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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JUN 03 2024

CHARTER SCHOOLS DEPARTMENT

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Santa Clara County Office of Education

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.	☑ YES ☐ 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.	☑ YES ☐ 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.	☐ YES ☑ 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.	☑ YES ☐ 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: Bullis Charter School

Name & Title of Lead Petitioner	DATE	Signature of Lead Petitioner
Maureen Israel - Superintendent/ Principal	6/3/24	
Mefula Fairley, Exec. Dir. CSV.	6/3/24	
Name & Title of County Personnel Receiving Petition	DATE	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)]

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- 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

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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

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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 Code[1] 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.

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	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_ Schooltyp	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/perfcat24.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:

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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

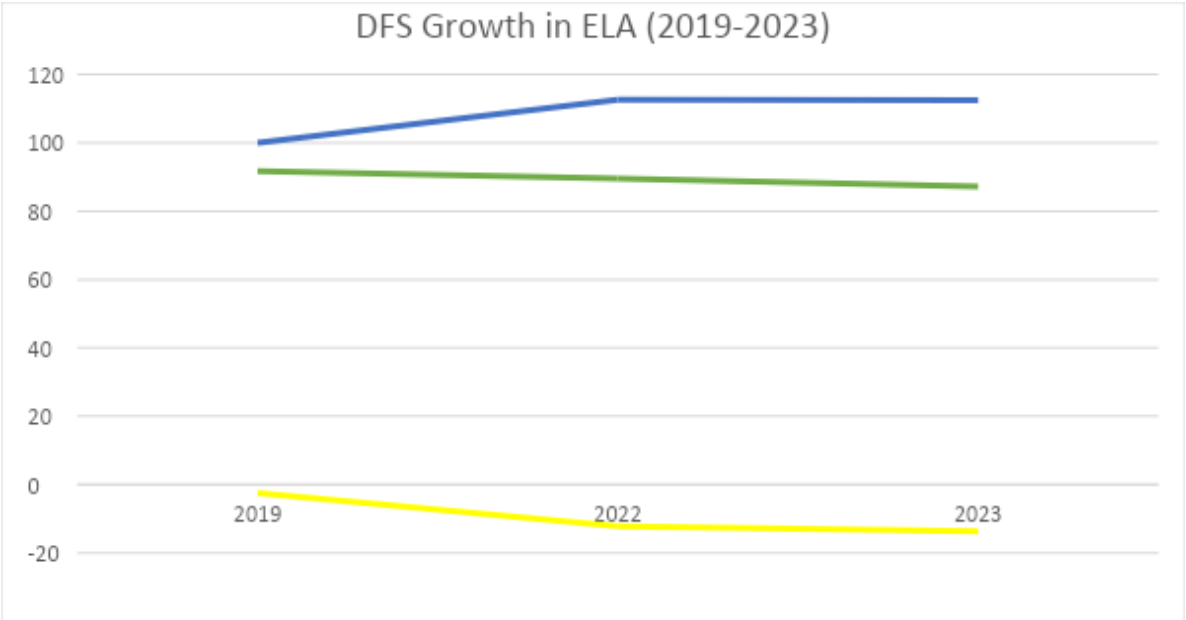
Rank	School	DFS
1	Bullis Charter School	128.5
2	Covington Elementary	113.7
3	Georgina P. Blach Junior High	108.2
4	Springer Elementary	107
5	Oak Avenue Elementary	101.4
6	Almond Elementary	87.1
7	Loyola Elementary	85.5
8	Ardis G. Egan Junior High	81.4
9	Gardner Bullis Elementary	77.6
10	Santa Rita Elementary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

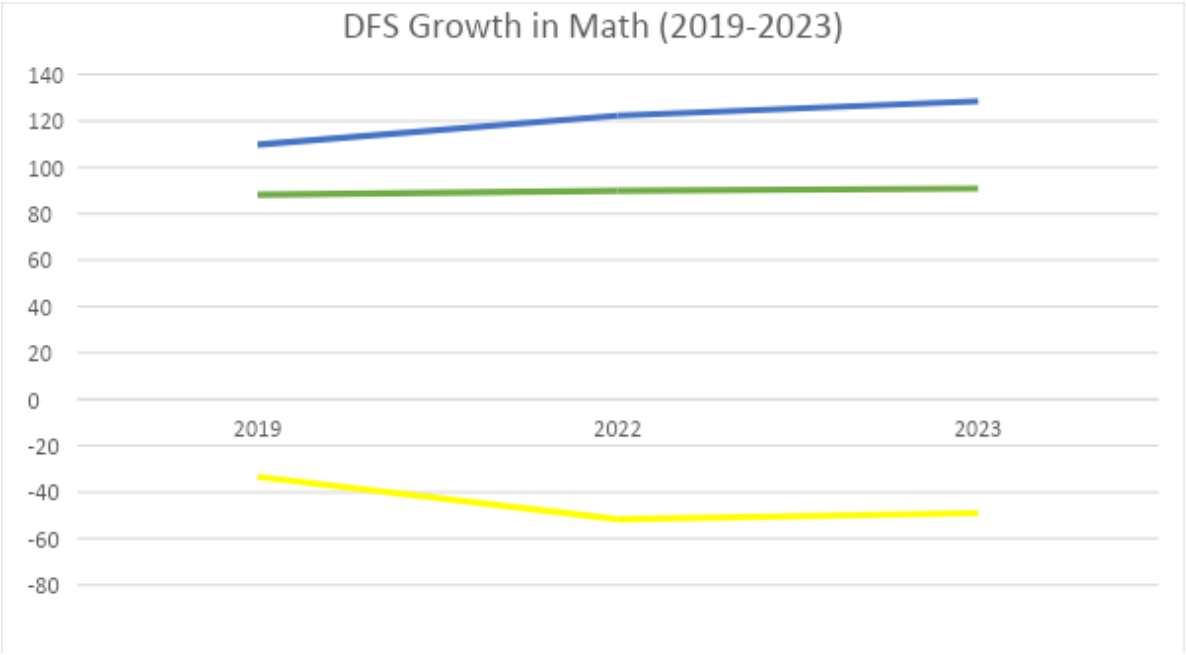
In fact, out of all 62 charter schools in all of Santa Clara County in the 2022-23 school year, Bullis has the highest DFS in ELA and math. Further, out of 1,272 charter schools in California, in the 2022-23 school year, Bullis achieved the 6th highest DFS in ELA and the 2nd highest DFS

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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:



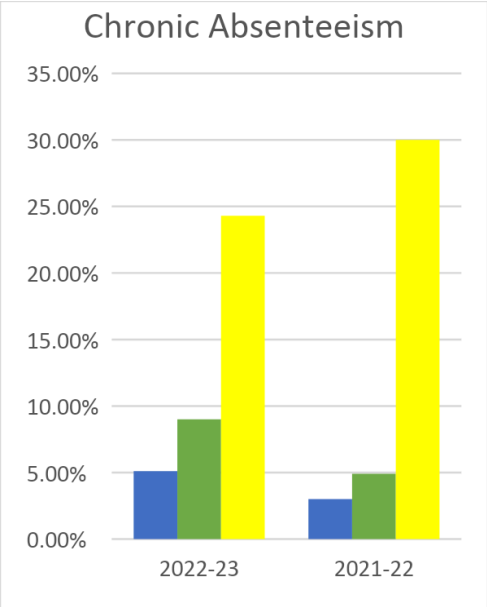


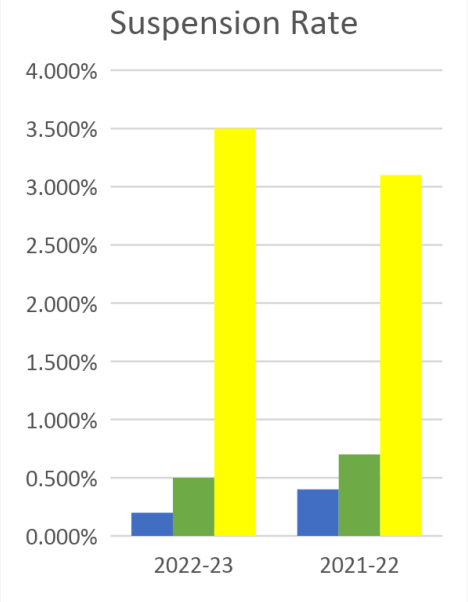


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Further, while not legally determinative of Bullis' classification as a "High Performing – Criteria 2" charter school, on nonacademic Dashboard measures addressing chronic absenteeism and suspension rate, Bullis also outperformed both the State and 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

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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

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2022 Subgroups

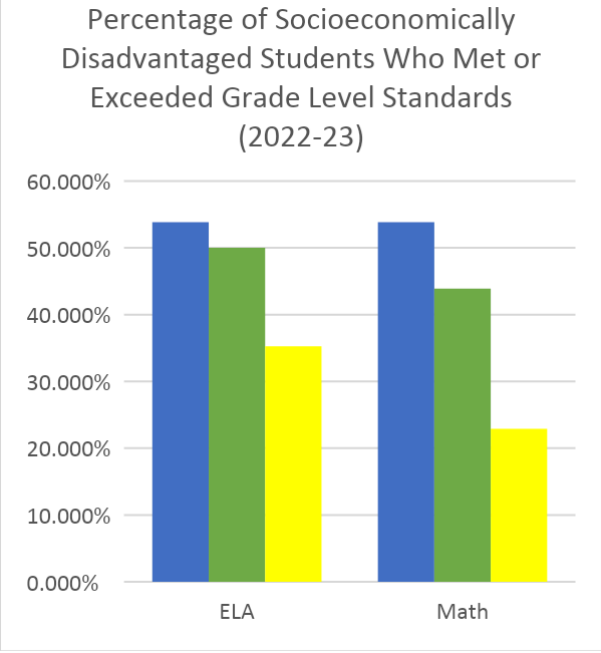
ELA – Performance Level and DFS

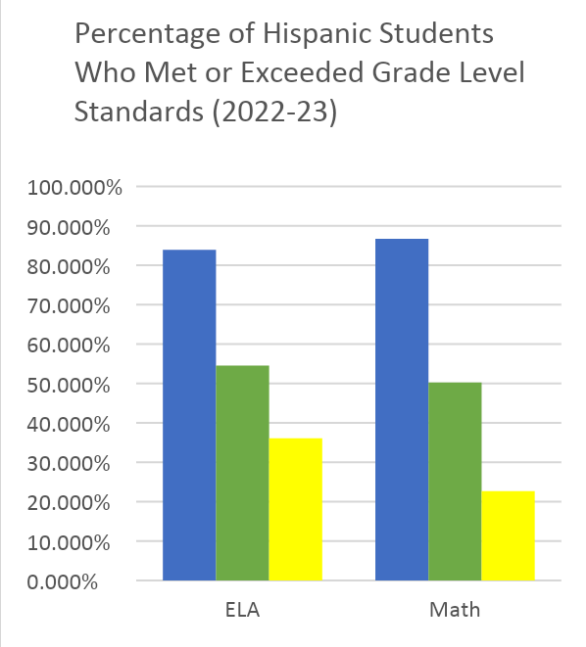
	Bullis	LASD	State
English Learners	(Very high) 90.5	(High) 20.9	(Low) -61.2
Students With Disabilities	(High) 31.8	(Low) -12.6	(Very low) -97.3
Hispanic	109.6^	(Medium) 7.8	(Low) 38.6

Math – Performance Level and DFS

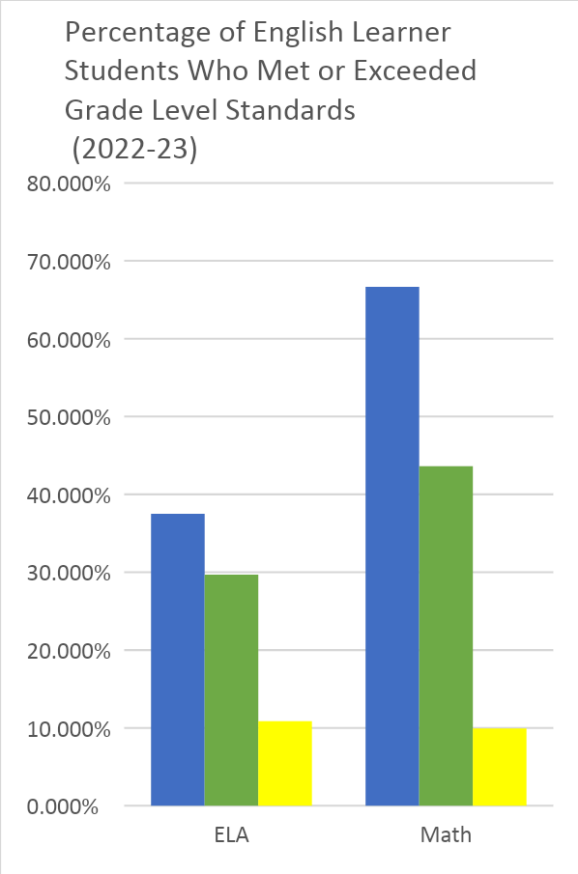
	Bullis	LASD	State
English Learners	(Very high) 108.3	(High) 23.2	(Low) -92
Students With Disabilities	(Very high) 48.9	(Medium) -17.3	(Very low) -130.8
Hispanic	107.9^	(Medium) -16.6	(Low) -83.4

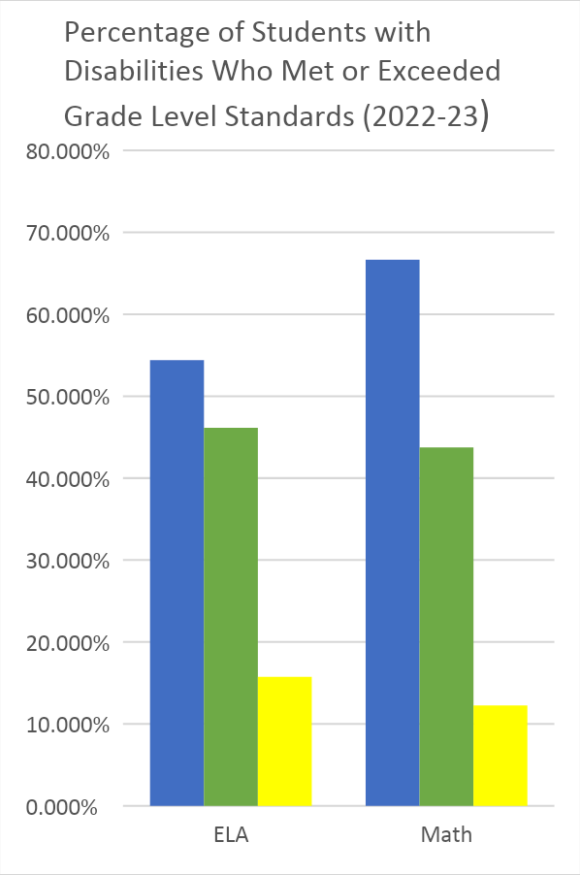
Furthermore, as to just those students classified as socioeconomically disadvantaged, Hispanic, disabled, and English learners, Bullis outperformed both the State and the District in the 2022-23 school year, as measured by the percentage of students who met or exceeded grade level standards in ELA and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





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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

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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.

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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).

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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

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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.

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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.

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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.		

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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

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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					
M	T	W	Th	F	
1	2	3	4	5	Independence Day – 7/4
8	9	10	11	12	
15	16	17	18	19	
22	23	24	25	26	0 Instructional Days
29	30	31			

August 2024					
M	T	W	Th	F	
			1	2	New Staff Development – 8/1-8/2
5	6	7	8	9	Staff Development – 8/5-8/13
12	13	14	15	16	First Instructional Day – 8/14
19	20	21	22	23	13 Instructional Days
26	27	28	29	30	20/22 Work Days

September 2024					
M	T	W	Th	F	
2	3	4	5	6	Labor Day – 9/2
9	10	11	12	13	Data Day - Half Day - 9/20
16	17	18	19	20	FLG Conferences - Half Day - 9/26
23	24	25	26	27	FLG Conferences - Full Day - 9/27
30					19 Instructional Days
					20 Work Days

October 2024					
M	T	W	Th	F	
	1	2	3	4	Data Day - Half Day - 10/25
7	8	9	10	11	
14	15	16	17	18	
21	22	23	24	25	23 Instructional Days
28	29	30	31		23 Work Days

November 2024					
M	T	W	Th	F	
				1	Veterans Day – 11/11
4	5	6	7	8	Thanksgiving Day – 11/28
11	12	13	14	15	Thanksgiving Break – 11/25-11/29
18	19	20	21	22	15 Instructional Days
25	26	27	28	29	15 Work Days

December 2024					
M	T	W	Th	F	
2	3	4	5	6	Winter Recess – 12/23-12/31
9	10	11	12	13	Christmas Day – 12/25
16	17	18	19	20	
23	24	25	26	27	15 Instructional Days
30	31				15 Work Days

January 2025					
M	T	W	Th	F	
		1	2	3	New Years Day (Observed) – 1/1
6	7	8	9	10	Winter Recess, con. – 1/2-1/3
13	14	15	16	17	Staff Development – 1/6
20	21	22	23	24	First Instructional Day – 1/7
27	28	29	30	31	MLK Jr. Day – 1/20
					18 Instructional Days
					19 Work Days

February 2025					
M	T	W	Th	F	
3	4	5	6	7	Washington's Day (Observed) – 2/17
10	11	12	13	14	Lincoln's Day (Observed) – 2/18
17	18	19	20	21	Mid-Winter Break – 2/19-2/21
24	25	26	27	28	Data Day - Half Day - 2/7
					15 Instructional Day
					15 Work Days

March 2025					
M	T	W	Th	F	
3	4	5	6	7	FLG Conferences - Half Day - 3/20
10	11	12	13	14	FLG Conferences - Full Day - 3/21
17	18	19	20	21	Data Day - Half Day - 3/28
24	25	26	27	28	20 Instructional Days
31					22 Work Days

April 2025					
M	T	W	Th	F	
	1	2	3	4	Spring Break – 4/7-4/11
7	8	9	10	11	
14	15	16	17	18	
21	22	23	24	25	17 Instructional Days
28	29	30			17 Work Days

May 2025					
M	T	W	Th	F	
			1	2	Memorial Day – 5/26
5	6	7	8	9	
12	13	14	15	16	
19	20	21	22	23	21 Instructional Days
26	27	28	29	30	21 Work Days

June 2025					
M	T	W	Th	F	
2	3	4	5	6	Last Instructional Day – Half Day - 6/5
9	10	11	12	13	Last Work Day for Teachers – 6/6
16	17	18	19	20	Junteenth Independence Day – 6/19
23	24	25	26	27	4 Instructional Days
30					5 Work Days

11	Legal Holiday (no school for students or staff)
20	Local Holiday (no school for students or staff)
11	Staff Development (no school for students)

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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

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- 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

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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.

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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

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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:

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(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; "Intersession" (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 Marzano[4] and Schmoker[5] 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.

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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.

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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

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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 Glatthorn[7] 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.

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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

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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 relations[10]. 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.

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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.

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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

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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	**Tier 1/2/3 Curriculum** Used for individualized learning, reteaching and differentiation. Specific standards can be assigned to individual students through NWEA integration. A PreK-8 visual instructional program that leverages the brain's innate spatial-temporal reasoning ability to solve mathematical problems.
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	**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.
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	**Tier 1 ELA Curriculum** This continues as the Tier 1 curriculum for the 24-25 year with shifts

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		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.

