills will be developed.	<input type="checkbox"/>		64-85
	Affirmation/description that exit outcomes will align to mission, curriculum and assessments.	<input type="checkbox"/>		105-107
	Affirmation that college-bound students wishing to attend California colleges or universities will have the opportunity to take courses that meet the "A-G" requirements.	<input type="checkbox"/>		N/A
	Lists school-wide student performance goals students will make over a given period of time, projected attendance, dropout, or graduation rate goals, etc.	<input type="checkbox"/>		Appendix E
	Acknowledges that exit outcomes and performance goals may need to be modified over time.	<input type="checkbox"/>		105-107
	If high school, graduation requirements defined.	<input type="checkbox"/>		N/A
	If high school, WASC accreditation standards addressed.	<input type="checkbox"/>		N/A
<input type="checkbox"/>	LCFF/LCAP Measurable Goals of the Education Program: Charter provides assurance that all identified subgroups will meet performance goals that are stated in the charter		<input type="checkbox"/>	Appendix E
<input type="checkbox"/>	Statement that pupil achievement measurements will include the elements listed below:		<input type="checkbox"/>	Appendix E
<input type="checkbox"/>	Alignment with state priorities 52060 (d) and description of <u>how</u> the charter will address all 8 state priorities		<input type="checkbox"/>	Appendix E
<input type="checkbox"/>	(A) Statewide assessments administered pursuant to Article 4 (commencing with Section 60640) of Chapter 5 of Part 33 or any subsequent assessment, as certified by the state board.		<input type="checkbox"/>	Appendix E
<input type="checkbox"/>	(B) The Academic Performance Index, as described in Section 52052/alternative academic performance data and documentation during suspension of API		<input type="checkbox"/>	Appendix E
<input type="checkbox"/>	(C) The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study that align with state		<input type="checkbox"/>	N/A

	board-approved career technical educational standards and frameworks,		
<input type="checkbox"/>	(D) The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test or any subsequent assessment of English proficiency, as certified by the state board.	<input type="checkbox"/>	Appendix E
<input type="checkbox"/>	(E) The English learner reclassification rate.	<input type="checkbox"/>	Appendix E
<input type="checkbox"/>	(F) The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher.	<input type="checkbox"/>	N/A
<input type="checkbox"/>	(G) The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program.	<input type="checkbox"/>	N/A
For Charter Renewal, EC 47607 (a)(3)(A) defines the most important factor is the <u>increase</u> in pupil academic achievement for <u>all groups</u> of students served by the charter school. The Minimum Threshold for Student Achievement:			
<input type="checkbox"/>	Provided evidence (including data and documentation) establishing that students have increased their academic achievement schoolwide and for all numerically significant pupil subgroups	<input type="checkbox"/>	Executive Summary
<input type="checkbox"/>	Evidence that the charter school served all students who wished to attend the school should there be sufficient space	<input type="checkbox"/>	Executive Summary
The High Achieving threshold for renewal per EC 47607(c)(2)(A):			
<input type="checkbox"/>	1. The charter school has received the highest two performance levels schoolwide on all the state indicators included on the Dashboard for which it receives performance levels; or	<input type="checkbox"/>	Executive Summary
<input type="checkbox"/>	2. For all measurements of academic performance (ELA, Math, English Language Proficiency, College/Career Readiness), the charter school has received performance levels that are the same or higher than the state average.	<input type="checkbox"/>	Executive Summary
The Low Achieving threshold for renewal per EC 47607.2(a)(1) - Denial:			
<input type="checkbox"/>	1. The charter school has received the lowest two performance levels schoolwide on all the state indicators included on the Dashboard for which it receives performance levels; or	<input type="checkbox"/>	N/A
<input type="checkbox"/>	2. For all measurements of academic performance (ELA, Math, English Language Proficiency, College/Career Readiness), the charter school has received performance levels that are the same or lower than the state average.	<input type="checkbox"/>	N/A
<input type="checkbox"/>	A charter may be renewed <u>only</u> if both of the following: the charter is making meaningful steps to address the underlying cause or causes of low performance <u>and</u> there is clear and convincing evidence that the school is making progress established by one year's growth for each year in school or strong post-secondary outcomes.	<input type="checkbox"/>	N/A
The Mid-Achieving threshold for renewal per EC 47607.2(b)(1):			
<input type="checkbox"/>	Review of dashboard state and local indicators, greater weight will be given to academic indicators	<input type="checkbox"/>	N/A
<input type="checkbox"/>	Verifiable data evidence of either: 1 year's growth per year in school or strong post-secondary outcomes	<input type="checkbox"/>	N/A
Strengths:			
Areas of Concern:			

Conclusions:

C	The Method by Which Pupil Progress in Meeting Outcomes Will be Measured	Evidence	Addressed in Petition	Page
	At least one assessment method or tool listed for each of the exit outcomes	<input type="checkbox"/>		99-104
	Assessments include multiple, valid and reliable measures using traditional/ alternative tools	<input type="checkbox"/>		99-104
	Chosen assessments are appropriate for standards and skills they seek to measure	<input type="checkbox"/>		90-104
	Affirmation/description of how assessments align to mission, exit outcomes, and curriculum	<input type="checkbox"/>		90-104
	Describes minimal required performance level necessary to attain each standard	<input type="checkbox"/>		90-104
	Outlines a plan for collecting, analyzing and reporting student/school performance data	<input type="checkbox"/>		90-104
	Method of measuring outcomes aligns with SARC		<input type="checkbox"/>	90-104
<input type="checkbox"/>	LCFF/LCAP Assurance that methods of assessment are aligned with measureable student outcomes		<input type="checkbox"/>	Appendix E
<input type="checkbox"/>	(A) Utilizes a variety of assessment tools that include multiple, valid and reliable measures using traditional/alternative tools appropriate to the skills, knowledge, or attitudes being assessed. Including, at a minimum tools that employ objective means of assessment.		<input type="checkbox"/>	Appendix E
<input type="checkbox"/>	(B) Include the annual assessment tools as required by state and federal assessments (CAASPP, ELPAC, etc.)		<input type="checkbox"/>	Appendix E
<input type="checkbox"/>	(C) Outlines a plan for collecting, analyzing, and reporting data continuously to monitor and improve the charter school's educational program.		<input type="checkbox"/>	Appendix E
<input type="checkbox"/>	(D) Presents a coherent plan for using student assessments data to evaluate and inform instruction on an on-going basis		<input type="checkbox"/>	Appendix E
<input type="checkbox"/>	(E) Committed plan to share performance information with students, families and public agencies		<input type="checkbox"/>	Appendix E
Strengths:				
Areas of Concern:				
Conclusions				
D	The location of each charter school facility that the petitioner proposes to operate.	Evidence	Addressed in Petition	Page
<input type="checkbox"/>	Describes the actual physical location/site for the school		<input type="checkbox"/>	N/A
<input type="checkbox"/>	Provides copy of notice given to school district in which it plans to operate at least 30 days prior to decision hearing		<input type="checkbox"/>	N/A
<input type="checkbox"/>	If opening another location, provides copy of notice given to school district in which it plans to operate at least 30 days prior to decision hearing		<input type="checkbox"/>	N/A
Strengths:				
Areas of Concern:				
Conclusions				
E	Governance Structure of School (Including Parental Involvement)	Evidence	Addressed in Petition	Page

<input type="checkbox"/>	Describes what role parents have in the governance of the school	<input type="checkbox"/>	112
<input type="checkbox"/>	Describes key features of governing structure (usually a board of directors) such as:	<input type="checkbox"/>	106-108
	<ul style="list-style-type: none"> Size/composition of board 	<input type="checkbox"/>	106
	<ul style="list-style-type: none"> Board committees or advisory councils 	<input type="checkbox"/>	107;114
	<ul style="list-style-type: none"> Board's scope of authority/responsibility/conflict of interest 	<input type="checkbox"/>	106-108
<input type="checkbox"/>	Status as a non-profit or public school	<input type="checkbox"/>	106
<input type="checkbox"/>	Tax exempt status	<input type="checkbox"/>	106
<input type="checkbox"/>	If non-profit, provisions for liability for debts	<input type="checkbox"/>	106
<input type="checkbox"/>	Has set of bylaws, policies or similar documents	<input type="checkbox"/>	Appendix A
<input type="checkbox"/>	Initial governing board members identified by name or the process used to select them and future board members	<input type="checkbox"/>	106-107
<input type="checkbox"/>	Clear description of school's legal status and determination of whether a board member from the charter-granting agency is on the board of the charter	<input type="checkbox"/>	106
<input type="checkbox"/>	Demonstrates compliance with Brown Act	<input type="checkbox"/>	5
<input type="checkbox"/>	Annual Review and Revision of the Local Control Accountability Plan (LCAP).	<input type="checkbox"/>	Appendix E
<input type="checkbox"/>	Detailed description of any relationship with for profits, including CMO/EMO	<input type="checkbox"/>	N/A
<input type="checkbox"/>	Compliance with transparency and public accountability	<input type="checkbox"/>	5
	<ul style="list-style-type: none"> Public Records Act 	<input type="checkbox"/>	5
	<ul style="list-style-type: none"> Political Reform Act of 1974 	<input type="checkbox"/>	5
	<ul style="list-style-type: none"> Government Code 1090 et seq. 	<input type="checkbox"/>	5
	<ul style="list-style-type: none"> Brown Act 	<input type="checkbox"/>	5