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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

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		comprehension.

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, 3rd Edition, Volume 1	TK-5 6-8	**Core Curriculum**
Health Teen Talk, Health Connected	5th, 8th	**Core Curriculum**
Visual and Performing Arts 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 then 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.

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[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.

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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.

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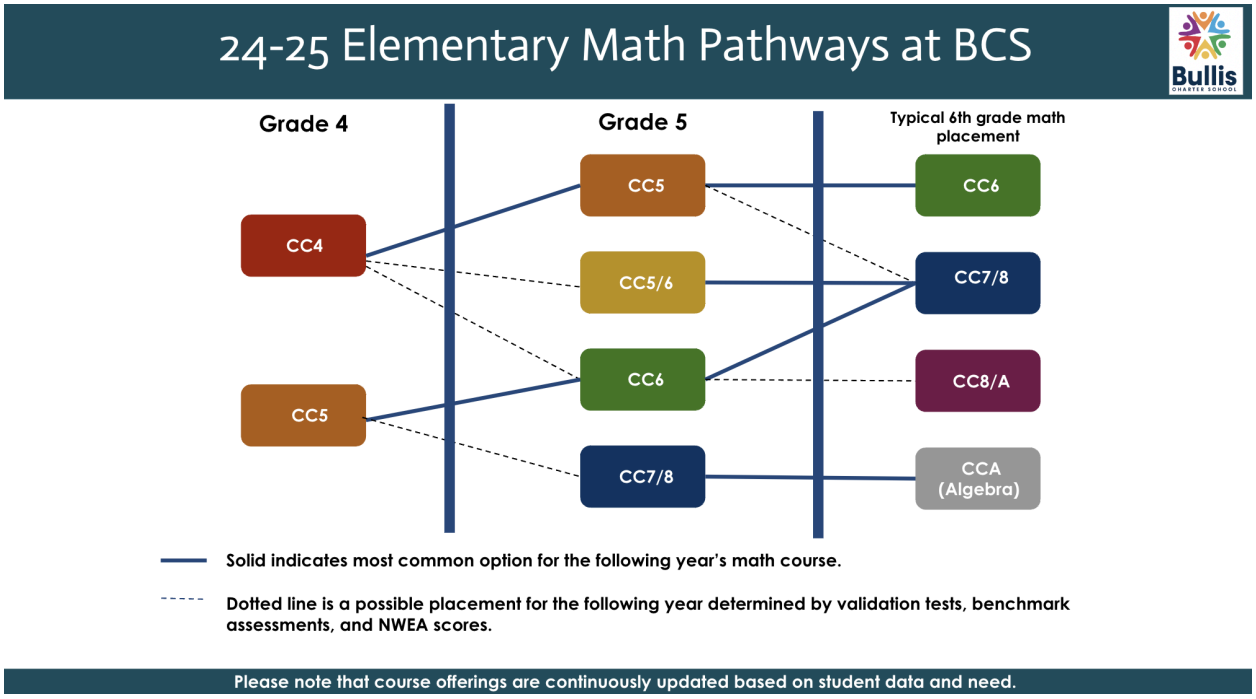
Both are adopted programs through the State of California and both share a philosophy grounded in problem-based learning that scaffolds learning in an experiential environment that results in mastery of core concepts and skills over time. Teachers are able to provide students multiple learning opportunities 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.

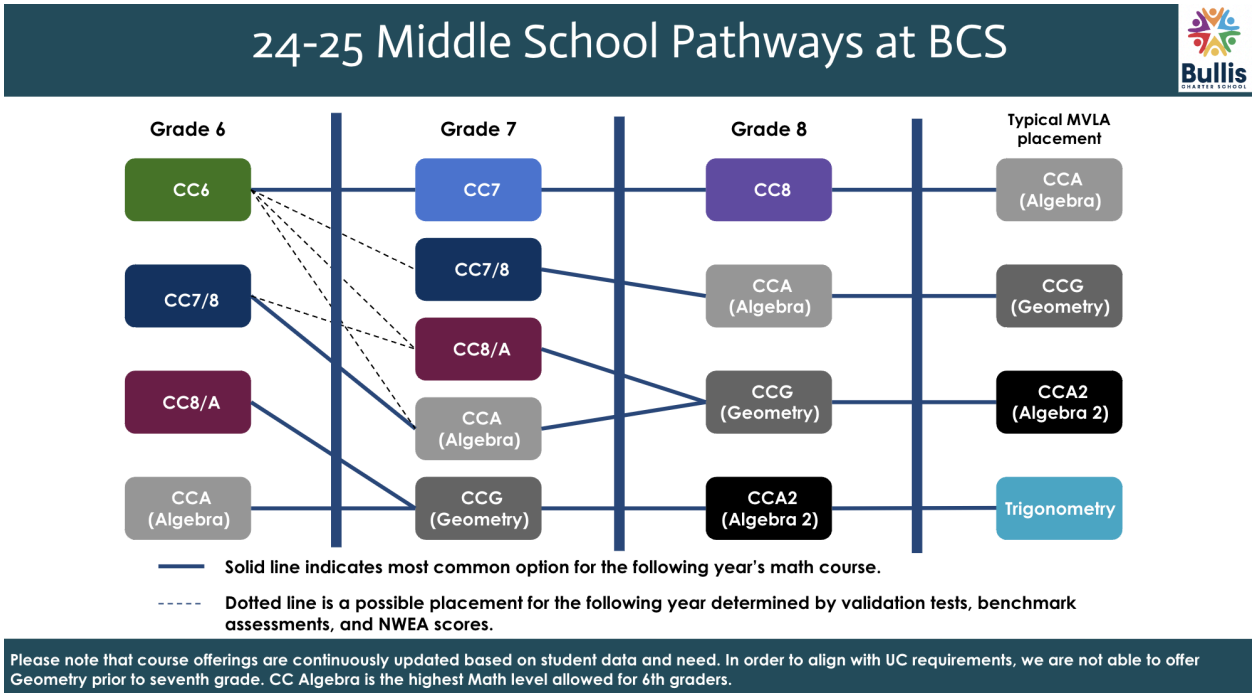
Programs alone are not enough to meet the rigor of CCSSM. Investment in supplementary math resources such as Zearn, ST Math, and a National Council of Teachers of Mathematics ("NCTM") membership help keep students' engagement in math high and rich with quality standards-based materials. Students' learnings 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.

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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

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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

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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

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(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 Stands 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

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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.

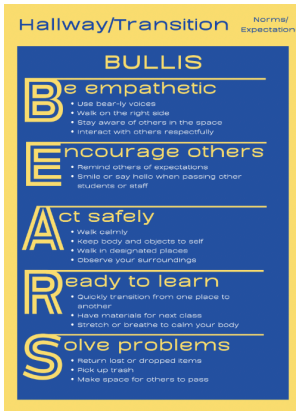
Social-Emotional Learning (SEL)

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"

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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,

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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.

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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:

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	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	*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?*
1	*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?*

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

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,

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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 mindset[13] 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/

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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
[redacted]- CC7/8 Standard Assessment Tracking Document	Typing Club Record [redacted]LG 2023-24	[redacted]Personal FLG 2023-24

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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

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promote 21st century skill building. The World Economic Forum's Future of Jobs Report[14] and the National Association of Colleges and Employers[15] 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

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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.

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Intersession 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

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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

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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

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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.

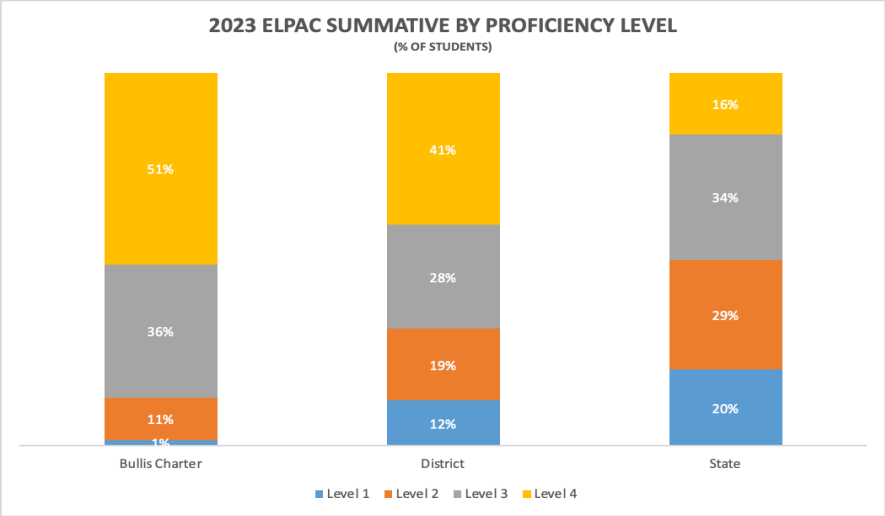
The Charter School will meet all applicable legal requirements for English Learners ("EL"), including long-term English Learners or English Learners at risk of becoming long-term English Learners, as they pertain to annual notification to parents, student identification, placement, program options, EL 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.

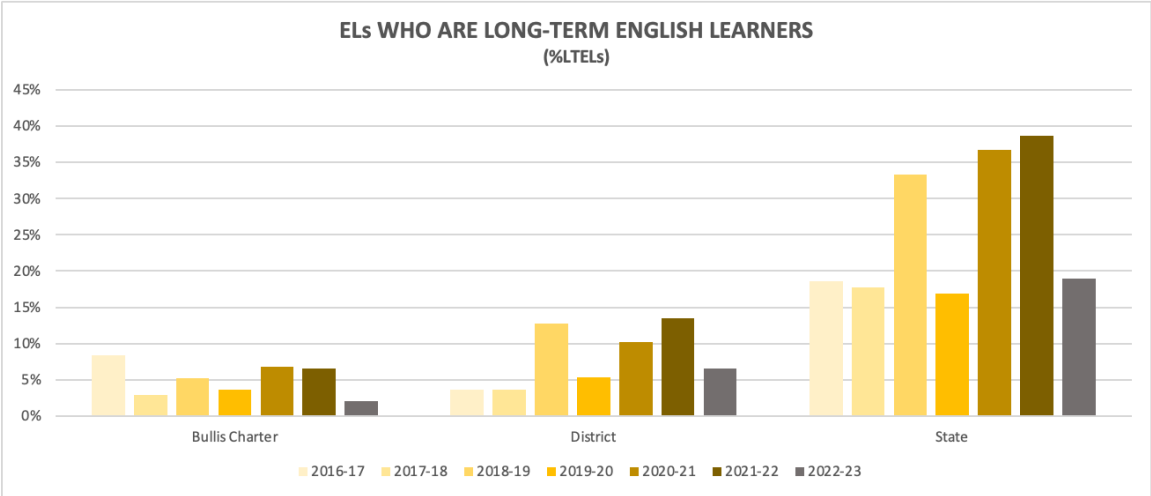
Bullis Charter School has been successful in their English Learner program and shows 87% of all Learners tested in the ELPAC 2023 in Level 3 and Level 4, another 11% of Learners in Level

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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

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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)

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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.

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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:
    - To meet the state's proficiency level of achievement (as determined by state and school assessments);
    - To effectively attain a course of study standards in the classroom; or
    - 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

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- 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

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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

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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:

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- 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.

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- 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).

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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

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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.

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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.

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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

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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

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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

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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.

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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 though 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.

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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

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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

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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.

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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

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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

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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.

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Priority Area 2: Foundational training around Science of Reading (K-2)	
Professional Learning: 10 PD hours around foundational literacy skills 10 *optional* 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.

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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

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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

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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.

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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

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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

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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.

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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.

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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** *Counselor* *Chief of Academics* *Reading Specialist* *MTSS Coordinator* *Principals*	Homeroom teacher Principal *T3 Specialist *Counselor	**Homeroom teacher and specialist if needed** *Counselor* *Chief of Academics* *Reading Specialist* *MTSS Coordinator* *Principals*	Homeroom teacher Principal *T3 Specialist *Counselor	**Homeroom teacher and specialist if needed** *Counselor* *Chief of Academics* *Reading Specialist* *MTSS Coordinator* *Principals*

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	***As needed as a diagnostic follow-up assessment.***		

Kindergarten				
Subject	**Assessment**	**Fall Window**	**Winter Window**	**Spring Window**

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

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

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

GRADES 3-5				
Subject	**Assessment**	**Fall Window**	**Winter Window**	**Spring Window**
ELA	DRA	***As needed as a diagnostic follow-up assessment.***		
	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	*Optional*	By 5/5
	Eureka Math Embedded Formative Task-Based	*Four per unit, in accordance with Scope and Sequence*		

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

GRADES 6-8				
Subject	**Assessment**	**Fall Window**	**Winter Window**	**Spring Window**
ELA	DRA	***As needed as a diagnostic follow-up assessment.***		
	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

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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	*In accordance with PBL units*		
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.

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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.

Documentary Record 000107

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, 3026

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:

Documentary Record 000109

- 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.

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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

Documentary Record 000111

- 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:
    - Managing the day-to-day operations of the Charter School

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  - Providing leadership expertise to the Executive Director in areas such as enrollment, teacher evaluation, special education and curriculum adoption
  - 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
  - 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

Documentary Record 000113

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.

Documentary Record 000114

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.

Documentary Record 000115

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.

Documentary Record 000116

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:
    - Personalized Learning
    - Project-Based Learning
    - Design Thinking
    - Are experienced with or interested in a STEAM focus
    - Environmental education

Documentary Record 000117

- 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.

Documentary Record 000118

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

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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

Documentary Record 000120

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
    - Responds to communication promptly
    - Collaborates with faculty on lesson plans and objectives
    - Keeps individual contact with parents
    - Communicates with students in an effective and appropriate manner
    - Builds positive relationships with parents
    - 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

Documentary Record 000121

- 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

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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.

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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

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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

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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.

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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.

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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

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- 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.

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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.

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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.

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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

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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)
    - Flyers/registration packets distributed at local businesses and daycares/preschools
    - Flyers and applications distributed by door to door outreach at residences NEC
- Dedicated email address for registration/school information questions

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- Visits and info sessions offered to daycares and nonprofit organizations such as HeadStart
- Signage/Advertising in local papers both in English and Spanish
    - Flyers/posters in downtown Los Altos and Mountain View locations
    - Flyers/posters in Los Altos and Mountain View libraries
    - Flyers posted in apartment building lobbies North of El Camino
    - 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.
    - Signage in Los Altos School District wherever permitted
    - 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.

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	% 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%**

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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

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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 applicable[16].

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.

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- 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.

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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

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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.

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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

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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

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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.

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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.

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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),

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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

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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.

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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:

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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.

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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

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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.

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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.

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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;

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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.

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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.

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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

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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

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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.

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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.

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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.

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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.

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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.

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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.

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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

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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.

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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.

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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.

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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.

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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

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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.

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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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Prepared by EdTec, Bullis Charter School consultant

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

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Total LCFF Entitlement	12,091,738	12,477,334	12,960,448	13,385,602	13,789,351

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.

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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

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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.

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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.

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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
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

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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
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%

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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
	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					

Documentary Record 000181

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
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**

Documentary Record 000182

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
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

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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
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**

Documentary Record 000184

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**

Documentary Record 000185

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

Documentary Record 000186

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%	

Documentary Record 000187

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
ELOP Rate 1	2,750	2,750	2,750	2,750	2,750	
ELOP Rate 2	1,803	1,803	1,803	1,803	1,803	
AMS Enrollment Rate	111	111	111	111	111	
AMS FRPM Rate	78	78	78	78	78	
Fees						
Authorizer Fees	1.00%	1.00%	1.00%	1.00%	1.00%	% of LCFF
Special Education Encroachment Fees	700,000.00	700,000.00	700,000.00	700,000.00	700,000.00	Flat Rate (R)

Payroll						
Annual Pay Increase						
Certificated	3.00%	3.00%	2.00%	2.00%	2.00%	
Classified	3.00%	3.00%	2.00%	2.00%	2.00%	
Benefits						
STRS	19.10%	19.10%	19.10%	19.10%	19.10%	% of eligible payroll
PERS	27.60%	28.00%	29.20%	29.00%	28.80%	% of eligible payroll
PARS	3.75%	3.75%	3.75%	3.75%	3.75%	% of eligible payroll
Social Security	6.20%	6.20%	6.20%	6.20%	6.20%	% of eligible payroll
Medicare	1.45%	1.45%	1.45%	1.45%	1.45%	% of total payroll
Health & Welfare Benefits						Annual rate per employee
Yes	$10,312	$11,137	$12,028	$12,990	$14,030	
H&W average annual increase	8.00%	8.00%	8.00%	8.00%	8.00%	
In Lieu Medical Stipend	$0	$0	$0	$0	$0	Annual stipend
SUTA %	2.70%	2.70%	2.70%	2.70%	2.70%	% of eligible payroll
SUTA Tax Base	$7,000	$7,000	$7,000	$7,000	$7,000	
ETT (part of SUTA)	$7	$7	$7	$7	$7	Annual rate per employee
Workers Comp	0.79%	0.79%	0.79%	0.79%	0.79%	% of total payroll

Documentary Record 000188

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.

Documentary Record 000189

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.

Documentary Record 000190

FCMAT
FISCAL CRISIS & MANAGEMENT ASSISTANCE TEAM

LCFF Calculator Navigation

v.25.1a 5/24/2024

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 ALL 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.

Documentary Record 000191

FCMAT
FISCAL CRISIS & MANAGEMENT ASSISTANCE TEAM

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/fg/aa/pa/exhibitguides.asp
CDE Exhibit Guide:	www.cde.ca.gov/fg/aa/pa/exhibitguides.asp
CDE Funding Rates and Information:	www.cde.ca.gov/fg/aa/pa/lcffcola.asp

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Data Entry Tab

LCFF CALCULATOR

106534	5 digit District code or 7 digit School code *(from the CDS code)*	LEA:	Bullis Charter
NO	Is this calculation for a new charter school? (select from drop down list)	Projection Title:	Charter Renewal Petition
Charter	Projection Type	Created by:	Sabrina Silver
		Email:	ssilver@edtec.com
5/31/2024	Projection Date	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 *(prefilled as calculated by the Department of Finance, DOF)*	**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 (*2022-23 forward*)	$ -	$ 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	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -

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Data Entry Tab

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:**								
	Year that charter starts operation (select from drop down list):					**2022-23**			
(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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Data Entry Tab

Bullis Charter (106534)		2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
(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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Data Entry Tab

Bullis Charter (106534)		2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
(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.									
	Current Year ADA: (P-2, Necessary Small Schools, Annual for Special Day Class Extended Year)								
B-1, D-5	**Grades TK-3**	-	-	-					
	Grades 4-6	-	-	-					
	Grades 7-8	-	-	-					
	Grades 9-12	-	-	-					
	TOTAL CURRENT YEAR ADA	-	-	-	-	-	-	-	-
	Nonpublic School, NPS-Licensed Children Institutions, Community Day School: (Annual)								
D-9, E-1	**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 district-sponsored 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.

	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
A-19	**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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Data Entry Tab

Bullis Charter (106534)	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
Grades 9-12	-	-	-					
	-	-	-	-	-	-	-	-
Net increase/(decrease) to prior year ADA	-	-	-	-	-	-	-	-

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Data Entry Tab

Bullis Charter (106534)			2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
(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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Data Entry Tab

Bullis Charter (106534)			2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
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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Data Entry Tab

Bullis Charter (106534)	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
(5) IN-LIEU OF PROPERTY TAX CALCULATION FOR CHARTER SCHOOLS								
Complete either 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 total 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	-	-	-	-	-	-	-	-

Documentary Record 000200

Data Entry Tab

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	-	-	-	-	-	-	-	-

Documentary Record 000201

Data Entry Tab

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	-	-	-	-	-	-	-	-

Documentary Record 000202

Data Entry Tab

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	-	-	-	-	-	-	-	-

Documentary Record 000203

Data Entry Tab

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	-	-	-	-	-	-	-	-

Documentary Record 000204

Data Entry Tab

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	-	-	-	-	-	-	-	-

Documentary Record 000205

Data Entry Tab

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	-	-	-	-	-	-	-	-

Documentary Record 000206

Data Entry Tab

Bullis Charter (106534)		2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
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	-	-	-	-	-	-	-	-

Documentary Record 000207

Data Entry Tab

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	-	-	-	-	-	-	-	-

Documentary Record 000208

Data Entry Tab

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	-	-	-	-	-	-	-	-

Documentary Record 000209

Data Entry Tab

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	-	-	-	-	-	-	-	-

Documentary Record 000210

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 Increase	1,017.23 Increase	987.91 Increase	1,000.32 Increase	1,060.80 Increase	1,060.80 Increase	1,066.56 Increase	1,066.56 Increase

Documentary Record 000211

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

Documentary Record 000212

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%	
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			
LCFF Entitlement Per ADA (excluding Categorical MSA)						$ 8,781						10,016	
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**

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**
LCFF ENTITLEMENT CALCULATION													
		COLA & Augmentation	Base Grant Proration	Unduplicated Pupil Percentage				COLA & Augmentation	Base Grant Proration	Unduplicated Pupil Percentage			
Calculation Factors		8.22%	0.00%	8.57%	8.57%			1.07%	0.00%	10.50%	10.50%		
	Current Yr ADA	Base	Grade Span	Supplemental	Concentration	Total	Current Yr ADA	Base	Grade Span	Supplemental	Concentration	Total	
Grades TK-3	487.71	$ 9,919	$ 1,032	$ 188	$ -	$ 5,432,455	477.12	$ 10,025	$ 1,043	$ 232	$ -	$ 5,391,660	
Grades 4-6	359.20	10,069		173	-	3,678,777	360.96	10,177		214	-	3,750,633	
Grades 7-8	141.00	10,367		178	-	1,486,801	162.24	10,478		220	-	1,735,650	
Grades 9-12	-	12,015	312	211	-	-	-	12,144	316	262	-	-	
Subtract Necessary Small School ADA and Funding	-	-	-			-	-	-	-			-	
Total Base, Supplemental, and Concentration Grant		$ 9,916,127	$ 503,317	$ 178,589	$ -	$ 10,598,033		$ 10,156,569	$ 497,636	$ 223,738	$ -	$ 10,877,943	
NSS Allowance		-				-		-				-	
TOTAL BASE	987.91	$ 9,916,127	$ 503,317	$ 178,589	$ -	$ 10,598,033	1,000.32	$ 10,156,569	$ 497,636	$ 223,738	$ -	$ 10,877,943	
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	TK ADA	38.40	TK Add-on rate	$ 3,077.00		118,157	
ECONOMIC RECOVERY TARGET PAYMENT						**37,632**						**37,632**	
LCFF Entitlement Before Adjustments						$ 10,748,963						$ 11,033,732	
Miscellaneous Adjustments						-						-	
ADJUSTED LCFF ENTITLEMENT						**$ 10,748,963**						**$ 11,033,732**	
Local Revenue (including RDA)						(10,419,444)						(10,550,335)	
Gross State Aid						**$ 329,519**						**$ 483,397**	
Education Protection Account Entitlement						(197,582)						(200,064)	
Net State Aid						**$ 131,937**						**$ 283,333**	
MINIMUM STATE AID CALCULATION													
			12-13 Rate	2023-24 ADA		N/A			12-13 Rate	2024-25 ADA		N/A	
2012-13 RL/Charter Gen BG adjusted for ADA			$ 5,170.64	987.91		$ 5,108,127			$ 5,170.64	1,000.32		$ 5,172,295	
2012-13 NSS Allowance (deficited)			$ -			-			$ -			-	
Minimum State Aid Adjustments						-						-	
Less Current Year Property Taxes/In-Lieu						(10,419,444)						(10,550,335)	
Less Education Protection Account Entitlement						(197,582)						(200,064)	
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	987.91		423,478			428.66	1,000.32		428,797	
Minimum State Aid Guarantee Before Proration Factor						**$ 637,820**						**$ 643,139**	
Proration Factor						0.00%						0.00%	
Minimum State Aid Guarantee						**$ 637,820**						**$ 643,139**	
CHARTER SCHOOL MINIMUM STATE AID OFFSET													
LCFF Entitlement						10,598,033						10,877,943	
Minimum State Aid plus Property Taxes including RDA						11,057,264						11,193,474	
Offset						(459,231)						(315,531)	
Minimum State Aid Prior to Offset						637,820						643,139	
Total Minimum State Aid with Offset						178,589						327,608	
State Aid Before Additional State Aid						**$ 178,589**						**$ 327,608**	
ADDITIONAL STATE AID						**$ 46,652**						**$ 44,275**	
LCFF State Aid, Adjusted for Minimum State Aid Guarantee						**$ 178,589**						**$ 327,608**	
LCFF Entitlement, excludes Categorical MSA and before COE transfer, Choice & Charter Supplem						**$ 10,748,963**						**$ 11,033,732**	
Change Over Prior Year			5.50%	560,280					2.65%	284,769			
LCFF Entitlement Per ADA (excluding Categorical MSA)						10,881						11,030	
Per-ADA Change Over Prior Year			8.64%	865					1.37%	149			
Basic Aid Status (school districts only)						-						-	
LCFF SOURCES INCLUDING EXCESS TAXES													
				Increase		2023-24				Increase		2023-24	
State Aid			10.64%	17,179		$ 178,589			83.44%	149,019		$ 327,608	
Education Protection Account						197,582						200,064	
Property Taxes Net of In-Lieu Transfers			0.00%	-		-			0.00%	-		-	
Charter In-Lieu Taxes			5.09%	504,854		10,419,444			1.26%	130,891		10,550,335	

Documentary Record 000215

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 ADA	Base	Grade Span	Supplemental	Concentration	Total	Current Yr 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%	13.13%	
	Current Yr ADA	Base	Grade Span	Supplemental	Concentration	Total	Current Yr 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**						**37,632**
LCFF Entitlement Before Adjustments						$ 12,960,478						$ 13,385,634
Miscellaneous Adjustments						-						-
ADJUSTED LCFF ENTITLEMENT						**$ 12,960,478**						**$ 13,385,634**
Local Revenue (including RDA)						(11,248,966)						(11,248,966)
Gross State Aid						**$ 1,711,512**						**$ 2,136,668**
Education Protection Account Entitlement						(213,312)						(213,312)
Net State Aid						**$ 1,498,200**						**$ 1,923,356**
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 (deficited)			$ -			-			$ -			-
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**

FCMAT
FISCAL CRISIS & MANAGEMENT ASSISTANCE TEAM

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 issuan LEA when it is overpaid. EPA State Aid offsets LCFF State Aid (object 8011). It is calculated a single time at P2.*

Documentary Record 000221

FCMAT
FISCAL CRISIS & MANAGEMENT ASSISTANCE TEAM

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 iss*

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FCMAT
FISCAL CRISIS & MANAGEMENT ASSISTANCE TEAM

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) (P-2 plus Current Year Accrual)	$ 207,134	$ 203,446	$ 197,582	$ 200,064	$ 212,160	$ 212,160	$ 213,312	$ 213,312
EPA, Prior Year Adjustment (Resource 1400, Object Code 8019) (P-A less Prior Year Accrual)	$ -	$ 1,260	$ (132)	$ -	$ -	$ -	$ -	$ -
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								

Documentary Record 000223

FCMAT
FISCAL CRISIS & MANAGEMENT ASSISTANCE TEAM

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

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FCMAT
FISCAL CRISIS & MANAGEMENT ASSISTANCE TEAM

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%

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FCMAT
FISCAL CRISIS & MANAGEMENT ASSISTANCE TEAM

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	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -

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FCMAT
FISCAL CRISIS & MANAGEMENT ASSISTANCE TEAM

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 -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
ADA	-	-	-	-	-	-	-	-
1 In-Lieu at Property tax/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2 In-Lieu at LCFF Adj Base grant/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2 -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
ADA	-	-	-	-	-	-	-	-
1 In-Lieu at Property tax/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2 In-Lieu at LCFF Adj Base grant/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
3 -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
ADA	-	-	-	-	-	-	-	-
1 In-Lieu at Property tax/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2 In-Lieu at LCFF Adj Base grant/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
4 -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
ADA	-	-	-	-	-	-	-	-
1 In-Lieu at Property tax/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2 In-Lieu at LCFF Adj Base grant/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
5 -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
ADA	-	-	-	-	-	-	-	-
1 In-Lieu at Property tax/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2 In-Lieu at LCFF Adj Base grant/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -

Documentary Record 000227

NSS Calculation Tab

Bullis Charter (106534) - Charter Renewal Petition

NECESSARY SMALL SCHOOLS (NSS)

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.

SECTION 1: DATA NEEDED TO CALCULATE FUNDING

RATES 2021-22			12/13 deficited rate
ADA	Level / # FTE	Allowance	
Elementary			
1 - 24	1	172,200	131,300
25 - 48	2	344,400	262,600
49 - 72	3	516,600	393,900
73 - 96	4	688,800	525,200
High School			
1 - 19	1	139,795	106,575
1 - 19	2	279,590	213,150
1 - 19	3	621,060	473,400
20 - 38	4	760,855	579,975
39 - 57	5	900,650	686,550
58 - 71	6	1,040,445	793,125
72 - 86	7	1,180,240	899,700
87 - 100	8	1,320,035	1,006,275
101 - 114	9	1,459,830	1,112,850
115 - 129	10	1,599,625	1,219,425
130 - 143	11	1,739,420	1,326,000
144 - 171	12	1,879,215	1,432,575
172 - 210	13	2,019,010	1,539,150
211 - 248	14	2,158,805	1,645,725
249 - 286	15	2,298,600	1,752,300
NSS Add-on per ADA		-	-

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.

Statutory COLA 2020-21	1.70%
Funded COLA 2021-22	11.37%
Proration Factor	0.00%

LCFF Rates per ADA

	Base	Gr Span	Supp	Concen
Grades TK-3	8,093	842	138	-
Grades 4-6	8,215	-	127	-
Grades 7-8	8,458	-	131	-
Grades 9-12	9,802	255	155	-

ADA & NSS FTE — 2021-22

		DISTRICT	NSS 1	NSS 2	NSS 3	NSS 4	NSS 5	NPS, CDS, & COE operated
Third PY ADA (net of charter shift)								
2018-19	Grades TK-3							
	Grades 4-6							
	Grades 7-8							
	Grades 9-12							
	Third PRIOR YEAR ADA							
Third PY NUMBER OF FTE								
Second PY ADA (net of charter shift)								
2019-20	Grades TK-3							
	Grades 4-6							
	Grades 7-8							
	Grades 9-12							
	Second PRIOR YEAR ADA							
Second PY NUMBER OF FTE								
PRIOR YEAR ADA (net of charter shift)								
A-1	Grades TK-3	-	-	-	-	-	-	
A-2	Grades 4-6	-	-	-	-	-	-	
A-3	Grades 7-8	-	-	-	-	-	-	
A-4, B-1	Grades 9-12	-	-	-	-	-	-	
	PRIOR YEAR ADA	-	-	-	-	-	-	
A-5, B-2	PRIOR YEAR NUMBER OF FTE		-	-	-	-	-	
THREE PRIOR YEAR AVERAGE (net of charter shift)								
	Grades TK-3	-					-	
	Grades 4-6	-					-	
	Grades 7-8	-					-	
	Grades 9-12	-	-	-	-	-	-	
	3 PY AVERAGE ADA	-	-	-	-	-	-	
3 PRIOR YEAR NUMBER OF FTE			-	-	-	-	-	
CURRENT YEAR ADA (before charter shift)								
2021-22	Grades TK-3	-	-	-	-	-	-	-
	Grades 4-6	-	-	-	-	-	-	-
	Grades 7-8	-	-	-	-	-	-	-
	Grades 9-12	-	-	-	-	-	-	-
	CURRENT YEAR ADA	-	-	-	-	-	-	
	CURRENT YEAR NUMBER OF FTE		-	-	-	-	-	

Placeholder - to be used starting in 22/23

To be used starting in 22/23 calculations

Documentary Record 000228

NSS Calculation Tab

Bullis Charter (106534) - Charter Renewal Petition

NECESSARY SMALL SCHOOLS (NSS)

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.

SECTION 1: DATA NEEDED TO CALCULATE FUNDING

NSS FUNDING CALCULATIONS	NSS 1	NSS 2	NSS 3	NSS 4	NSS 5
Eligibility as a NSS	Eligible	Eligible	Eligible	Eligible	Eligible
Type of NSS school	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS
NSS Allowance if funded as NSS & on prior year					
NSS allowance level	-	-	-	-	-
NSS Allowance using PY	-	-	-	-	-
NSS Add-on using PY	-	-	-	-	-
Total NSS Allowance using PY	-	-	-	-	-
NSS Allowance if funded as NSS & on 3 PY average					
NSS allowance level	-	-	-	-	-
NSS Allowance using 3 PY average					
NSS Add-on using 3 PY average					
Total NSS Allowance using 3 PY average					
NSS Allowance if funded as NSS & on current year					
NSS allowance level	-	-	-	-	-
NSS Allowance using CY	-	-	-	-	-
NSS Add-on using CY	-	-	-	-	-
Total NSS Allowance using CY	-	-	-	-	-
NSS allowance level >0?	NO	NO	NO	NO	NO
NSS Allowance if funded as NSS is based on	Current Yr	Current Yr	Current Yr	Current Yr	Current Yr
NSS Funding	-	-	-	-	-
NSS ADA Grades TK-3	-	-	-	-	-
Grades 4-6					-
Grades 7-8					-
Grades 9-12					-
Total	-	-	-	-	-
NSS allowance Level	-	-	-	-	-

To be used starting in 22/23 calculations

To be used starting in 22/23 calculations

To be used starting in 22/23 calculations

2021-22						
Funded P2 NSS ADA and NSS Allowances	NSS 1	NSS 2	NSS 3	NSS 4	NSS 5	TOTAL
Best funding option calculated is:	LCFF	LCFF	LCFF	LCFF	LCFF	
Selected funding method:	LCFF	LCFF	LCFF	LCFF	LCFF	
NSS Allowance						
Third Prior Year 2018-19						
NSS ADA						
Grades TK-3	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-
P2 NSS ADA					-	-
Second Prior Year 2019-20						
NSS ADA						
Grades TK-3	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-
P2 NSS ADA	-	-	-	-	-	-
Prior Year 2020-21						
NSS ADA						
Grades TK-3	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-
P2 NSS ADA	-	-	-	-	-	-
NSS Allowances	-	-	-	-	-	-
Current Year 2021-22						
NSS ADA						
Grades TK-3	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-
P2 NSS ADA	-	-	-	-	-	-
NSS Allowances	-	-	-	-	-	-

Documentary Record 000229

NSS Calculation Tab

Bullis Charter (106534) - Charter Renewal Petition

NECESSARY SMALL SCHOOLS (NSS)

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.

SECTION 1: DATA NEEDED TO CALCULATE FUNDING

Funded	**NSS allowance Level**	-	-	-	-	-	
	NSS ADA						
	Grades TK-3					-	-
	Grades 4-6					-	-
	Grades 7-8					-	-
	Grades 9-12	-	-	-	-	-	-
	P2 NSS ADA	-	-	-	-	-	-
	NSS Allowances	-	-	-	-	-	-

To be used starting in 22/23 calculations

	Current Yr
Funding based on	
TOTAL Funded ADA	0
Total NSS Allowance	-

Exclude: LCFF Adjusted Base Funding for NSS ADA	NSS ADA	Rates		Amounts		Total
		Base	**Grade Span**	**Base**	**Grade Span**	
Grades TK-3	-	8,093	842	-	-	-
Grades 4-6	-	8,215	-	-	-	-
Grades 7-8	-	8,458	-	-	-	-
Grades 9-12	-	9,802	255	-	-	-
Total Exclusion: LCFF Adjusted Base Funding for NSS ADA	-			-	-	-

Adjusted NSS Allowance (Deficited) for EPA	NSS 1	NSS 2	NSS 3	NSS 4	NSS 5	
Funding at 12-13 levels (deficited)						
NSS Allowances	-	-	-	-	-	-
NSS Add-on						
NSS Add-on per ADA	-	-	-	-	-	
Funded ADA	-	-	-	-	-	
NSS Add-on	-	-	-	-	-	-
TOTAL Adjusted NSS Allowance (Deficited) for EPA						-

Documentary Record 000230

NSS Calculation Tab

Bullis Charter (106534) - Charter Renewal Petition

NECESSARY SMALL SCHOOLS (NSS)

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.

SECTION 1: DATA NEEDED TO CALCULATE FUNDING

RATES 2022-23			12/13 deficited rate
ADA	Level / # FTE	Allowance	
Elementary			
1 - 24	1	247,965	139,913
25 - 48	2	490,709	279,827
49 - 72	3	733,666	419,740
73 - 96	4	976,409	559,653
High School			
1 - 19	1	208,964	113,566
1 - 19	2	297,931	227,133
1 - 19	3	661,802	504,455
20 - 38	4	810,767	618,021
39 - 57	5	959,733	731,588
58 - 71	6	1,108,698	845,154
72 - 86	7	1,257,664	958,720
87 - 100	8	1,406,629	1,072,287
101 - 114	9	1,555,595	1,185,853
115 - 129	10	1,704,560	1,299,419
130 - 143	11	1,853,526	1,412,986
144 - 171	12	2,002,492	1,526,552
172 - 210	13	2,397,701	1,640,118
211 - 248	14	2,830,601	1,753,685
249 - 286	15	3,263,507	1,867,251
NSS Add-on per ADA		-	-

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.

Funded COLA 2021-22	6.56%
Proration Factor	0.00%

LCFF Rates per ADA

	Base	Gr Span	Supp	Concen
Grades TK-3	9,166	953	165	-
Grades 4-6	9,304	-	151	-
Grades 7-8	9,580	-	156	-
Grades 9-12	11,102	289	185	-

Documentary Record 000231

NSS Calculation Tab

Bullis Charter (106534) - Charter Renewal Petition

NECESSARY SMALL SCHOOLS (NSS)

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.