Strengths:**Areas of Concern:****Conclusions**

F	Qualifications to be Met by Individuals to be Employed by The School	Evidence	Addressed in Petition	Page
	Identifies roles and functions of staff members (including...) <ul style="list-style-type: none"> Job Descriptions for Positions Identifies key staff positions with the charter school 	<input type="checkbox"/>		109; 116-120
	Process for staff selection	<input type="checkbox"/>		116
	Procedure for adequate background checks	<input type="checkbox"/>		122
	Salaries and benefits for all employees	<input type="checkbox"/>		116
	Measures of assessment of performance	<input type="checkbox"/>		Appendix G
<input type="checkbox"/>	Describes specific key qualifications (knowledge, experience, education, certification, etc.) sufficient to ensure the health and safety of pupils and staff.	<input type="checkbox"/>		123
<input type="checkbox"/>	Defines "core, college preparatory" teachers/affirms they will hold appropriate credentials (Commission on Teacher Credentialing Certificate/Permit) <ul style="list-style-type: none"> Identifies whether these teachers will teach only within the restrictions of their credentials 		<input type="checkbox"/>	117

<input type="checkbox"/>	Identifies any non-core, non-college prep teaching positions staffed by non-certified teachers and their qualifications, understanding that no flexibility is given to countywide charter schools on credentialing requirements – ALL teachers must have appropriate credentials during school day for instructional minutes	<input type="checkbox"/>		116
	The credentials/qualifications of other charter school staff (e.g., counselors, librarians, administrators, nurses and others)	<input type="checkbox"/>		116
	Statement of acknowledgment that all employees, even if not public, are subject to state and federal employment laws	<input type="checkbox"/>		122
	Explains how teachers will learn the curricula	<input type="checkbox"/>		120-121
Strengths:				
Areas of Concern:				
Conclusions				
G	Health and Safety Procedures	Evidence	Addressed in Petition	Page
<input type="checkbox"/>	Affirms that each employee will furnish the school with a criminal record summary		<input type="checkbox"/>	122
<input type="checkbox"/>	Outlines specific health and safety practices addressing such key areas as:	<input type="checkbox"/>		126; Appendix H
	• Seismic safety (structural integrity and earthquake preparedness)	<input type="checkbox"/>		Appendix H
	• Natural disasters and emergencies	<input type="checkbox"/>		Appendix H
	• Immunizations, health screenings, administration of medications, employee TB testing	<input type="checkbox"/>		123
	• Tolerance for use of drugs and/or tobacco	<input type="checkbox"/>		Appendix H
	• Staff training on emergency and first aid response	<input type="checkbox"/>		Appendix H
	• Description of the charter school's safety plan and disaster preparedness plan	<input type="checkbox"/>		Appendix H
	References/accompanied by more detailed set of health and safety related policies/procedures	<input type="checkbox"/>		Appendix H
<input type="checkbox"/>	Method for conducting criminal background checks in potential employees, contractors, and volunteers as required by law to ensure that the charter does not hire any person who has been convicted of a violent serious felony		<input type="checkbox"/>	122-123
Strengths:				
Areas of Concern:				
Conclusions				
H	Means to Achieve a Reflective Racial and Ethnic Balance	Evidence	Addressed in Petition	Page

<input type="checkbox"/>	Lists several specific practices/policies likely to lead to a diverse applicant pool/enrollment: practices and policies appear to be selected to target relevant racial and ethnic, special education, and English Learner groups	<input type="checkbox"/>		130-137
	<ul style="list-style-type: none"> Describes the means by which the school will achieve, or has achieved, racial and ethnic balance which is reflected of the district/COE's general student population 	<input type="checkbox"/>		130-137
<input type="checkbox"/>	Renewal: Includes racial and ethnic make-up data and identifies means charter will use to address any underrepresented populations	<input type="checkbox"/>		130-137

Strengths:**Areas of Concern:****Conclusions**

I	Financial Audit	Evidence	Addressed in Petition	Page
<input type="checkbox"/>	Procedure to select and retain independent auditor	<input type="checkbox"/>		138-139
<input type="checkbox"/>	Qualifications of independent auditor	<input type="checkbox"/>		138-139
<input type="checkbox"/>	Audit will employ generally accepted accounting procedures	<input type="checkbox"/>		138-139
<input type="checkbox"/>	Describe specific scope of audit	<input type="checkbox"/>		138-139
<input type="checkbox"/>	Timing of audit and to whom it will be sent	<input type="checkbox"/>		138-139
<input type="checkbox"/>	Process for resolving audit exceptions and deficiencies to satisfaction of granting agency	<input type="checkbox"/>		138-139
<input type="checkbox"/>	Describes manner in which the audit will be made public	<input type="checkbox"/>		138-139
<input type="checkbox"/>	Describes manner in which the charter school will keep track of financial data and compile information in the prescribed format needed for the annual statement of receipts and expenditures for the prior fiscal year that is due to the authorizing board by Sept. 15 of each year		<input type="checkbox"/>	138-139
<input type="checkbox"/>	Proof of knowledge of requirement and the process by which charter school will submit quarterly financial reports to its chartering authority and the county superintendent of schools (required by AB 1137)		<input type="checkbox"/>	138-139
<input type="checkbox"/>	Describes services the charter intends to contract out to the district/SCCOE or another provider (if not included in a memorandum of understanding)	<input type="checkbox"/>		N/A