SECTION 1: DATA NEEDED TO CALCULATE FUNDING

ADA & NSS FTE — **2022-23**

		DISTRICT	NSS 1	NSS 2	NSS 3	NSS 4	NSS 5	NPS, CDS, & COE operated
Third PY ADA (net of charter shift)								
2019-20	Grades TK-3	-	-	-	-	-	-	
	Grades 4-6	-	-	-	-	-	-	
	Grades 7-8	-	-	-	-	-	-	
	Grades 9-12	-	-	-	-	-	-	
	Third PRIOR YEAR ADA	-	-	-	-	-	-	
Third PY NUMBER OF FTE			-	-	-	-	-	
Second PY ADA (net of charter shift)								
2020-21	Grades TK-3	-	-	-	-	-	-	
	Grades 4-6	-	-	-	-	-	-	
	Grades 7-8	-	-	-	-	-	-	
	Grades 9-12	-	-	-	-	-	-	
	Second PRIOR YEAR ADA	-	-	-	-	-	-	
Second PY NUMBER OF FTE			-	-	-	-	-	
PRIOR YEAR ADA (net of charter shift)								
2021-22	Grades TK-3	-	-	-	-	-	-	
	Grades 4-6	-	-	-	-	-	-	
	Grades 7-8	-	-	-	-	-	-	
	Grades 9-12	-	-	-	-	-	-	
	PRIOR YEAR ADA	-	-	-	-	-	-	
	PRIOR YEAR NUMBER OF FTE		-	-	-	-	-	
THREE PRIOR YEAR AVERAGE (net of charter shift)								
	Grades TK-3	-	-	-	-	-	-	
	Grades 4-6	-	-	-	-	-	-	
	Grades 7-8	-	-	-	-	-	-	
	Grades 9-12	-	-	-	-	-	-	
	3 PY AVERAGE ADA	-	-	-	-	-	-	
3 PRIOR YEAR NUMBER OF FTE			-	-	-	-	-	
CURRENT YEAR ADA (before charter shift)								
2022-23	Grades TK-3	-	-	-	-	-	-	-
	Grades 4-6	-	-	-	-	-	-	-
	Grades 7-8	-	-	-	-	-	-	-
	Grades 9-12	-	-	-	-	-	-	-
	CURRENT YEAR ADA	-	-	-	-	-	-	-
	CURRENT YEAR NUMBER OF FTE		-	-	-	-	-	

NSS FUNDING CALCULATIONS		NSS 1	NSS 2	NSS 3	NSS 4	NSS 5
Eligibility as a NSS		Eligible	Eligible	Eligible	Eligible	Eligible
Type of NSS school		Not NSS	Not NSS	Not NSS	Not NSS	Not NSS
NSS Allowance if funded as NSS & on prior year						
	NSS allowance level	-	-	-	-	-
	NSS Allowance using PY	-	-	-	-	-
	NSS Add-on using PY	-	-	-	-	-
	Total NSS Allowance using PY	-	-	-	-	-
NSS Allowance if funded as NSS & on 3 PY average						
	NSS allowance level	-	-	-	-	-
	NSS Allowance using 3 PY average	-	-	-	-	-
	NSS Add-on using 3 PY average	-	-	-	-	-
	Total NSS Allowance using 3 PY average	-	-	-	-	-
NSS Allowance if funded as NSS & on current year						
	NSS allowance level	-	-	-	-	-
	NSS Allowance using CY	-	-	-	-	-
	NSS Add-on using CY	-	-	-	-	-
	Total NSS Allowance using CY	-	-	-	-	-
	NSS allowance level >0?	NO	NO	NO	NO	NO
NSS Allowance if funded as NSS is based on		Current Yr	Current Yr	Current Yr	Current Yr	Current Yr
	NSS Funding	-	-	-	-	-
	NSS ADA Grades TK-3	-	-	-	-	-
	Grades 4-6	-	-	-	-	-
	Grades 7-8	-	-	-	-	-
	Grades 9-12	-	-	-	-	-
	Total	-	-	-	-	-
	NSS allowance Level	-	-	-	-	-

Documentary Record 000232

NSS Calculation Tab

Bullis Charter (106534) - Charter Renewal Petition

NECESSARY SMALL SCHOOLS (NSS)

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.

SECTION 1: DATA NEEDED TO CALCULATE FUNDING

256	2022-23			2022-23			
257	**Funded P2 NSS ADA and NSS Allowances**	NSS 1	NSS 2	NSS 3	NSS 4	NSS 5	TOTAL
258	Best funding option calculated is:	LCFF	LCFF	LCFF	LCFF	LCFF	
259	Selected funding method:	LCFF	LCFF	LCFF	LCFF	LCFF	
260	**NSS Allowance**						
261	**Third Prior Year** 2019-20						
262	**NSS ADA**						
263	Grades TK-3	-	-	-	-	-	-
264	Grades 4-6	-	-	-	-	-	-
265	Grades 7-8	-	-	-	-	-	-
266	Grades 9-12	-	-	-	-	-	-
267	**P2 NSS ADA**	-	-	-	-	-	-
268	**Second Prior Year** 2020-21						
269	**NSS ADA**						
270	Grades TK-3	-	-	-	-	-	-
271	Grades 4-6	-	-	-	-	-	-
272	Grades 7-8	-	-	-	-	-	-
273	Grades 9-12	-	-	-	-	-	-
274	**P2 NSS ADA**	-	-	-	-	-	-
275	**Prior Year** 2021-22						
276	**NSS ADA**						
277	Grades TK-3	-	-	-	-	-	-
278	Grades 4-6	-	-	-	-	-	-
279	Grades 7-8	-	-	-	-	-	-
280	Grades 9-12	-	-	-	-	-	-
281	**P2 NSS ADA**	-	-	-	-	-	-
282	**NSS Allowances**	**-**	**-**	**-**	**-**	**-**	**-**
283	**Current Year** 2022-23						
284	**NSS ADA**						
285	Grades TK-3	-	-	-	-	-	-
286	Grades 4-6	-	-	-	-	-	-
287	Grades 7-8	-	-	-	-	-	-
288	Grades 9-12	-	-	-	-	-	-
289	**P2 NSS ADA**	-	-	-	-	-	-
290	**NSS Allowances**	**-**	**-**	**-**	**-**	**-**	**-**
291	**Funded NSS allowance Level**	**-**	**-**	**-**	**-**	**-**	
292	**NSS ADA**						
293	Grades TK-3	-	-	-	-	-	-
294	Grades 4-6	-	-	-	-	-	-
295	Grades 7-8	-	-	-	-	-	-
296	Grades 9-12	-	-	-	-	-	-
297	**P2 NSS ADA**	-	-	-	-	-	-
298	**NSS Allowances**	**-**	**-**	**-**	**-**	**-**	**-**
299	**Exclude: LCFF Adjusted Base Funding for NSS ADA**	NSS ADA	Rates		Amounts		Total
300			**Base**	**Grade Span**	**Base**	**Grade Span**	
301	Grades TK-3	-	9,166	953	-	-	-
302	Grades 4-6	-	9,304	-	-	-	-
303	Grades 7-8	-	9,580	-	-	-	-
304	Grades 9-12	-	11,102	289	-	-	-
305	**Total Exclusion: LCFF Adjusted Base Funding for NSS ADA**	**-**			**-**	**-**	**-**
306	**Adjusted NSS Allowance (Deficited) for EPA**	NSS 1	NSS 2	NSS 3	NSS 4	NSS 5	
307	Funding at 12-13 levels (deficited)						
308	NSS Allowances	-	-	-	-	-	-
309	NSS Add-on						
310	NSS Add-on per ADA	-	-	-	-	-	
311	Funded ADA	-	-	-	-	-	
312	NSS Add-on	-	-	-	-	-	-
313	**TOTAL Adjusted NSS Allowance (Deficited) for EPA**						**-**
314							
315							

Documentary Record 000233

NSS Calculation Tab

Bullis Charter (106534) - Charter Renewal Petition

NECESSARY SMALL SCHOOLS (NSS)

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.

SECTION 1: DATA NEEDED TO CALCULATE FUNDING

RATES 2023-24			12/13 deficited rate
ADA	Level / # FTE	Allowance	(adj. for COLA)
Elementary			
1 - 24	1	268,348	151,414
25 - 48	2	531,045	302,829
49 - 72	3	793,973	454,243
73 - 96	4	1,056,670	605,656
High School			
1 - 19	1	226,141	122,901
1 - 19	2	322,421	245,803
1 - 19	3	716,202	545,921
20 - 38	4	877,412	668,822
39 - 57	5	1,038,623	791,725
58 - 71	6	1,199,833	914,626
72 - 86	7	1,361,044	1,037,527
87 - 100	8	1,522,254	1,160,429
101 - 114	9	1,683,465	1,283,330
115 - 129	10	1,844,675	1,406,231
130 - 143	11	2,005,886	1,529,133
144 - 171	12	2,167,097	1,652,035
172 - 210	13	2,594,792	1,774,936
211 - 248	14	3,063,276	1,897,838
249 - 286	15	3,531,767	2,020,739
NSS Add-on per ADA		-	-

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.

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	-

Documentary Record 000234

NSS Calculation Tab

Bullis Charter (106534) - Charter Renewal Petition

NECESSARY SMALL SCHOOLS (NSS)

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.

SECTION 1: DATA NEEDED TO CALCULATE FUNDING

ADA & NSS FTE — **2023-24**

		DISTRICT	NSS 1	NSS 2	NSS 3	NSS 4	NSS 5	NPS, CDS, & COE operated
Third PY ADA (net of charter shift)								
2020-21	Grades TK-3	-	-	-	-	-	-	
	Grades 4-6	-	-	-	-	-	-	
	Grades 7-8	-	-	-	-	-	-	
	Grades 9-12	-	-	-	-	-	-	
	Third PRIOR YEAR ADA	-	-	-	-	-	-	
Third PY NUMBER OF FTE			-	-	-	-	-	
Second PY ADA (net of charter shift)								
2021-22	Grades TK-3	-	-	-	-	-	-	
	Grades 4-6	-	-	-	-	-	-	
	Grades 7-8	-	-	-	-	-	-	
	Grades 9-12	-	-	-	-	-	-	
	Second PRIOR YEAR ADA	-	-	-	-	-	-	
Second PY NUMBER OF FTE			-	-	-	-	-	
PRIOR YEAR ADA (net of charter shift)								
2022-23	Grades TK-3	-	-	-	-	-	-	
	Grades 4-6	-	-	-	-	-	-	
	Grades 7-8	-	-	-	-	-	-	
	Grades 9-12	-	-	-	-	-	-	
	PRIOR YEAR ADA	-	-	-	-	-	-	
PRIOR YEAR NUMBER OF FTE			-	-	-	-	-	
THREE PRIOR YEAR AVERAGE (net of charter shift)								
	Grades TK-3	-	-	-	-	-	-	
	Grades 4-6	-	-	-	-	-	-	
	Grades 7-8	-	-	-	-	-	-	
	Grades 9-12	-	-	-	-	-	-	
	3 PY AVERAGE ADA	-	-	-	-	-	-	
3 PRIOR YEAR NUMBER OF FTE			-	-	-	-	-	
CURRENT YEAR ADA (before charter shift)								
2023-24	Grades TK-3	-	-	-	-	-	-	-
	Grades 4-6	-	-	-	-	-	-	-
	Grades 7-8	-	-	-	-	-	-	-
	Grades 9-12	-	-	-	-	-	-	-
	CURRENT YEAR ADA	-	-	-	-	-	-	-
CURRENT YEAR NUMBER OF FTE			-	-	-	-	-	

NSS FUNDING CALCULATIONS		NSS 1	NSS 2	NSS 3	NSS 4	NSS 5
Eligibility as a NSS		Eligible	Eligible	Eligible	Eligible	Eligible
Type of NSS school		Not NSS	Not NSS	Not NSS	Not NSS	Not NSS
NSS Allowance if funded as NSS & on prior year						
	NSS allowance level	0	0	0	0	0
	NSS Allowance using PY	-	-	-	-	-
	NSS Add-on using PY	-	-	-	-	-
	Total NSS Allowance using PY	-	-	-	-	-
NSS Allowance if funded as NSS & on 3 PY average						
	NSS allowance level	-	-	-	-	-
	NSS Allowance using 3 PY average	-	-	-	-	-
	NSS Add-on using 3 PY average	-	-	-	-	-
	Total NSS Allowance using 3 PY average	-	-	-	-	-
NSS Allowance if funded as NSS & on current year						
	NSS allowance level	0	0	0	0	0
	NSS Allowance using CY	-	-	-	-	-
	NSS Add-on using CY	-	-	-	-	-
	Total NSS Allowance using CY	-	-	-	-	-
	NSS allowance level >0?	NO	NO	NO	NO	NO
NSS Allowance if funded as NSS is based on		Current Yr	Current Yr	Current Yr	Current Yr	Current Yr
	NSS Funding	-	-	-	-	-
	NSS ADA Grades TK-3	-	-	-	-	-
	Grades 4-6	-	-	-	-	-
	Grades 7-8	-	-	-	-	-
	Grades 9-12	-	-	-	-	-
	Total	-	-	-	-	-
	NSS allowance Level	-	-	-	-	-

Documentary Record 000235

NSS Calculation Tab

Bullis Charter (106534) - Charter Renewal Petition

NECESSARY SMALL SCHOOLS (NSS)

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.

SECTION 1: DATA NEEDED TO CALCULATE FUNDING

2023-24				2023-24			
Funded P2 NSS ADA and NSS Allowances	NSS 1	NSS 2	NSS 3	NSS 4	NSS 5	TOTAL	
Best funding option calculated is:	LCFF	LCFF	LCFF	LCFF	LCFF		
Selected funding method:	LCFF	LCFF	LCFF	LCFF	LCFF		
NSS Allowance							
Third Prior Year 2020-21							
NSS ADA							
Grades TK-3	-	-	-	-	-	-	
Grades 4-6	-	-	-	-	-	-	
Grades 7-8	-	-	-	-	-	-	
Grades 9-12	-	-	-	-	-	-	
P2 NSS ADA	-	-	-	-	-	-	
Second Prior Year 2021-22							
NSS ADA							
Grades TK-3	-	-	-	-	-	-	
Grades 4-6	-	-	-	-	-	-	
Grades 7-8	-	-	-	-	-	-	
Grades 9-12	-	-	-	-	-	-	
P2 NSS ADA	-	-	-	-	-	-	
Prior Year 2022-23							
NSS ADA							
Grades TK-3	-	-	-	-	-	-	
Grades 4-6	-	-	-	-	-	-	
Grades 7-8	-	-	-	-	-	-	
Grades 9-12	-	-	-	-	-	-	
P2 NSS ADA	-	-	-	-	-	-	
NSS Allowances	-	-	-	-	-	-	
Current Year 2023-24							
NSS ADA							
Grades TK-3	-	-	-	-	-	-	
Grades 4-6	-	-	-	-	-	-	
Grades 7-8	-	-	-	-	-	-	
Grades 9-12	-	-	-	-	-	-	
P2 NSS ADA	-	-	-	-	-	-	
NSS Allowances	-	-	-	-	-	-	
Funded **NSS allowance Level**	-	-	-	-	-		
NSS ADA							
Grades TK-3	-	-	-	-	-	-	
Grades 4-6	-	-	-	-	-	-	
Grades 7-8	-	-	-	-	-	-	
Grades 9-12	-	-	-	-	-	-	
P2 NSS ADA	-	-	-	-	-	-	
NSS Allowances	-	-	-	-	-	-	

Exclude: LCFF Adjusted Base Funding for NSS ADA	NSS ADA	Rates		Amounts		Total
		Base	**Grade Span**	**Base**	**Grade Span**	
Grades TK-3	-	9,919	1,032	-	-	-
Grades 4-6	-	10,069	-	-	-	-
Grades 7-8	-	10,367	-	-	-	-
Grades 9-12	-	12,015	312	-	-	-
Total Exclusion: LCFF Adjusted Base Funding for NSS ADA	-			-	-	-

Adjusted NSS Allowance (Deficited) for EPA	NSS 1	NSS 2	NSS 3	NSS 4	NSS 5	
Funding at 12-13 levels (deficited)						
NSS Allowances	-	-	-	-	-	-
NSS Add-on						
NSS Add-on per ADA	-	-	-	-	-	
Funded ADA	-	-	-	-	-	
NSS Add-on	-	-	-	-	-	-
TOTAL Adjusted NSS Allowance (Deficited) for EPA						-

Documentary Record 000236

NSS Calculation Tab

Bullis Charter (106534) - Charter Renewal Petition

NECESSARY SMALL SCHOOLS (NSS)

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.

SECTION 1: DATA NEEDED TO CALCULATE FUNDING

RATES 2024-25			12/13 def. rate + COLA for EPA
ADA	Level / # FTE	Allowance	
Elementary			
1 - 24	1	271,219	153,034
25 - 48	2	536,727	306,069
49 - 72	3	802,469	459,103
73 - 96	4	1,067,976	612,137
High School			
1 - 19	1	228,561	124,216
1 - 19	2	325,871	248,433
1 - 19	3	723,865	551,762
20 - 38	4	886,800	675,978
39 - 57	5	1,049,736	800,196
58 - 71	6	1,212,671	924,412
72 - 86	7	1,375,607	1,048,629
87 - 100	8	1,375,607	1,172,846
101 - 114	9	1,701,478	1,297,062
115 - 129	10	1,864,413	1,421,278
130 - 143	11	2,027,349	1,545,495
144 - 171	12	2,190,285	1,669,712
172 - 210	13	2,622,556	1,793,928
211 - 248	14	3,096,053	1,918,145
249 - 286	15	3,569,557	2,042,361
NSS Add-on per ADA		-	-

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.

COLA	1.07%
Proration Factor	0.00%

LCFF Rates per ADA

	Base	Gr Span	Supp	Concen
Grades TK-3	10,025	1,043	232	-
Grades 4-6	10,177	-	214	-
Grades 7-8	10,478	-	220	-
Grades 9-12	12,144	316	262	-

Documentary Record 000237

NSS Calculation Tab

Bullis Charter (106534) - Charter Renewal Petition

NECESSARY SMALL SCHOOLS (NSS)

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.

SECTION 1: DATA NEEDED TO CALCULATE FUNDING

ADA & NSS FTE — **2024-25**

		DISTRICT	NSS 1	NSS 2	NSS 3	NSS 4	NSS 5	NPS, CDS, & COE operated
Third PY ADA (net of charter shift)								
2021-22	Grades TK-3	-	-	-	-	-	-	
	Grades 4-6	-	-	-	-	-	-	
	Grades 7-8	-	-	-	-	-	-	
	Grades 9-12	-	-	-	-	-	-	
	Third PRIOR YEAR ADA	-	-	-	-	-	-	
Third PY NUMBER OF FTE			-	-	-	-	-	
Second PY ADA (net of charter shift)								
2022-23	Grades TK-3	-	-	-	-	-	-	
	Grades 4-6	-	-	-	-	-	-	
	Grades 7-8	-	-	-	-	-	-	
	Grades 9-12	-	-	-	-	-	-	
	Second PRIOR YEAR ADA	-	-	-	-	-	-	
Second PY NUMBER OF FTE			-	-	-	-	-	
PRIOR YEAR ADA (net of charter shift)								
2023-24	Grades TK-3	-	-	-	-	-	-	
	Grades 4-6	-	-	-	-	-	-	
	Grades 7-8	-	-	-	-	-	-	
	Grades 9-12	-	-	-	-	-	-	
	PRIOR YEAR ADA	-	-	-	-	-	-	
PRIOR YEAR NUMBER OF FTE			-	-	-	-	-	
THREE PRIOR YEAR AVERAGE (net of charter shift)								
	Grades TK-3	-	-	-	-	-	-	
	Grades 4-6	-	-	-	-	-	-	
	Grades 7-8	-	-	-	-	-	-	
	Grades 9-12	-	-	-	-	-	-	
	3 PY AVERAGE ADA	-	-	-	-	-	-	
3 PRIOR YEAR NUMBER OF FTE			-	-	-	-	-	
CURRENT YEAR ADA (before charter shift)								
2024-25	Grades TK-3	-	-	-	-	-	-	-
	Grades 4-6	-	-	-	-	-	-	-
	Grades 7-8	-	-	-	-	-	-	-
	Grades 9-12	-	-	-	-	-	-	-
	CURRENT YEAR ADA	-	-	-	-	-	-	-
CURRENT YEAR NUMBER OF FTE			-	-	-	-	-	

NSS FUNDING CALCULATIONS		NSS 1	NSS 2	NSS 3	NSS 4	NSS 5
Eligibility as a NSS		Eligible	Eligible	Eligible	Eligible	Eligible
Type of NSS school		Not NSS	Not NSS	Not NSS	Not NSS	Not NSS
NSS Allowance if funded as NSS & on prior year						
	NSS allowance level	-	-	-	-	-
	NSS Allowance using PY	-	-	-	-	-
	NSS Add-on using PY	-	-	-	-	-
	Total NSS Allowance using PY	-	-	-	-	-
NSS Allowance if funded as NSS & on 3 PY average						
	NSS allowance level	-	-	-	-	-
	NSS Allowance using 3 PY average	-	-	-	-	-
	NSS Add-on using 3 PY average	-	-	-	-	-
	Total NSS Allowance using 3 PY average	-	-	-	-	-
NSS Allowance if funded as NSS & on current year						
	NSS allowance level	-	-	-	-	-
	NSS Allowance using CY	-	-	-	-	-
	NSS Add-on using CY	-	-	-	-	-
	Total NSS Allowance using CY	-	-	-	-	-
	NSS allowance level >0?	NO	NO	NO	NO	NO
NSS Allowance if funded as NSS is based on		Current Yr	Current Yr	Current Yr	Current Yr	Current Yr
	NSS Funding	-	-	-	-	-
	NSS ADA Grades TK-3	-	-	-	-	-
	Grades 4-6	-	-	-	-	-
	Grades 7-8	-	-	-	-	-
	Grades 9-12	-	-	-	-	-
	Total	-	-	-	-	-
	NSS allowance Level	-	-	-	-	-

Documentary Record 000238

NSS Calculation Tab

Bullis Charter (106534) - Charter Renewal Petition

NECESSARY SMALL SCHOOLS (NSS)

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.

SECTION 1: DATA NEEDED TO CALCULATE FUNDING

562	2024-25						2024-25				
563	**Funded P2 NSS ADA and NSS Allowances**				NSS 1	NSS 2	NSS 3	NSS 4	NSS 5	TOTAL
564	Best funding option calculated is:				LCFF	LCFF	LCFF	LCFF	LCFF	
565	Selected funding method:				Select method	Select method	Select method	Select method	Select 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**				NSS ADA	Rates		Amounts		Total
606						**Base**	**Grade Span**	**Base**	**Grade Span**	
607		Grades TK-3			-	10,025	1,043	-	-	-
608		Grades 4-6			-	10,177	-	-	-	-
609		Grades 7-8			-	10,478	-	-	-	-
610		Grades 9-12			-	12,144	316	-	-	-
611	**Total Exclusion: LCFF Adjusted Base Funding for NSS ADA**				**-**			**-**	**-**	**-**
612	**Adjusted NSS Allowance (Deficited) for EPA**				NSS 1	NSS 2	NSS 3	NSS 4	NSS 5	
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										

Documentary Record 000239

NSS Calculation Tab

Bullis Charter (106534) - Charter Renewal Petition

NECESSARY SMALL SCHOOLS (NSS)

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.

SECTION 1: DATA NEEDED TO CALCULATE FUNDING

RATES 2025-26			12/13 def. rate + COLA for EPA
ADA	Level / # FTE	Allowance	
Elementary			
1 - 24	1	279,166	157,518
25 - 48	2	552,453	315,037
49 - 72	3	825,981	472,555
73 - 96	4	1,099,268	630,073
High School			
1 - 19	1	235,258	127,856
1 - 19	2	335,419	255,712
1 - 19	3	745,074	567,929
20 - 38	4	912,783	695,784
39 - 57	5	1,080,493	823,642
58 - 71	6	1,248,202	951,497
72 - 86	7	1,415,912	1,079,354
87 - 100	8	1,415,912	1,207,210
101 - 114	9	1,751,331	1,335,066
115 - 129	10	1,919,040	1,462,921
130 - 143	11	2,086,750	1,590,778
144 - 171	12	2,254,460	1,718,635
172 - 210	13	2,699,397	1,846,490
211 - 248	14	3,186,767	1,974,347
249 - 286	15	3,674,145	2,102,202
NSS Add-on per ADA		-	-

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.

COLA	2.93%
Proration Factor	0.00%

LCFF Rates per ADA

	Base	Gr Span	Supp	Concen
Grades TK-3	10,319	1,073	281	-
Grades 4-6	10,475	-	258	-
Grades 7-8	10,785	-	266	-
Grades 9-12	12,500	325	316	-

Documentary Record 000240

NSS Calculation Tab

Bullis Charter (106534) - Charter Renewal Petition

NECESSARY SMALL SCHOOLS (NSS)

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.

SECTION 1: DATA NEEDED TO CALCULATE FUNDING

ADA & NSS FTE — **2025-26**

		DISTRICT	NSS 1	NSS 2	NSS 3	NSS 4	NSS 5	NPS, CDS, & COE operated
Third PY ADA (net of charter shift)								
2022-23	Grades TK-3	-	-	-	-	-	-	
	Grades 4-6	-	-	-	-	-	-	
	Grades 7-8	-	-	-	-	-	-	
	Grades 9-12	-	-	-	-	-	-	
	Third PRIOR YEAR ADA	-	-	-	-	-	-	
Third PY NUMBER OF FTE			-	-	-	-	-	
Second PY ADA (net of charter shift)								
2023-24	Grades TK-3	-	-	-	-	-	-	
	Grades 4-6	-	-	-	-	-	-	
	Grades 7-8	-	-	-	-	-	-	
	Grades 9-12	-	-	-	-	-	-	
	Second PRIOR YEAR ADA	-	-	-	-	-	-	
Second PY NUMBER OF FTE			-	-	-	-	-	
PRIOR YEAR ADA (net of charter shift)								
2024-25	Grades TK-3	-	-	-	-	-	-	
	Grades 4-6	-	-	-	-	-	-	
	Grades 7-8	-	-	-	-	-	-	
	Grades 9-12	-	-	-	-	-	-	
	PRIOR YEAR ADA	-	-	-	-	-	-	
PRIOR YEAR NUMBER OF FTE			-	-	-	-	-	
THREE PRIOR YEAR AVERAGE (net of charter shift)								
	Grades TK-3	-	-	-	-	-	-	
	Grades 4-6	-	-	-	-	-	-	
	Grades 7-8	-	-	-	-	-	-	
	Grades 9-12	-	-	-	-	-	-	
	3 PY AVERAGE ADA	-	-	-	-	-	-	
3 PRIOR YEAR NUMBER OF FTE			-	-	-	-	-	
CURRENT YEAR ADA (before charter shift)								
2025-26	Grades TK-3	-	-	-	-	-	-	-
	Grades 4-6	-	-	-	-	-	-	-
	Grades 7-8	-	-	-	-	-	-	-
	Grades 9-12	-	-	-	-	-	-	-
	CURRENT YEAR ADA	-	-	-	-	-	-	-
CURRENT YEAR NUMBER OF FTE			-	-	-	-	-	

NSS FUNDING CALCULATIONS		NSS 1	NSS 2	NSS 3	NSS 4	NSS 5
Eligibility as a NSS		Eligible	Eligible	Eligible	Eligible	Eligible
Type of NSS school		Not NSS	Not NSS	Not NSS	Not NSS	Not NSS
NSS Allowance if funded as NSS & on prior year						
	NSS allowance level	-	-	-	-	-
	NSS Allowance using PY	-	-	-	-	-
	NSS Add-on using PY	-	-	-	-	-
	Total NSS Allowance using PY	-	-	-	-	-
NSS Allowance if funded as NSS & on 3 PY average						
	NSS allowance level	-	-	-	-	-
	NSS Allowance using 3 PY average	-	-	-	-	-
	NSS Add-on using 3 PY average	-	-	-	-	-
	Total NSS Allowance using 3 PY average	-	-	-	-	-
NSS Allowance if funded as NSS & on current year						
	NSS allowance level	-	-	-	-	-
	NSS Allowance using CY	-	-	-	-	-
	NSS Add-on using CY	-	-	-	-	-
	Total NSS Allowance using CY	-	-	-	-	-
	NSS allowance level >0?	NO	NO	NO	NO	NO
NSS Allowance if funded as NSS is based on		Current Yr	Current Yr	Current Yr	Current Yr	Current Yr
	NSS Funding	-	-	-	-	-
	NSS ADA Grades TK-3	-	-	-	-	-
	Grades 4-6	-	-	-	-	-
	Grades 7-8	-	-	-	-	-
	Grades 9-12	-	-	-	-	-
	Total	-	-	-	-	-
	NSS allowance Level	-	-	-	-	-

Documentary Record 000241

NSS Calculation Tab

Bullis Charter (106534) - Charter Renewal Petition

NECESSARY SMALL SCHOOLS (NSS)

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.

SECTION 1: DATA NEEDED TO CALCULATE FUNDING

715	2025-26						2025-26				
716	**Funded P2 NSS ADA and NSS Allowances**				NSS 1	NSS 2	NSS 3	NSS 4	NSS 5	TOTAL
717	Best funding option calculated is:				LCFF	LCFF	LCFF	LCFF	LCFF	
718	Selected funding method:				Select method	Select method	Select method	Select method	Select method	
719	**NSS Allowance**									
720	**Third Prior Year**	2022-23								
721		**NSS ADA**								
722		Grades TK-3			-	-	-	-	-	-
723		Grades 4-6			-	-	-	-	-	-
724		Grades 7-8			-	-	-	-	-	-
725		Grades 9-12			-	-	-	-	-	-
726		**P2 NSS ADA**			-	-	-	-	-	-
727	**Second Prior Year**	2023-24								
728		**NSS ADA**								
729		Grades TK-3			-	-	-	-	-	-
730		Grades 4-6			-	-	-	-	-	-
731		Grades 7-8			-	-	-	-	-	-
732		Grades 9-12			-	-	-	-	-	-
733		**P2 NSS ADA**			-	-	-	-	-	-
734	**Prior Year**	2024-25								
735		**NSS ADA**								
736		Grades TK-3			-	-	-	-	-	-
737		Grades 4-6			-	-	-	-	-	-
738		Grades 7-8			-	-	-	-	-	-
739		Grades 9-12			-	-	-	-	-	-
740		**P2 NSS ADA**			-	-	-	-	-	-
741		**NSS Allowances**			**-**	**-**	**-**	**-**	**-**	**-**
742	**Current Year**	2025-26								
743		**NSS ADA**								
744		Grades TK-3			-	-	-	-	-	-
745		Grades 4-6			-	-	-	-	-	-
746		Grades 7-8			-	-	-	-	-	-
747		Grades 9-12			-	-	-	-	-	-
748		**P2 NSS ADA**			-	-	-	-	-	-
749		**NSS Allowances**			**-**	**-**	**-**	**-**	**-**	**-**
750	**Funded**	**NSS allowance Level**			**-**	**-**	**-**	**-**	**-**	
751		**NSS ADA**								
752		Grades TK-3			-	-	-	-	-	-
753		Grades 4-6			-	-	-	-	-	-
754		Grades 7-8			-	-	-	-	-	-
755		Grades 9-12			-	-	-	-	-	-
756		**P2 NSS ADA**			-	-	-	-	-	-
757		**NSS Allowances**			**-**	**-**	**-**	**-**	**-**	**-**
758	**Exclude: LCFF Adjusted Base Funding for NSS ADA**				NSS ADA	Rates		Amounts		Total
759						**Base**	**Grade Span**	**Base**	**Grade Span**	
760		Grades TK-3			-	10,319	1,073	-	-	-
761		Grades 4-6			-	10,475	-	-	-	-
762		Grades 7-8			-	10,785	-	-	-	-
763		Grades 9-12			-	12,500	325	-	-	-
764	**Total Exclusion: LCFF Adjusted Base Funding for NSS ADA**				**-**			**-**	**-**	**-**
765	**Adjusted NSS Allowance (Deficited) for EPA**				NSS 1	NSS 2	NSS 3	NSS 4	NSS 5	
766	Funding at 12-13 levels (deficited)									
767	NSS Allowances				-	-	-	-	-	-
768	NSS Add-on									
769	NSS Add-on per ADA				-	-	-	-	-	
770	Funded ADA				-	-	-	-	-	
771	NSS Add-on				-	-	-	-	-	-
772	**TOTAL Adjusted NSS Allowance (Deficited) for EPA**									**-**
773										
774										

Documentary Record 000242

NSS Calculation Tab

Bullis Charter (106534) - Charter Renewal Petition

NECESSARY SMALL SCHOOLS (NSS)

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.

SECTION 1: DATA NEEDED TO CALCULATE FUNDING

RATES 2026-27			12/13 def. rate + COLA for EPA
ADA	Level / # FTE	Allowance	
Elementary			
1 - 24	1	287,764	162,370
25 - 48	2	569,469	324,740
49 - 72	3	851,421	487,110
73 - 96	4	1,133,125	649,479
High School			
1 - 19	1	242,504	131,794
1 - 19	2	345,750	263,588
1 - 19	3	768,022	585,421
20 - 38	4	940,897	717,214
39 - 57	5	1,113,772	849,010
58 - 71	6	1,286,647	980,803
72 - 86	7	1,459,522	1,112,598
87 - 100	8	1,459,522	1,244,392
101 - 114	9	1,805,272	1,376,186
115 - 129	10	1,978,146	1,507,979
130 - 143	11	2,151,022	1,639,774
144 - 171	12	2,323,897	1,771,569
172 - 210	13	2,782,538	1,903,362
211 - 248	14	3,284,919	2,035,157
249 - 286	15	3,787,309	2,166,950
NSS Add-on per ADA		-	-

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.

COLA	3.08%
Proration Factor	0.00%

LCFF Rates per ADA

	Base	Gr Span	Supp	Concen
Grades TK-3	10,637	1,106	303	-
Grades 4-6	10,798	-	279	-
Grades 7-8	11,117	-	287	-
Grades 9-12	12,885	335	342	-

Documentary Record 000243

NSS Calculation Tab

Bullis Charter (106534) - Charter Renewal Petition

NECESSARY SMALL SCHOOLS (NSS)

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.

SECTION 1: DATA NEEDED TO CALCULATE FUNDING

ADA & NSS FTE — **2026-27**

		DISTRICT	NSS 1	NSS 2	NSS 3	NSS 4	NSS 5	NPS, CDS, & COE operated
Third PY ADA (net of charter shift)								
2023-24	Grades TK-3	-	-	-	-	-	-	
	Grades 4-6	-	-	-	-	-	-	
	Grades 7-8	-	-	-	-	-	-	
	Grades 9-12	-	-	-	-	-	-	
	Third PRIOR YEAR ADA	-	-	-	-	-	-	
Third PY NUMBER OF FTE			-	-	-	-	-	
Second PY ADA (net of charter shift)								
2024-25	Grades TK-3	-	-	-	-	-	-	
	Grades 4-6	-	-	-	-	-	-	
	Grades 7-8	-	-	-	-	-	-	
	Grades 9-12	-	-	-	-	-	-	
	Second PRIOR YEAR ADA	-	-	-	-	-	-	
Second PY NUMBER OF FTE			-	-	-	-	-	
PRIOR YEAR ADA (net of charter shift)								
2025-26	Grades TK-3	-	-	-	-	-	-	
	Grades 4-6	-	-	-	-	-	-	
	Grades 7-8	-	-	-	-	-	-	
	Grades 9-12	-	-	-	-	-	-	
	PRIOR YEAR ADA	-	-	-	-	-	-	
PRIOR YEAR NUMBER OF FTE			-	-	-	-	-	
THREE PRIOR YEAR AVERAGE (net of charter shift)								
	Grades TK-3	-	-	-	-	-	-	
	Grades 4-6	-	-	-	-	-	-	
	Grades 7-8	-	-	-	-	-	-	
	Grades 9-12	-	-	-	-	-	-	
	3 PY AVERAGE ADA	-	-	-	-	-	-	
3 PRIOR YEAR NUMBER OF FTE			-	-	-	-	-	
CURRENT YEAR ADA (before charter shift)								
2026-27	Grades TK-3	-	-	-	-	-	-	-
	Grades 4-6	-	-	-	-	-	-	-
	Grades 7-8	-	-	-	-	-	-	-
	Grades 9-12	-	-	-	-	-	-	-
	CURRENT YEAR ADA	-	-	-	-	-	-	-
CURRENT YEAR NUMBER OF FTE			-	-	-	-	-	

NSS FUNDING CALCULATIONS		NSS 1	NSS 2	NSS 3	NSS 4	NSS 5
Eligibility as a NSS		Eligible	Eligible	Eligible	Eligible	Eligible
Type of NSS school		Not NSS	Not NSS	Not NSS	Not NSS	Not NSS
NSS Allowance if funded as NSS & on prior year						
	NSS allowance level	-	-	-	-	-
	NSS Allowance using PY	-	-	-	-	-
	NSS Add-on using PY	-	-	-	-	-
	Total NSS Allowance using PY	-	-	-	-	-
NSS Allowance if funded as NSS & on 3 PY average						
	NSS allowance level	-	-	-	-	-
	NSS Allowance using 3 PY average	-	-	-	-	-
	NSS Add-on using 3 PY average	-	-	-	-	-
	Total NSS Allowance using 3 PY average	-	-	-	-	-
NSS Allowance if funded as NSS & on current year						
	NSS allowance level	-	-	-	-	-
	NSS Allowance using CY	-	-	-	-	-
	NSS Add-on using CY	-	-	-	-	-
	Total NSS Allowance using CY	-	-	-	-	-
	NSS allowance level >0?	NO	NO	NO	NO	NO
NSS Allowance if funded as NSS is based on		Current Yr	Current Yr	Current Yr	Current Yr	Current Yr
	NSS Funding	-	-	-	-	-
	NSS ADA Grades TK-3	-	-	-	-	-
	Grades 4-6	-	-	-	-	-
	Grades 7-8	-	-	-	-	-
	Grades 9-12	-	-	-	-	-
	Total	-	-	-	-	-
	NSS allowance Level	-	-	-	-	-