Strengths:**Areas of Concern:****Conclusions**

J	Pupil Suspension Expulsion	Evidence	Addressed in Petition	Page
<input type="checkbox"/>	Includes new legal language in header and throughout the section	<input type="checkbox"/>		
<input type="checkbox"/>	Student code of conduct and process by which this information is given to students and parents/guardians	<input type="checkbox"/>		141; Appendix F
<input type="checkbox"/>	Procedure for involving parents, students and staff in designing and implementing a discipline policy	<input type="checkbox"/>		140-141
<input type="checkbox"/>	Detailed process by which student may be suspended or expelled or involuntarily removed for any reason		<input type="checkbox"/>	142-149
<input type="checkbox"/>	Describes disciplinary steps to be taken prior to suspension or expulsion	<input type="checkbox"/>		Appendix F
<input type="checkbox"/>	Identifies the offenses for which students in the charter school must (where non-discretionary) and may (where discretionary) be suspended and, separately, the	<input type="checkbox"/>		142-149

	offenses for which students in the charter school must (where non-discretionary) or may (where discretionary) be expelled, providing evidence that the petitioners' reviewed the offenses for which students must or may be suspended or expelled in non-charter public schools, and provide evidence that the charter petitioners believe their proposed lists of offenses and procedures provide adequate safety for students, staff, and visitors to the school and serve the best interests the school's pupils and their parents (guardians).			
<input type="checkbox"/>	Identifies the detailed procedures by which pupils can be suspended or expelled.		<input type="checkbox"/>	142-159
<input type="checkbox"/>	Identify the procedures by which parents, guardians, and pupils will be informed about reasons for suspension or expulsion and of their due process rights in regard to suspension or expulsion.		<input type="checkbox"/>	150
<input type="checkbox"/>	Provide for due process for all pupils and demonstrate an understanding of the rights of pupils with disabilities in regard to suspension and expulsion, including by providing specific additional or special procedures applicable to pupils with disabilities or for whom the charter school has a basis of knowledge the student might be disabled.		<input type="checkbox"/>	149;159
<input type="checkbox"/>	Outline how detailed policies and procedures regarding suspension and expulsion will be periodically reviewed, including, but not limited to, periodic review and (as necessary) modification of the lists of offenses for which students are subject to suspension or expulsion, with clear understanding that any modifications are permitted only through the material revision process.	<input type="checkbox"/>		141
<input type="checkbox"/>	What educational alternative, if any, will be provided to students who were suspended or expelled	<input type="checkbox"/>		155
<input type="checkbox"/>	Describes who or what body will be responsible for final suspension/expulsion decisions	<input type="checkbox"/>		154-155
<input type="checkbox"/>	Describes appeal procedures	<input type="checkbox"/>		155-157
<input type="checkbox"/>	Identifies process by which the charter school will notify the superintendent of the school district of the expelled student's last known address within 30 days and send a copy of student's cumulative record, including transcripts of grades and health records to the school district		<input type="checkbox"/>	4
<input type="checkbox"/>	Outlines or describes strong understanding of relevant laws protecting constitution rights of students, generally, and of disabled and other protected classes of students	<input type="checkbox"/>		140
<input type="checkbox"/>	Policies balance students' rights to due process with responsibility to maintain a safe learning environment	<input type="checkbox"/>		142-159
<input type="checkbox"/>	Explains how the charter school will comply with federal and state constitutional procedural and substantive due process requirements consistent with: <ol style="list-style-type: none"> 1. Suspension of less than 10 days includes notice of the charges, an explanation of the evidence supporting the charges, and an opportunity for the pupil to present his/her side of the story. 2. For suspensions of more than 10 days and all expulsions: <ol style="list-style-type: none"> a. Timely written notice of the charges and the pupil's rights. b. A hearing before a neutral officer within a reasonable number of days, including a fair opportunity for the pupil to present testimony, evidence, and witnesses; confront and cross-examine adverse witnesses, and bring legal counsel or advocate. c. Contain the statement required by Education Code concerning requirements for involuntary removal for any reason. 		<input type="checkbox"/>	149-159
<input type="checkbox"/>	Explains how resident school district or COE will be involved in disciplinary matters	<input type="checkbox"/>		N/A
Strengths:				
Areas of Concern:				
Conclusions				
K	Staff Retirement System	Evidence	Addres sed in Petition	Page
<input type="checkbox"/>	Statement of whether staff will participate in STRS, PERS, or Social Security (if STRS, then all teachers must do so)		<input type="checkbox"/>	160
<input type="checkbox"/>	Specifies which retirement system for each position		<input type="checkbox"/>	160
<input type="checkbox"/>	Identifies the position responsible for ensuring appropriate arrangements for coverage have been made and complied with		<input type="checkbox"/>	160

Relationship between teachers and district/county bargaining unit	<input type="checkbox"/>		N/A
Process by which salaries, benefits, working conditions and items, i.e., calendars, holidays, vacations, work day and year will be determined	<input type="checkbox"/>		Appendix G
Labor procedures which will be applied to employees	<input type="checkbox"/>		N/A
Process for resolving complaints/grievances	<input type="checkbox"/>		Appendix G
Process for ensuring due process	<input type="checkbox"/>		Appendix G
Manner by which staff members will be covered by STRS, PERS, Social Security or Medicare	<input type="checkbox"/>		Appendix G
Process for staff recruitment, selection, evaluation and termination	<input type="checkbox"/>		Appendix G
Procedure for processing and monitoring credentials if required	<input type="checkbox"/>		Appendix G
<input type="checkbox"/> Establish compliance with Ed Code 47611		<input type="checkbox"/>	162

Strengths:**Areas of Concern:****Conclusions**

L	Dispute Resolution Process	Evidence	Addressed in Petition	Page
<input type="checkbox"/>	Outlines a simple process for charter and granting agency to settle disputes	<input type="checkbox"/>		163-165
	Process indicates whether it is binding on school or granting agency/fair process	<input type="checkbox"/>		163
	Step by step process for identifying/framing dispute points	<input type="checkbox"/>		163-164
	<ul style="list-style-type: none"> Whether internal charter disputes may be brought to granting agency 	<input type="checkbox"/>		165
	<ul style="list-style-type: none"> Identifies specific parties to be involved at each step 	<input type="checkbox"/>		163-164
	<ul style="list-style-type: none"> Basic rules at each step 	<input type="checkbox"/>		163-164
	<ul style="list-style-type: none"> Which results are binding 	<input type="checkbox"/>		163-164
<input type="checkbox"/>	Includes SCCOE's required dispute resolution process – <i>should be updated for renewals to include SCCOE's process</i>	<input type="checkbox"/>		163-164

Strengths:**Areas of Concern:****Conclusions**

M	Admissions Policies and Procedures Consistent with 47605.6(e)	Evidence	Addressed in Petition	Page
<input type="checkbox"/>	Mandatory assurances regarding non-discriminatory admission procedures		<input type="checkbox"/>	134
<input type="checkbox"/>	<p>Clearly describes admissions procedures, including any preferences</p> <ul style="list-style-type: none"> Identifies that the charter school will give preference to pupils who reside in the district and how the charter school will employ this preference Preferences will be approved at a public hearing and cannot be changed without a material revision Preferences consistent with federal, state law <p>Preferences will not result in limiting access for students with disabilities, academically low-achieving, English Learners, neglected or delinquent pupils, homeless pupils,</p>		<input type="checkbox"/>	135-136

	economically disadvantaged pupils, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation			
	Includes a copy of an annual parent/student contract and/or handbook, if available	<input type="checkbox"/>		Appendix F
<input type="checkbox"/>	Includes detailed description of the admissions procedure, including how any public random drawing is implemented, including the steps in the process and how any preferences are applied.		<input type="checkbox"/>	135
	Provides application and admission timelines	<input type="checkbox"/>		135
<input type="checkbox"/>	Specifies all information to be requested on any application		<input type="checkbox"/>	135
<input type="checkbox"/>	Specifies when and how parents will be notified on application and annually that volunteerism is not required for acceptance to or continued enrollment at the charter School		<input type="checkbox"/>	135

Note that with regard to student recruitment, charter schools cannot recruit students in any way that discriminates against students on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in 422.55 of the Penal Code, including immigration status, or association with such persons. In advertising for students, charter schools are required by federal law to distribute materials in ways that effectively reach all segments of the parent community. Charter schools must also be sure to safeguard the rights of parents/guardians who are limited-English proficient, providing materials in languages other than English in order to communicate effectively with all parent groups. Similarly, in recruiting students of parents/guardians with disabilities, outreach materials should be available upon request in various alternative formats (such as Braille or large print, or in public meetings where interpreters are available).