Documentary Record 000244

Graphs Tab

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.**

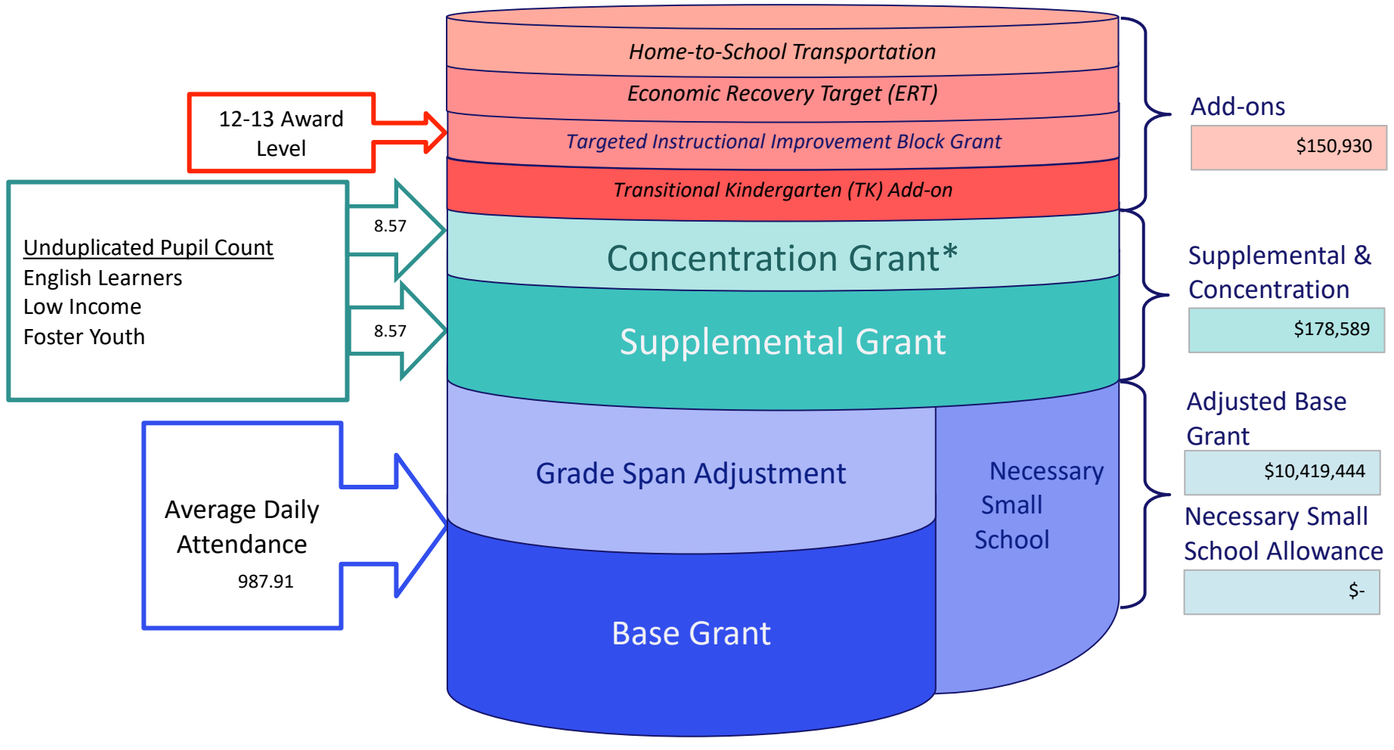
2023-24

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	

Total LCFF Funding: $10,748,963



*Unduplicated Pupil Percentage must be above 55% to receive Concentration Grant funding

Documentary Record 000245

Graphs Tab

Bullis Charter (106534) - Charter Renewal Petition	
Charts and Graphs	

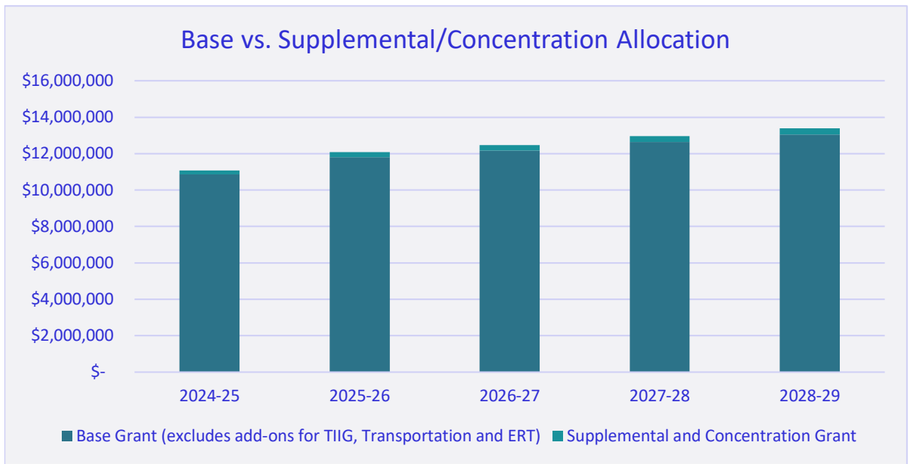
Documentary Record 000246

Graphs Tab

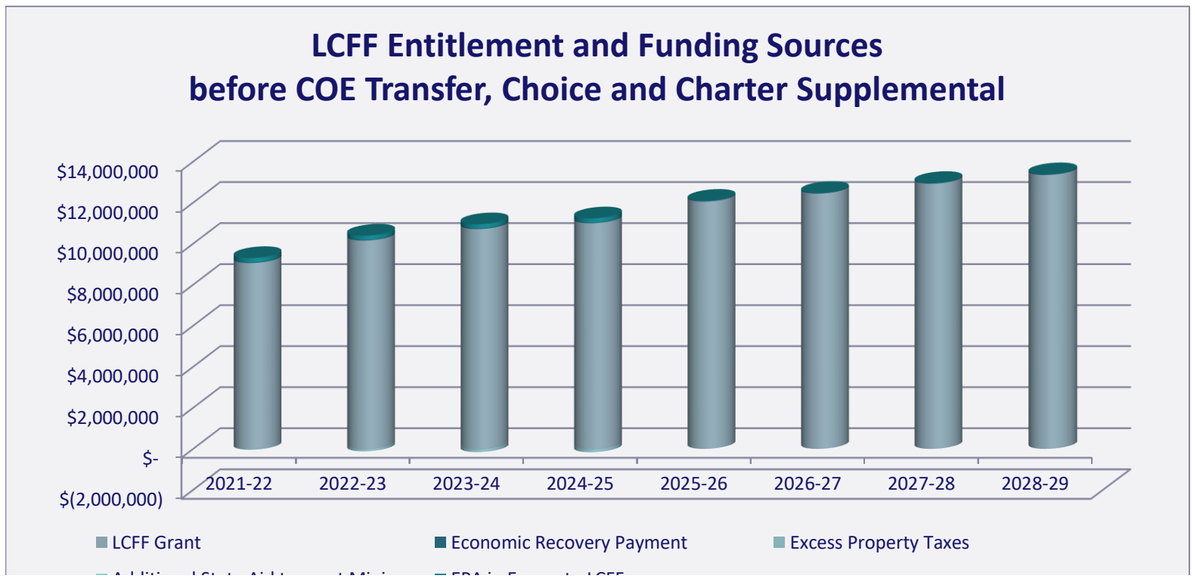
Bullis Charter (106534) - Charter Renewal Petition

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



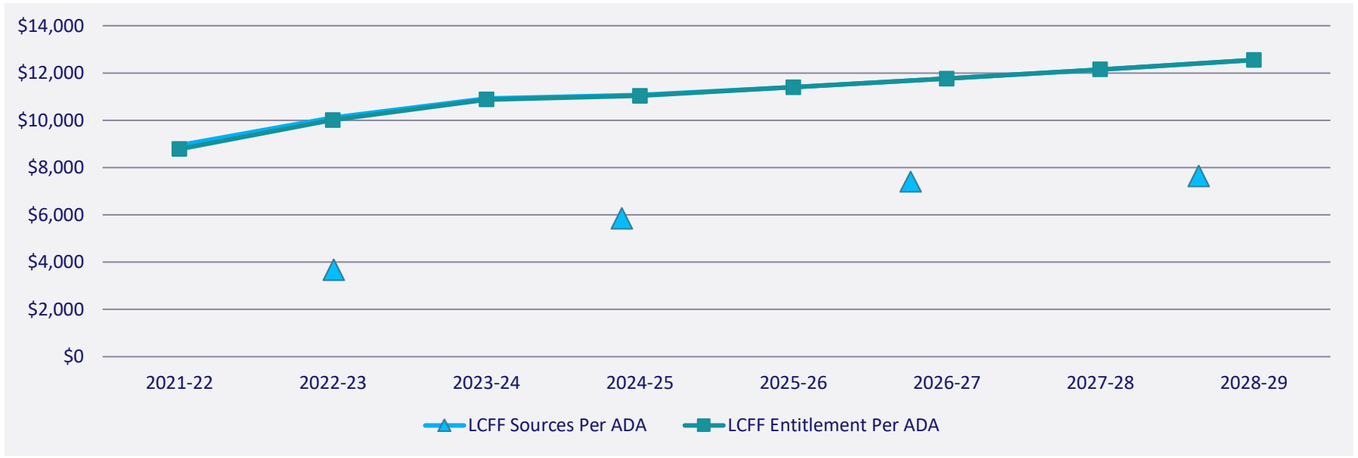
Documentary Record 000247

Graphs Tab

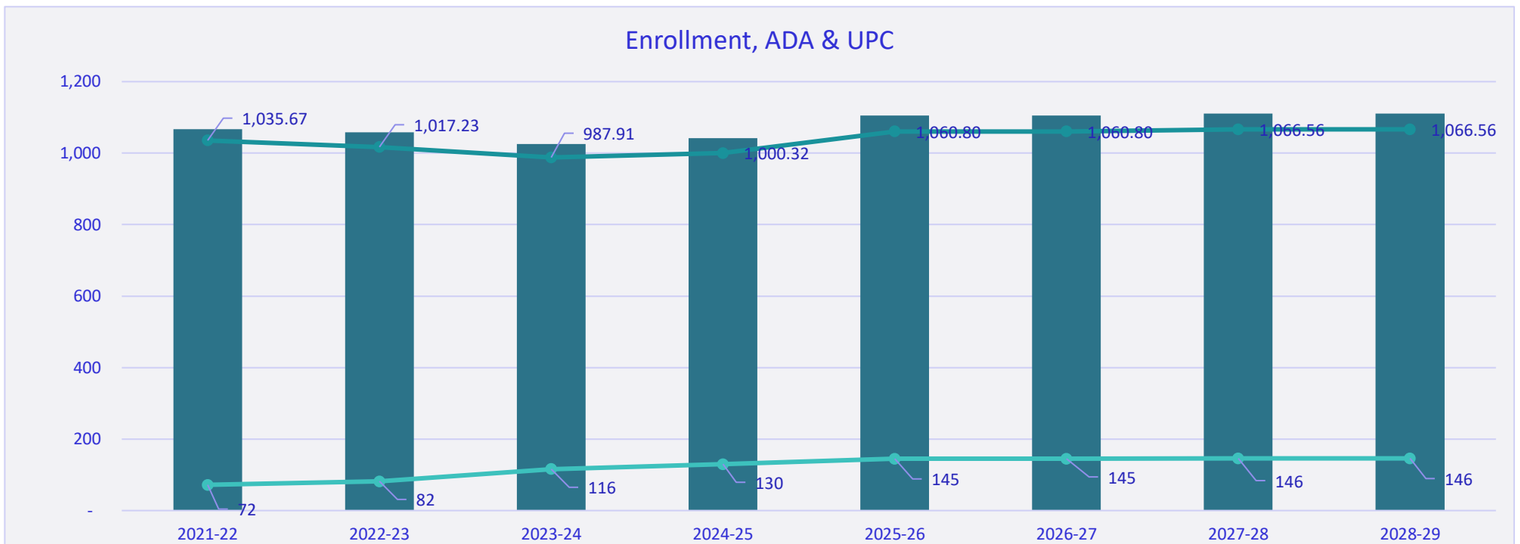
Bullis Charter (106534) - Charter Renewal Petition

Charts and Graphs

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

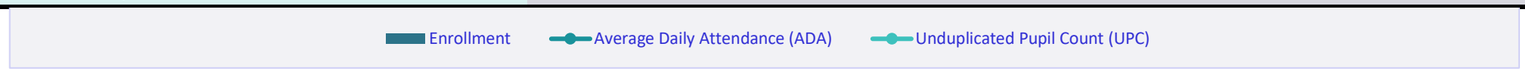


Documentary Record 000248

Graphs Tab

Bullis Charter (106534) - Charter Renewal Petition

Charts and Graphs



Documentary Record 000249

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		
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**		

Documentary Record 000250

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**		

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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		
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	(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**		

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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**		

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Bullis Charter School
Monthly Cash Forecast
As of Apr FY2025

	2029-30 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	**1,634,726**	**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**		

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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

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Appendices

Appendix A	**Bylaws of the Bullis-Purissima Elementary School**
Appendix B	**Conflict of Interest Code**
Appendix C	**California Dashboard Data 2022-2023**
Appendix D	**WASC Self-Study and Visiting Committee Report 2022**
Appendix E	**LCAP 2023**
Appendix F	**Student and Family Handbook 2023-2024**
Appendix G	**Employee Handbook 2023-2024**
Appendix H	**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.

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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.

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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,

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declared of unsound mind by a court order, or found by final order or judgment of any court to have[258] 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.

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(2) All statements, questions, actions or votes were made by that director and not by another person not permitted to participate as a director.

(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.

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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.

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Section 25. COMPLIANCE WITH LAWS COVERNING 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.

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Section 9. PRESIDENT. Subject to such supervisory powers as the Board may give to the 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

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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 CORORATE RECORDS

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Section 1. MAINTENACE OF CORPORATE RECORDS. This corporation shall keep:

(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 of 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 funs, 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

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(f) An independent accountants' report or, if none, the certificate of an authorized officer 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 then $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

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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.

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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

Designated Positions	**Disclosure Categories**
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

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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:

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(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.

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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.

Documentary Record 000272

Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
1,058	1.9%	6.1%	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

0 Red	0 Orange	0 Yellow
3 Green	2 Blue	

LEARN MORE

Mathematics



Blue

128.5 points above standard

Increased 6.1 Points ▲

EQUITY REPORT

Number of Student Groups in Each Level

0 Red	0 Orange	0 Yellow
2 Green	3 Blue	

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

Documentary Record 000273

See information that shows how well schools are engaging students in their learning.

LEARN MORE

Chronic Absenteeism



Orange

5.1% chronically absent

Increased 2.2% ▲

EQUITY REPORT

Number of Student Groups in Each Level

0	4	2	0	0
Red	Orange	Yellow	Green	Blue

Local Indicators

LEARN MORE

Access to a Broad Course of Study

STANDARD MET

BULLIS CHARTER

Conditions & Climate

View data related to how well schools are providing a healthy, safe and welcoming environment.

LEARN MORE

Suspension Rate



Blue

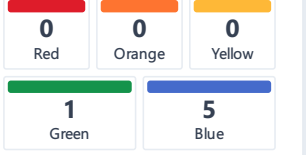
0.2% suspended at least one day

Maintained -0.2%

EQUITY REPORT

Number of Student Groups in Each Level

Documentary Record 000274



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

Documentary Record 000275

Academic Performance

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.

All Students



Blue

112.5 points above standard

Maintained -0.1 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

White



Blue

Asian

Two or More Races



No Performance Color

Filipino

Hispanic

Pacific Islander

Socioeconomically Disadvantaged

Documentary Record 000276

Filipino



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 10

Hispanic



No Performance Color

87.4 points above standard

Declined 22.3 Points ▼

Number of Students: 30

Pacific Islander



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Socioeconomically Disadvantaged



No Performance Color

0.2 points above standard

Number of Students: 13

English Learners



Green

59.3 points above standard

Declined 31.1 Points ▼

Number of Students: 50

Students with Disabilities



Green

11.7 points above standard

Declined 20 Points ▼

Number of Students: 56

White



Green

88.1 points above standard

Declined 6.1 Points ▼

Number of Students: 127

Asian



Blue

121.3 points above standard

Maintained -0.3 Points

Number of Students: 372

Two or More Races



Blue

119.5 points above standard

Increased 3.7 Points ▲

Number of Students: 101

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.

Documentary Record 000277

Current English Learners	Recently Reclassified English Learners	English Only
24.8 points below standard	92.1 points above standard	109.6 points above standard
Number of Students: 14	Declined 10.1 Points ▼	Declined 3.7 Points ▼
	Number of Students: 36	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

Documentary Record 000278

Filipino



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 10

Hispanic



No Performance Color

86.3 points above standard

Declined 21.5 Points ▼

Number of Students: 30

Pacific Islander



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Socioeconomically Disadvantaged



No Performance Color

9.6 points above standard

Number of Students: 13

English Learners



Green

78.2 points above standard

Declined 30 Points ▼

Number of Students: 50

Students with Disabilities



Green

24.7 points above standard

Declined 24.2 Points ▼

Number of Students: 56

Asian



Blue

142.3 points above standard

Increased 3.5 Points ▲

Number of Students: 372

Two or More Races



Blue

128.5 points above standard

Increased 7.2 Points ▲

Number of Students: 101

White



Blue

98.6 points above standard

Increased 11.7 Points ▲

Number of Students: 127

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.

Documentary Record 000279

Current English Learners	Recently Reclassified English Learners	English Only
8.9 points below standard	112.1 points above standard	125.3 points above standard
Number of Students: 14	Declined 10.3 Points ▼	Increased 6.3 Points ▲
	Number of Students: 36	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

Documentary Record 000280

3	Initial Implementation
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

English Language Development (Aligned to English Language Arts Standards)

5 Full Implementation And Sustainability

Mathematics – Common Core State Standards for Mathematics

5 Full Implementation And Sustainability

Next Generation Science Standards

4 Full Implementation

History - Social Science

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

English Language Development (Aligned to English Language Arts Standards)

4 Full Implementation

Mathematics – Common Core State Standards for Mathematics

5 Full Implementation And Sustainability

Next Generation Science Standards

5 Full Implementation And Sustainability

History - Social Science

4 Full Implementation

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

English Language Development (Aligned to English Language Arts Standards)

4 Full Implementation

Mathematics – Common Core State Standards for Mathematics

4 Full Implementation

Next Generation Science Standards

4 Full Implementation

History - Social Science

3 Initial Implementation

Documentary Record 000281

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

Documentary Record 000282

Academic Engagement

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?agglevel=School&cds=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

Documentary Record 000283

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

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.

Documentary Record 000284

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.

Documentary Record 000285

Conditions and Climate

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.

All Students



Blue

0.2% suspended at least one day

Maintained -0.2%

Number of Students: 1,073

Student Group Details

All Student Groups by Performance Level

11 Total Student Groups



Red

No Student Groups



Orange

No Student Groups



Yellow

No Student Groups



Green

Two or More Races



Blue

Asian

English Learners

Hispanic

Students with Disabilities

White



No Performance Color

African American

American Indian

Filipino

Pacific Islander

Socioeconomically Disadvantaged

Documentary Record 000286

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

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%

Documentary Record 000287

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&cds=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

Documentary Record 000288

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.

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.

STANDARD MET

Local Climate Survey

Documentary Record 000289

This measure addresses information regarding the school environment based on a local climate survey administered every other year on the topics of school safety and connectedness.

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.