Strengths:

Areas of Concern:

Conclusions

N	Attendance Alternatives	Evidence	Addressed in Petition	Page
<input type="checkbox"/>	States that students may attend other district schools or pursue an inter-district transfer in accordance with existing enrollment and transfer policies of their district or county of residence or description of other attendance alternatives		<input type="checkbox"/>	161
<input type="checkbox"/>	Specifies that attendance at charter does not grant right of attendance in district or SCCOE schools or programs		<input type="checkbox"/>	161

Strengths:

Areas of Concern:

Conclusions

O	Description of Employee Rights	Evidence	Addressed in Petition	Page
<input type="checkbox"/>	Description of employee rights upon leaving school district		<input type="checkbox"/>	
	<ul style="list-style-type: none"> Acknowledgment whether collective bargaining contract in sponsor district will be controlling 	<input type="checkbox"/>		N/A
	<ul style="list-style-type: none"> Whether and how charter school staff may resume employment within the district 	<input type="checkbox"/>		162
	Sick/vacation leave (ability to carry it over to and from charter school)	<input type="checkbox"/>		Appendix G
	<ul style="list-style-type: none"> Whether charter school staff will continue to earn service credit (tenure) in district while at charter school 	<input type="checkbox"/>		Appendix G

• How employees will be paid (e.g. salaried, hourly, etc.)	<input type="checkbox"/>		Appendix G
• Describes employee benefits	<input type="checkbox"/>		Appendix G
• Identifies intended employment status of charter school employees	<input type="checkbox"/>		Appendix G
• Identifies whether the charter school will be responsible for the payment of social security and applicable taxes for charter school employees	<input type="checkbox"/>		Appendix G
• Describes how rights will be communicated to prospective employees	<input type="checkbox"/>		Appendix G

Strengths:**Areas of Concern:****Conclusions**

P	Closure of Charter School	Evidence	Addressed in Petition	Page
<input type="checkbox"/>	Outlines an adequate process to be used if the charter school closes		<input type="checkbox"/>	166-167
<input type="checkbox"/>	Process includes a final audit of the charter school that includes specific plans for disposition of all assets and liabilities of the charter school and for the maintenance and transfer of public records, including pupil records (per code)		<input type="checkbox"/>	166-167
<input type="checkbox"/>	Process must, at a minimum, comply with all requirements of Cal. Code of Regs., title 5, section 11962.	<input type="checkbox"/>		166-167

Strengths:**Areas of Concern:****Conclusions****REQUIRED SUPPLEMENTAL INFORMATION: Education Code § 47605.6(h)**

i	Administrative Services	Evidence	Addressed in Petition	Page
<input type="checkbox"/>	Describes how charter administrative services will be acquired or provided		<input type="checkbox"/>	171
<input type="checkbox"/>	Describes how the day-to-day administrative operations will be handled	<input type="checkbox"/>		169

Strengths:**Areas of Concern:****Conclusions**

ii	Civil Liability	Evidence	Addressed in Petition	Page
<input type="checkbox"/>	Did the petitioners provide information regarding the potential civil liability effects, if any, upon the school, and the school district where the charter school operates or proposes to operate and upon the county board of education and SCCOE?		<input type="checkbox"/>	171-172
<input type="checkbox"/>	Appropriate insurance coverage in conformance with SCCOE risk management standards		<input type="checkbox"/>	171
<input type="checkbox"/>	Indemnification/defense/hold harmless of SCCOE		<input type="checkbox"/>	172

Strengths:**Areas of Concern:****Conclusions**

iii	Financial Plan	Evidence	Addressed in Petition	Page
<input type="checkbox"/>	First year operational budget includes:		<input type="checkbox"/>	N/A
<input type="checkbox"/>	• Start-up costs		<input type="checkbox"/>	N/A
<input type="checkbox"/>	Cash flow for first three years		<input type="checkbox"/>	N/A
<input type="checkbox"/>	Financial projections for first three years		<input type="checkbox"/>	N/A
Strengths:				
Areas of Concern:				
Conclusions				
iv	Labor Relations	Evidence	Addressed in Petition	Page
<input type="checkbox"/>	Specifies whether charter or local school district will be employer for EERA purposes		<input type="checkbox"/>	N/A
<input type="checkbox"/>	Specifies whether it is the charter school or the corporation that will be the employer	<input type="checkbox"/>		N/A
<input type="checkbox"/>	Evidences charter's clear understanding that employees are not required to engage in collective bargaining, but they have that right if they choose to do so.	<input type="checkbox"/>		N/A
Strengths:				
Areas of Concern:				
Conclusions				
v	Planning Assumptions	Evidence	Addressed in Petition	Page
<input type="checkbox"/>	• Number/types of students	<input type="checkbox"/>		N/A
<input type="checkbox"/>	• Number of staff	<input type="checkbox"/>		N/A
<input type="checkbox"/>	• Teacher/student ratio	<input type="checkbox"/>		N/A
<input type="checkbox"/>	• Facilities needs	<input type="checkbox"/>		N/A
<input type="checkbox"/>	• Whether the charter school will participate in the National School Lunch Program	<input type="checkbox"/>		N/A
<input type="checkbox"/>	• Costs of all major items are identified and within reasonable market ranges	<input type="checkbox"/>		N/A
<input type="checkbox"/>	• Revenue assumptions in line with state and federal funding guidelines	<input type="checkbox"/>		N/A
<input type="checkbox"/>	• Revenue from "soft sources" (e.g., donations, grants and fundraisers) less than 10% of ongoing operational costs	<input type="checkbox"/>		N/A
<input type="checkbox"/>	• Timeline allows window for grant applications to be submitted and funded	<input type="checkbox"/>		N/A
Strengths:				
Areas of Concern:				
Conclusions				
vi	Start-Up Costs (New petitions only)	Evidence	Addressed in Petition	Page
<input type="checkbox"/>	• Clearly identifies most major start-up costs	<input type="checkbox"/>		N/A
<input type="checkbox"/>	• Staffing	<input type="checkbox"/>		N/A
<input type="checkbox"/>	• Facilities	<input type="checkbox"/>		N/A

<input type="checkbox"/>	• Equipment and Supplies	<input type="checkbox"/>		N/A
<input type="checkbox"/>	• Professional Services	<input type="checkbox"/>		N/A
<input type="checkbox"/>	• Assumptions in line with overall school design plan	<input type="checkbox"/>		N/A
<input type="checkbox"/>	• Identifies potential funding source that could or would fund these costs	<input type="checkbox"/>		N/A
<input type="checkbox"/>	• Timeline allows for grant and fundraising	<input type="checkbox"/>		N/A

Strengths:

Areas of Concern:

Conclusions

vii	Annual Operating Budget	Evidence	Addressed in Petition	Page
<input type="checkbox"/>	• Annual revenues and expenditures clearly identified by source and expenditures are clearly identified by destination (i.e. object codes).	<input type="checkbox"/>		Budget Narrative
<input type="checkbox"/>	• Revenue assumptions closely related to applicable state and federal funding formulas	<input type="checkbox"/>		Budget Narrative
<input type="checkbox"/>	• Expenditure assumptions reflect school design plan	<input type="checkbox"/>		Budget Narrative
<input type="checkbox"/>	• Expenditure assumptions reflect prevailing or market costs	<input type="checkbox"/>		Budget Narrative
<input type="checkbox"/>	• "Soft" revenues (e.g. fund-raises and grants) are not critical to solvency	<input type="checkbox"/>		Budget Narrative
<input type="checkbox"/>	• Strong reserve or projected ending balance (the larger of 2–5% of expenditure or \$25,000)	<input type="checkbox"/>		Budget Narrative
<input type="checkbox"/>	• If first year is not in balance, the long-term plan identifies solvency in future years and sources of capital sufficient to cover deficits until year budget is projected to balance.	<input type="checkbox"/>		N/A
<input type="checkbox"/>	• Budget clearly indicates restricted versus general operating/flexible funds.	<input type="checkbox"/>		Budget Narrative
<input type="checkbox"/>	• Expenditure for sufficient insurance to name SCCOE as also insured/hold harmless agreement	<input type="checkbox"/>		Budget Narrative
<input type="checkbox"/>	• Expenditure sufficient for reasonably expected legal services	<input type="checkbox"/>		Budget Narrative
<input type="checkbox"/>	• Expenditure for Special Education excess costs consistent with current experience in county	<input type="checkbox"/>		Budget Narrative
<input type="checkbox"/>	• Description of all insurance the charter school will purchase, complete with annual cost	<input type="checkbox"/>		Budget Narrative
<input type="checkbox"/>	• First year budget premised on realistic year 1 ADA	<input type="checkbox"/>		N/A

Strengths:

Areas of Concern:

Conclusions

viii	Cash Flow Analysis	Evidence	Addressed in Petition	Page

<input type="checkbox"/>	• Monthly projection of revenue receipts in line with state/federal funding disbursements	<input type="checkbox"/>		Cash Flow Projections
<input type="checkbox"/>	• Expenditures projected by month and correspond with typical/reasonable schedules	<input type="checkbox"/>		Cash Flow Projections
<input type="checkbox"/>	• Show positive fund balance each month and/or identify sources of working capital	<input type="checkbox"/>		Cash Flow Projections

Strengths:

Areas of Concern:

Conclusions

ix	Long-term Plan	Evidence	Addressed in Petition	Page
<input type="checkbox"/>	• Projects revenues and expenditures for at least three additional years (in addition to first year budget).	<input type="checkbox"/>		Budget Narrative
<input type="checkbox"/>	• Revenue assumptions based on reasonable potential growth in state and federal revenues	<input type="checkbox"/>		Budget Narrative
<input type="checkbox"/>	• Revenue assumptions based on reasonable student growth projections	<input type="checkbox"/>		Budget Narrative
<input type="checkbox"/>	• Expenditure projections are inflated by reasonable cost-of-living and inflation assumptions and school growth assumptions.	<input type="checkbox"/>		Budget Narrative
<input type="checkbox"/>	• Projected annual fund balances are positive or likely sources of working capital are identified to cover projected deficits.	<input type="checkbox"/>		Budget Narrative

Strengths:

Areas of Concern:

Conclusions

x	District Impact Statement	Evidence	Addressed in Petition	Page
	• Does the charter include an impact statement?	<input type="checkbox"/>		N/A
	• Provides estimated numbers of students anticipated to enroll	<input type="checkbox"/>		N/A
	• Identify whether or not will request district-owned facilities	<input type="checkbox"/>		N/A

Strengths:

Areas of Concern:

Conclusions

xi	Grade Level, Geographic and Site Limitations	Evidence	Addressed in Petition	Page
	• Does the Petition demonstrate that it will operate a single charter school within the geographic jurisdiction of the school district	<input type="checkbox"/>		N/A
	◦ If not, does the Petition demonstrate any basis for an exception	<input type="checkbox"/>		N/A
	• Does the Petition identify where the school will operate	<input type="checkbox"/>		N/A

<ul style="list-style-type: none"> Does the Petition demonstrate that it will not serve grade levels not served by this district unless it serves all of the grade levels 		<input type="checkbox"/>		N/A
Strengths:				
Areas of Concern:				
Conclusions				
xii	Annual Financial Report	Evidence	Addres sed in Petitio n	Page
<ul style="list-style-type: none"> Does the Petition demonstrate that the charter school shall provide the authorizer with a copy of an annual financial report in a format prescribed by the State Superintendent of Public Instruction? 		<input type="checkbox"/>		168
Strengths:				
Areas of Concern:				
Conclusions				
xiii	Facilities / Transportation	Evidence	Addres sed in Petitio n	Page
<input type="checkbox"/>	<ul style="list-style-type: none"> Specify where school intends to be located and describes facilities to be used by the charter school. 	<input type="checkbox"/>		N/A
<input type="checkbox"/>	<ul style="list-style-type: none"> Present a written agreement (a lease or similar document) indicating the charter school's right to use the principal school site identified by the petitioners for at least the first year of the charter school's operation and evidence that the facility will be adequate for the charter school's needs. Not later than June 1, present a written agreement (or agreements) indicating the charter school's right to use any ancillary facilities planned for use in the first year of operation (any ancillary facilities or additional sites must be approved with Charter or by a material revision). 	<input type="checkbox"/>		N/A
<input type="checkbox"/>	<ul style="list-style-type: none"> Present evidence that the facility is located in an area properly zoned for operation of a school and has been cleared for student occupancy by all appropriate local authorities. 	<input type="checkbox"/>		N/A
<input type="checkbox"/>	<ul style="list-style-type: none"> Transportation arrangements, if any, including compliance with IDEA and McKinney Vento (Note that if charter schools provide transportation to and/or from school or while at school, they may be subject to state and federal laws governing vehicles, drivers, etc.) 	<input type="checkbox"/>		N/A
Strengths:				
Areas of Concern:				
Conclusions				
xiv	Insurance Coverage	Evidence	Addres sed in Petitio n	Page
<input type="checkbox"/>	Describes minimum insurance coverage consistent with SCCOE risk management requirements	<input type="checkbox"/>		169-170
<input type="checkbox"/>	<ul style="list-style-type: none"> Not later than June 1, (or such earlier time as charter school may employ individuals or acquire or lease property or facilities for which insurance would be customary), submit documentation of adequate insurance coverage, including liability insurance, which shall be based on the type and amount of insurance coverage maintained in similar settings. 	<input type="checkbox"/>		169-170
<input type="checkbox"/>	<ul style="list-style-type: none"> Liability of district/county to handle payments if charter school defaults: 	<input type="checkbox"/>		169-170

<ul style="list-style-type: none"> • for schools organized pursuant to Non-Profit Benefit Corporation Law • for schools not covered by Non-Profit Benefit Corporation Law • AB 1994 • General Assurances "Boiler Plate" Language 			
<input type="checkbox"/> Indemnification/Defense/Hold Harmless of SCCOE consistent with SCCOE risk management requirements.	<input type="checkbox"/>		170
Strengths:			
Areas of Concern:			
Conclusions			