Documentary Record 000290



BULLIS charter school
A CALIFORNIA K - 8 PUBLIC SCHOOL

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)

Documentary Record 000291

Bullis Charter School
Board of Directors and Leadership

BOARD OF DIRECTORS

Francis La Poll, Chair
Dorothy An
Andrea Eyring
Thomas Yih
Rob Chang
Ben Byon
Sanjeev Dutta
Sy Fahimi

ADMINISTRATION

Maureen Israel, Superintendent/Principal
Jessica Morgan, North K-5 Principal
Lisa Stone, South K-5 Principal
Daniel Gross, Middle School Principal

LEADERSHIP TEAM

Maureen Israel, Superintendent/Principal
Jessica Morgan, North K-5 Principal
Lisa Stone, South K-5 Principal
Daniel Gross, Middle School Principal
Jessica Corniffe, Director of Special Education
Savannah Lunsford, North K-2 Team Leader
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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WASC Visiting Committee

May 2-4, 2022

Mrs. Elisa McCutcheon, Chair
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

Jeff Kirchner, Member
Principal/Superintendent, Hume Lake Charter School

John Bosselman, Member
Director of Innovation and Rigor, Latitude 37.8 High School

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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

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Grade 4 Teacher	Amanda Marino
Grade 5 Teacher	Liz Staresnick
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

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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

<u>Category C:</u> 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

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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 Staresnick
Grades 7/8 Math Teacher	Liem Tran-Zwijsen
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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<u>Category E:</u> 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.

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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

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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, ~~t~~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.

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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

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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.

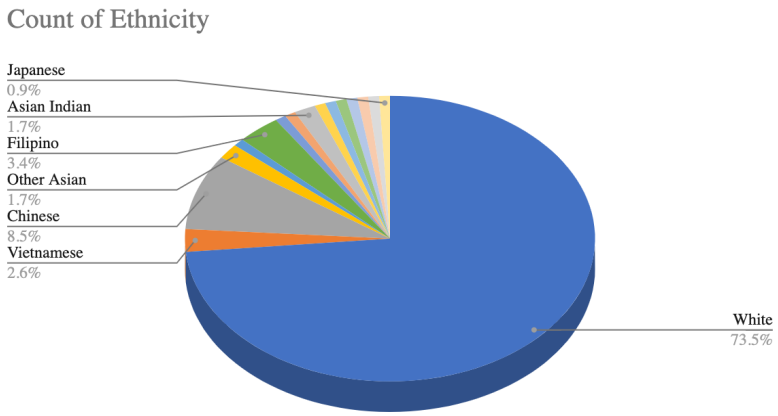
The administrative staff includes a full-time Superintendent/Principal and 3 full-time Principals: 1 K-5 Principal on each site and a Middle School Principal at the North site.

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**



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

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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.

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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

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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	A list of professional development content can be found in the attached documents*:* *2021-22 professional learning structure* *2020-21 professional learning structure* *2019-20 professional learning structure* 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

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

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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 Projected Growth	Winter20-Winter21 Observed Growth	Fall20-Spring21 Projected Growth	Fall20-Spring21 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 Projected Growth	Winter20-Winter21 Observed Growth	Fall20-Spring21 Projected Growth	Fall20-Spring21 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.		

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	4.2	-0.1
1. BULLIS CHARTER SCHOOL HAS A POSITIVE AND MOTIVATING CULTURE/ATMOSPHERE	4.3	-0.2
2. BCS IS A CRING AND NURTURING PLACE	4.2	-0.1
3. AS A PARENT I FEEL WELCOME AT BCS	4.3	-0.1
4. BCS HOLDS STUDENTS TO VERY HIGH BAHAVIORAL STANDARDS	4.2	-0.1
5. THE BCS FACILITIES SUPPORT STUDENTS' EDUCATIONAL NEEDS	3.6	-0.3
6. I WOULD RECOMMEND BCS TO A FRIEND	4.4	-0.1
7. I FEEL THAT BCS PROVIDES UNIQUE EDUCATIONAL OPPORTUNITIE FOR MY STUDENT	4.4	-0.1
COMMUNICATION	4.2	0
1. I AM WELL INFORMED ABOUT WHAT IS GOING ON AT BCS	4.3	-0.1
2. I AM FAMILIAR WITH BCS'S STRATEGIC PLANS AND GOALS	4	0
FAMILY ENGAGEMENT	4.1	-0.1
1. BCS OFFERS ME WAYS TO BE INOVED IN MY STUDENT'S EDUCATION	4.4	0
2. THERE ARE OPPORTUNITIES FOR ME TO HAVE A VOICE IN THE SCHOOL'S DECISION MAKING PROCESS	3.8	-0.2
3. I FEEL EMPOWERED TO MAKE A DIFFERENCE AT BCS	3.8	-0.1
4. I SHARE RESPONSIBILITY FOR MY STUDENT'S ACHIEVEMENT	4.5	0
LEADERSHIP	4.2	0
1. I HAVE CONFIDENCE IN THE BCS ADMIN TO MAKE DECISIONS IN THE BEST INTEREST OF THE SCHOOL AND STUDENT	4.1	-0.1
2. I FIND THAT THE BCS ADMIN EXHIBITS RESPECT AND PROFESSIONALISM AMONG ALL MEMBER OF THE SCHOOL COMMUNITY	4.2	-0.1
3. I FIND THAT THE PRINCIPALS ARE AVAILABLE TO PARENTS AND WILLING TO LISTEN	4.1	-0.1
4. I FIND THAT THE BCS BOARD MEMBERS ARE ACCESSIBLE TO PARENTS AND WILLINT TO LISTEN	4.1	0
5. I HAVE CONFIDENCE IN THE BCS BOARD TO MAKE DECISIONS IN THE BEST INTEREST OF THE SCHOOL AND STUDENTS	4.1	-0.1
6. I UNDERSTAND WHAT SHARE OF THE SCHOOL'S SPENDING FOR MY STUDENT COMES FROM THE FOUNDATION	4	0
7. I FEEL THAT BCS HAS CONTRIBUTED IN POSITIVE WAYS TO PUBLIC EDUCATION	4.5	0

Top 3 Low Scored items

- 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

- I WOULD RECOMMEND BCS TO A FRIEND
- I FEEL THAT BCS PROVIDES UNIQUE EDUCATIONAL OPPORTUNITIE 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	3.9
1. HOW MUCH SUPPORT DO THE ADULTS AT YOUR SCHOOL GIVE YOU	3.8
2. HOW WELL DO PEOPLE AT YOUR SCHOOL UNDERSTAND YOU AS PERSON	3.5
3. HOW MUCH RESPECT DO STUDENTS AT YOUR SCHOOL SHOW YOU	3.7
4. HOW MUCH RESPECT DO TEACHERS AT THIS SCHOOL SHOW YOU	4.3
5. OVERALL HOW MUCH DO YOU FEEL LIKE YOU BELONG AT THE SCHOOL	4.2
SCHOOL ENGAGEMENT	3.6
1. HOW EXCITED ARE YOU ABOUT GOING TO YOUR CLASSES	3.6
2. IN YOUR CLASSES HOW EXCITED ARE YOU TO PARTICIPATE	3.5
3. WHEN YOU ARE NOT IN SCHOOL HOW OFTEN DO YOU TALK ABOUT IDEAS FROM YOUR CLASSES	2.9
4. HOW FOCUSED ARE YOU ON THE ACTIVITIES IN YOUR CLASSES	3.9
5. HOW INTERESTED ARE YOU IN YOUR CLASSES	3.7
6. HOW OFTEN DO YOUR TEACHERS GIVE YOU FEEDBACK	3.8
SCHOOL MINDSET	3.7
1. IN SCHOOL HOW POSSIBLE IS IT FOR YOU TO CHANGE: BEING TALENTED	3.6
2. GIVING A LOT OF EFFORT	3.9
3. BEHAVING WELL IN CLASS	3.8
4. LIKING THE SUBJECTS YOU ARE STUDYING	3.4
5. HOW EASILY YOU GIVE UP	3.5
6. YOUR LEVEL OF INTELLIGENCE	3.8
SCHOOLD RIGOROUS EXPECTATIONS	3.9
1. HOW OFTEN DO YOUR TEACHERS TAKE TIME TO MAKE SURE YOU UNDERSTAND THE MATERIAL	4.1
2. HOW OFTEN DO YOUR TEACHERS MAKE YOU EXPLAIN YOUR ANSWERS	3.7
3. WHEN YOU FEEL LIKE GIVING UP, HOW LIKELY IS IT THAT YOUR TEACHERS WILL MAKE YOU KEEP TRYING	4.2
4. OVERALL, HOW HIGH ARE YOUR TEACHERS' EXPECTATIONS OF YOU	3.5
5. HOW MUCH DO YOUR TEACHERS ENCOURAGE YOU TO DO YOUR BEST	4.1

- **Altered survey due to COVID circumstances**
- **Key items of note – Top 3 Scores:**
  - **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:**
  - **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

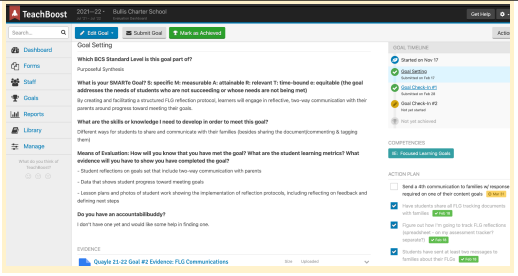
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	3-5 Team Agenda
Running record of professional learning and evaluation from 2013-2021	Professional Learning Feedback and Evaluation
We need more time at regular intervals across the year to analyze data and do planning as a staff	We often hear verbal 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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	Middle School Clubs **Multimedia Classroom** equipped with recording studio, video cameras, video editing programs, used in Intersessions, classroom projects, and Clubs **Cooking Classroom** equipped with six kitchen stations and cooktops
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	Anecdotal conversations Facilities agreement updates Parent survey responses (examples)

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: - 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

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 induction 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 s**omewhat 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.	

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	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 5th grade Digital Citizenship PBL integrates reading, writing, and digital citizenship skills 7th Grade Masters of the Renaissance PBL integrates history, art, research, and presentation skills

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 Intersession involves projects which are meant to benefit local community - including food drives, engineering, and sewing projects	2017-2018 Intersession 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,
BCS offers Intersession 3x a year to middle-school students as a way to apply learning to focus on real-world experiences	21-22 Intersession Intersession competencies Woodworking Project Student Slides
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: ● ELD Training folder of resources ● Kindergarten ● 1st grade: small group & 1-on-1 ELD

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	● 4th grade ELD strategies

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 Bulis 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
Intersession - Teachers facilitate learning that includes several methods of differentiation and the use of technology	**intersession work in middle school not linked to any folder 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.	

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

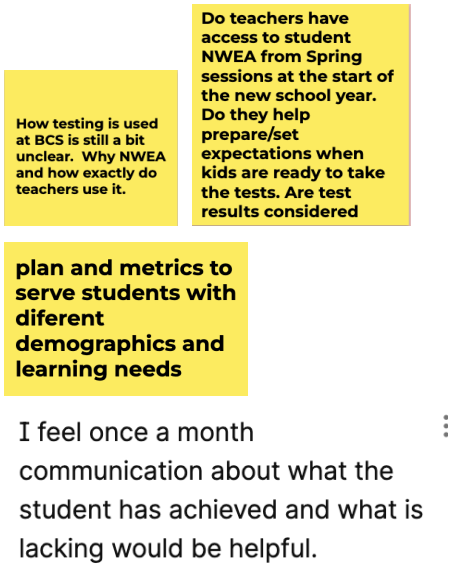
D1. Reporting and Accountability Process Criterion

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.	Comments from Parent Focus Group (screenshots below) 

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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.

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.	

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.	• Classroom Norms • 6 Pillars ○ Principal Awards ○ Caught Being Good tickets ○ Bullis Bucks ○ POW/ WOW • 2nd Step • No Bully Program ○ 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.	• 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.	Tier 1- Whole class interventions (classroom seating) Tier 2- Small group interventions (check ins, behavior charts) Tier 3- Individual support plan Tier 2 RtI Form on Intranet for teachers to refer for Rti 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
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) Classrooms are providing visual aids, manipulatives, and other support strategies to support student learning.	**Special Populations Evidence:** **Specialist Classes:** Art Drama Music PE Mandarin Spanish Makerspace **Homeroom Classes:** K 1 2 3 4 5 MS ELA/History MS Math MS Science

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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.	Math, reading, writing and personal goals are set by each student 2nd Grade FLGs on Seesaw 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 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 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. FLG Conferences with students and parents: Focused Learning Goal document with learner goals, student responsibilities, parent responsibilities, and teacher responsibilities Family Collaboration: Schedule sent to a family on a daily basis to prime a student who needs schedule in advance ● 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
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)
There is support from and collaboration w/ resource/SpEd team to support learners w/ IEPs	MS Math- plan w/ important vocab created after IEP meeting 4th- differentiated assessments (sample 1 / sample 2)

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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.	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 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 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. FLG Conferences with students and parents: Focused Learning Goal document with learner goals, student responsibilities, parent responsibilities, and teacher responsibilities Family Collaboration: Schedule sent to a family on a daily basis to prime a student who needs schedule in advance ● 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.	RtI team consists of superintendent, three principals, counselor, Dir. of SpEd, and two team leaders. RtI team discusses referrals made by teachers and other staff, both academic and behavioral. There have been 36 referrals to RtI this year. 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.

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	Intersession 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.	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 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 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. FLG Conferences with students and parents: Focused Learning Goal document with learner goals, student responsibilities, parent responsibilities, and teacher responsibilities
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)
There are lessons across grade levels focused on developing students' sense of self and knowledge of others around them.	Stories Around the World G3 Community Circle: Lesson plan for a community circle, designed to help build community and connection among students. beginning of the Year Family Surveys Google Form Survey for Parents: background

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	information from families about their child, their family background, and culture Equality vs. equity Connection Circle slideshow: Norms and guiding questions to promote empathy, active listening, and social emotional connections among students Holidays Around the World Unit/Grade Level Celebrations Dia de Los Muertos 8th Grade

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

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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.

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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	•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	•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	•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	•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.	•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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	year •Budget reviewed throughout spring & shared @ public Board meetings				
Growth Areas	•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	•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	•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.	•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	•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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	process •AT program not adequately staffed with one AT/grade level @ each campus •Site-based staff have limited involvement in budget-setting process				
Next Steps	•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	•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	•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	•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	•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

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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	**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 **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.	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	**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 **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. **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.	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	**LCAP Goal #1:** All students will achieve growth and academic success **Strategy III:** We will attract, support, and develop a diverse, world-class staff of professionals who are entrusted and	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.		Assessment data will show an increased level of student growth and achievement as a result of this work Evaluation tool will be utilized across all classrooms by Fall 2023

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.	**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. **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.	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.	**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. **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.	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.	**LCAP Goal #1:** All students will achieve growth and academic success **LCAP Goal # 4:** We will engage all parents in joyful, active partnership to support their children and the BCS mission. **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.	Review current system for 2022-23 school year and make adjustments Revisit each Fall and Spring thereafter	Review family survey data in the Winter and Spring each year to data to measure effectiveness of communication structure

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	**LCAP Goal #1:** All students will achieve growth and academic success **LCAP Goal # 4:** We will engage all parents in joyful, active partnership to support their children and the BCS mission. **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.	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	Students are tested within the first 30 days of school. Admin reaches out to families to participate in the first ELAC meeting in November.
Develop additional feedback loops for families to provide feedback on school programs	**LCAP Goal # 4:** We will engage all parents in joyful, active partnership to support their children and the BCS mission. **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.	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	**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	PD in August, starting in 2022 Trainings for leadership team each year, including school site visits	Specific tasks created for each grade-level/content area to align assessment CAASPP and NWEA sub-population metrics show an increase in growth and achievement
Build in regular times throughout the year to calibrate on assessing student work and collaborate on planning instruction to create more alignment between teachers	**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 **STRATEGY II:** We will define, measure, and promote student success consistent with the BCS mission.	Monthly, starting in 2022-23 school year	Team data and planning meetings will be scheduled and documented, including the results that come from them Observational data will indicate that plans based on assessment data are implemented
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)

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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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	the names of the Houses: North Campus: Monkeys, Wolves, Dolphins, Penguins, Tasmanian Devils Snow Leopards, Hawks South Campus: Monkeys, Wolves, Monkeys, Wolves, Dolphins, Penguins, Tasmanian Devils Snow Leopards
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.

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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

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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

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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

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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.

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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

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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.

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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

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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

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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

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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),

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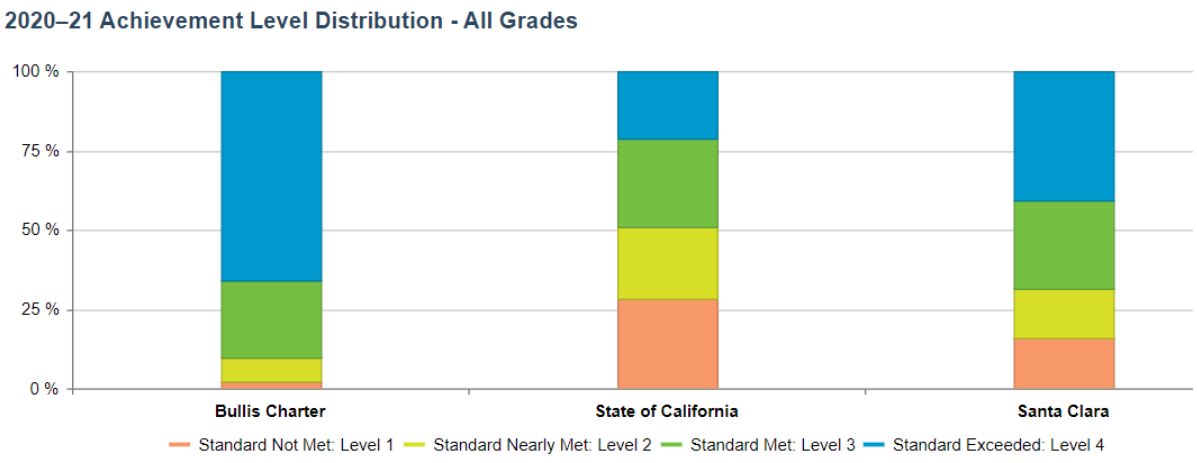
membership on the Finance Steering Committee, ELAC committee, and Strategic Planning Team.

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.

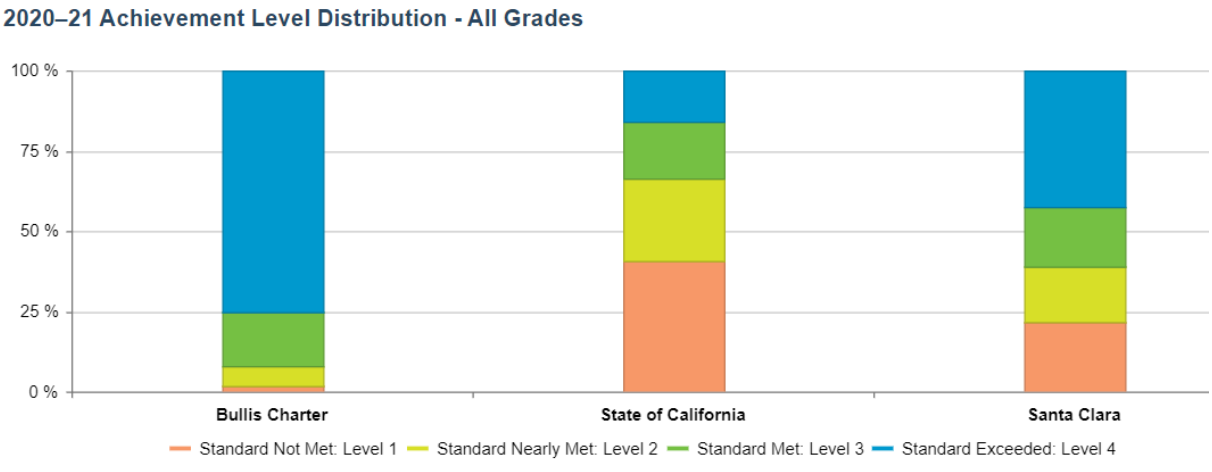
ENGLISH LANGUAGE ARTS/LITERACY

▼ Data Detail - All Students (accessible data)



MATHEMATICS

▼ Data Detail - All Students (accessible data)



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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%

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.

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NWEA Reading Growth Data

Grade	Winter20-Winter21 Projected Growth	Winter20-Winter21 Observed Growth	Fall20-Spring21 Projected Growth	Fall20-Spring21 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 Projected Growth	Winter20-Winter21 Observed Growth	Fall20-Spring21 Projected Growth	Fall20-Spring21 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

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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

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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

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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

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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

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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.

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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 adminstrators. 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

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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

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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.

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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

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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

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- 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

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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

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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

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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

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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

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Visiting Cmmittee 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,

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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.

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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.

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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.

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- 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

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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

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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

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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

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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:

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- 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

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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

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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

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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

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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.

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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

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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.

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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 <u>concurs</u> 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:

<u>Goal 1:</u> 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.

<u>Goal 2:</u> 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.

<u>Goal 3:</u> 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.

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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.

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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

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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.

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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			

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LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Bullis Charter School

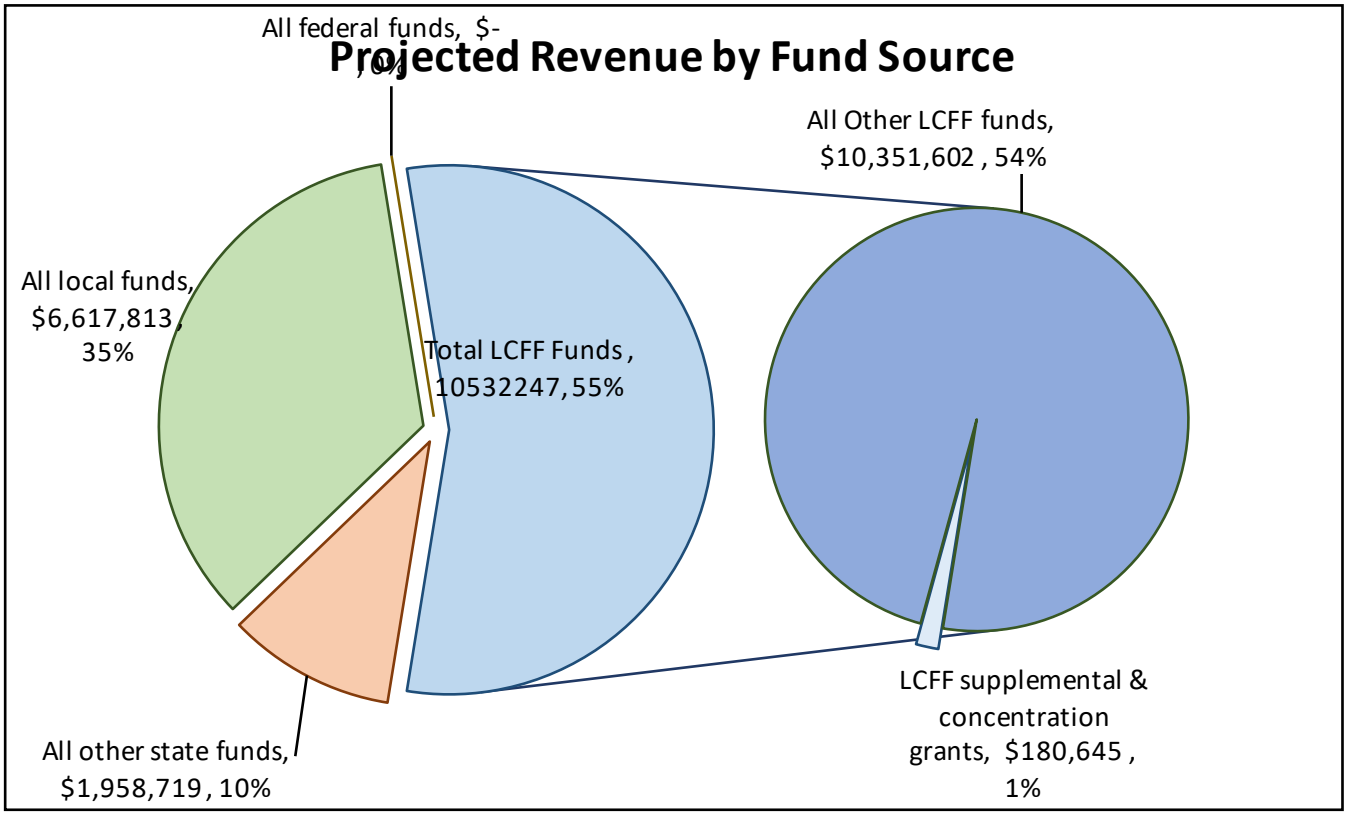
CDS Code: 43 10439 0106534

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

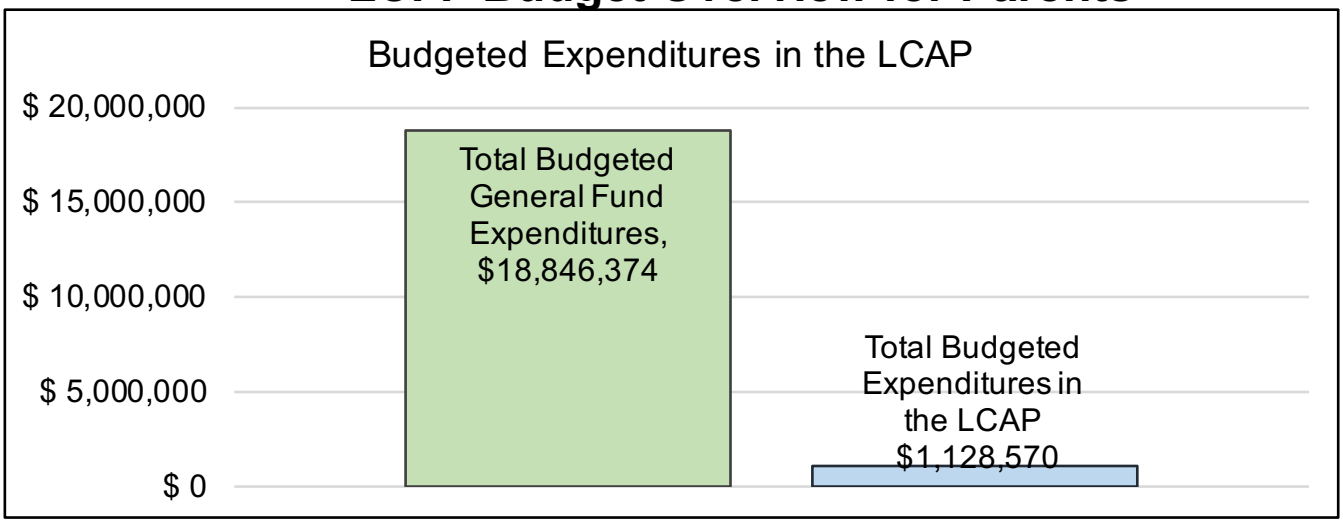


This chart shows the total general purpose revenue Bullis Charter School expects to receive in the coming y from all sources.

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, an low-income students).

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school distri must work with parents, educators, students, and the community to develop a Local Control and Accountabi 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 sho 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 fo 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 v be used for the following:

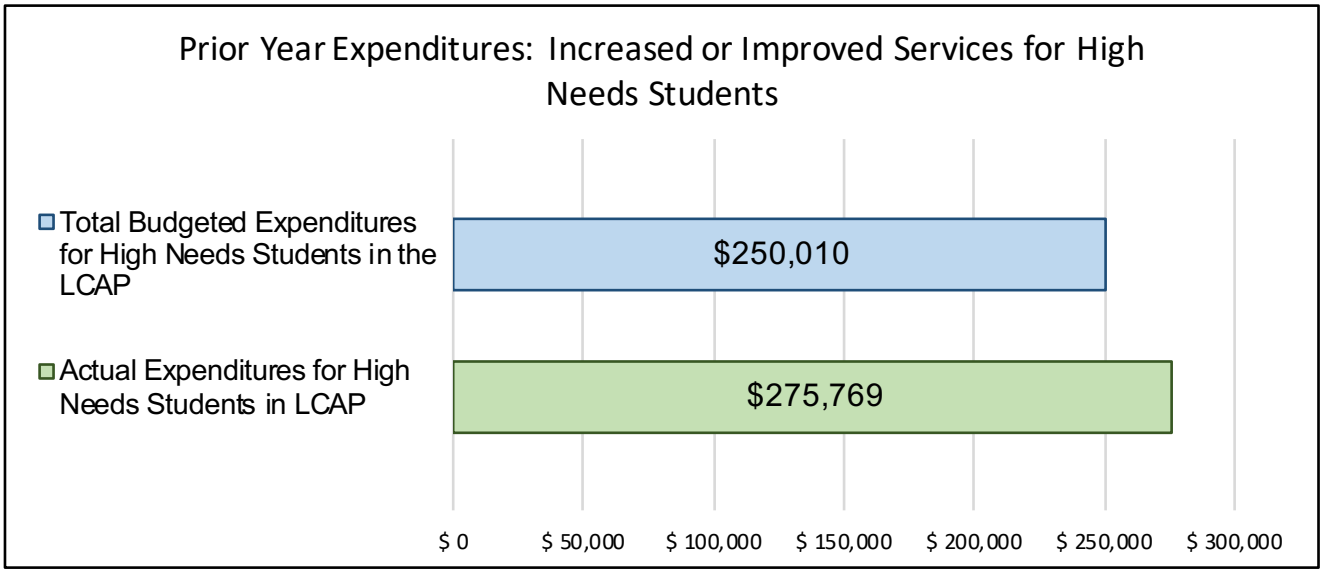
All additional general fund expenditures for the school year will contribute to teacher/staff salaries and to additional supplies/resources, professional learning, etc needed to keep the school operating on a daily bas

Increased or Improved Services for High Needs Students in the LCAP for the 2022 – 23 Sch Year

In 2022 – 23, Bullis Charter School is projecting it will receive $180,645.00 based on the enrollment of foste 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 th 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 Sch 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.

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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.

Documentary Record 000439

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.

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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.

Documentary Record 000441

Overall English Results

Overall Achievement

Achievement Level	Bullis Charter	State of California
Mean Scale Score	N/A	N/A
Standard Exceeded: Level 4	65.86 %	21.42 %
Standard Met: Level 3	24.36 %	27.59 %
Standard Nearly Met: Level 2	7.52 %	22.69 %
Standard Not Met: Level 1	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	75.23 %	15.78 %
Standard Met: Level 3	16.67 %	17.98 %
Standard Nearly Met: Level 2	6.16 %	25.50 %
Standard Not Met: Level 1	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	33.33 %	4.42 %
Standard Met: Level 3	31.25 %	11.06 %
Standard Nearly Met: Level 2	25.00 %	20.55 %
Standard Not Met: Level 1	10.42 %	63.97 %

Documentary Record 000442

Special Education Math Results

Overall Achievement

Achievement Level	Bullis Charter	State of California
Mean Scale Score	N/A	N/A
Standard Exceeded: Level 4	41.67 %	4.18 %
Standard Met: Level 3	25.00 %	6.61 %
Standard Nearly Met: Level 2	22.92 %	15.08 %
Standard Not Met: Level 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	9.09 %	2.01 %
Standard Met: Level 3	27.27 %	9.30 %
Standard Nearly Met: Level 2	31.82 %	23.41 %
Standard Not Met: Level 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	22.73 %	2.22 %
Standard Met: Level 3	36.36 %	6.19 %
Standard Nearly Met: Level 2	13.64 %	18.95 %
Standard Not Met: Level 1	27.27 %	72.64 %

Documentary Record 000443

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.

Documentary Record 000444

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

Documentary Record 000445

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 receive 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.

Documentary Record 000446

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	Data from 20-21: **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)

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	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

Documentary Record 000448

# 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)

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*	*Instructional leaders are trained on observation best practices and observation cycles and revisiting norming opportunities on a yearly cadence**. (moved action to Goal #2)***	*10,000*	*N*
Action #3	*Instructional Observation*	*Instructional leaders observe implementation of standards-based instruction on a monthly cadence **(moved action to Goal #2)***	*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

Documentary Record 000449

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.

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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.

Documentary Record 000451

	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.

Documentary Record 000452

		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

Documentary Record 000453

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.

Documentary Record 000454

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).

Documentary Record 000455

	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

Documentary Record 000456

		[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

Documentary Record 000457

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.

Documentary Record 000458

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.

Documentary Record 000459

	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

Documentary Record 000460

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.

Documentary Record 000461

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.

Documentary Record 000462

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.

Documentary Record 000463

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

Documentary Record 000464

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	$ -	$ -

Documentary Record 000465

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%

Documentary Record 000466

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

Documentary Record 000467

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	$ -	$ -	$ -	$ -	$ -

Documentary Record 000468

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%

Documentary Record 000469

Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

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]).

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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.

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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.

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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

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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.

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Requirements and Instructions

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.

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Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics. 474

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.

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- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the schools(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.

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Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome 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.

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- 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).

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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

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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

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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.

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- 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

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- **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.

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- **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.

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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%).
    - 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.

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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)

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  - 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 (%)
  - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
  - 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)
  - 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 %)
  - 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)
  - 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)
  - 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)
  - 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).

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BULLIS CHARTER SCHOOL
Family/Student Handbook

BULLIS
charter school

2023-2024 School Year

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BULLIS charter school

Superintendent/Principal	Maureen Israel
Elementary Principal - North Campus	Dr. Keri Montesino Stewart
Elementary Principal - South Campus	Lisa Stone
Middle School Principal - North Campus	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:	Grades 1-5:	Grades 6-8:
8:15 am - 3:05 pm	8:35 am - 3:15 pm	8:00 am - 3:29 pm
Breakfast: 8:00 am - 8:10 am	Breakfast: 8:10 am - 8:30 am	Breakfast: 7:50 am - 8:00 am
Lunch: 12:00 pm - 12:30 pm	Grs. 1-2 Lunch: 12:20 pm - 12:40 pm	Lunch: 12:55 pm - 1:25 pm
	Grs. 3-5 Lunch: 12:45 pm - 1:05 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.

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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.

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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.

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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

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Homework Policy

Homework at BCS is meant to provide additional learning opportunities connected to the standards and tasks occuring 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

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- 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.

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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

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- 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

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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 servery 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.

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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.

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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).

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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

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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.

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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 be 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

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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

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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.

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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.

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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

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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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Website: www.bullischarterschool.com

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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

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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.

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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 mean
- 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

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- 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

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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

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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

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("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 need not 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

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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.calcivilrights.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

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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.

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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.

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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

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- 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.

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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

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- 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

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- 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.

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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

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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.

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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

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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

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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

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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.

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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,

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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

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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

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- 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.

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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

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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.

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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

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- 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.

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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

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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.

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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

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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.

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- 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

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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:

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- 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

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- 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.

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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.

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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).

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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.

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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:

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- 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

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- 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).)

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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.

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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

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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.

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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.

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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

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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

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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

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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.

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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

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- 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.

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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? _____

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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

Documentary Record 000569

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.

_____ Date: _____

Signature of Complainant

_____

Print Name

To be completed by School:

Signature: _____ Date: _____

_____

Print Name

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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: _____

Documentary Record 000571

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

Documentary Record 000572

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)

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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

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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

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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.

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Initial Charter Petition	☐
Charter Material Revision	☐
Charter Renewal	☒

Education Code §§ 47605.6
47607, 47607.2

Santa Clara County Office of Education

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
❒	The charter school presents a sound educational program?	☐	☐	☐	18-89
❒	The petitioners are demonstrably unlikely to successfully implement the program?	☐	☐	☐	N/A
❒	The petition contains the required signatures? (not required for renewals)	☐	☐	☐	N/A
❒	The petition contains an affirmation of each of the conditions described in Education Code § 47605(d) (1)?	☐	☐	☐	3
❒	The initial review finds that the petition has included all of the required elements (A-P)?	☐	☐	☐	
❒	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)?	☐	☐	☐	3
❒	The petition explains how the charter could not have been established in a single district.	☐	☐	☐	N/A

	REQUIRED PETITION SIGNATURES IF NOT CONVERSION OF EXISTING PUBLIC SCHOOL: Education Code § 47605.6(a)(1)	Yes	No	N/A	Page

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• 50% of parents/guardians of number of students expected to attend	☐	☐	☐	N/A
OR				
• 50% of the number of teachers expected to teach at the charter school during its 1st year	☐	☐	☐	N/A

	NOTIFICATION UPON APPROVAL: Education Code § 47605.6 (j)	Yes	No	N/A	Page
❒	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: • The department (California Department of Education) • State Board of Education	☐	☐	☐	N/A

	REQUIRED AFFIRMATIONS: Education Code § 47605.6(e)(1)	Yes	No	N/A	Page
❒	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.	☐	☐	☐	3

	CHARTER RENEWAL REQUIRED ELEMENTS: Evidence to Support Renewal or Material Revision (CCR) Title 5 Section 11966.4	Yes	No	Page
❒	Required fiscal reports and audits demonstrating past performance and likely future financial viability of the school	☐	☐	Budget Narrative
❒	Compliance with all state and federal laws applicable to charter schools and fulfilling the terms of the charter	☐	☐	
❒	Academic performance data reports showing increases in pupil academic achievement for all groups; Dashboard, CAASPP, LCAP and annual updates	☐	☐	Appendix E
❒	Annual visits and annual reports, including correcting and deficiencies identified curing annual reviews and visits.	☐	☐	
❒	Inspections or observations of any part of the charter school at any time	☐	☐	
❒	Documentation that charter has met minimum academic performance criteria per 47607(b) and 47607.2	☐	☐	Appendix C; Appendix E
❒	Past performance of academics and operations and future plans for improvement establish likelihood of success.	☐	☐	
❒	Includes updates to comply with all laws that have gone into effect since previous approval or renewal	☐	☐	
	Strengths:			
	Areas of Concerns:			
	Conclusions			

DETAILED REVIEW - REQUIRED ELEMENTS: Education Code § 47605.6(A-P)				
A	**Educational Program**	**Evidence**	**Addressed in Petition**	**Page**
❒	**1. Targeted School Populations**		☐	17

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Age, grade levels and number of students	☐		13-20
• Number of students per class room	☐		20
• Maximum enrollment predicted for school	☐		20
Type of desired student populations	☐		17-18
❒ **2. Attendance**		☐	20
• Describes whether multiple sites will be included	☐		17
• Indicates proposed opening date(s)	☐		24
❒ Attendance requirements		☐	20
• Includes length of school day and year	☐		21
• 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	☐		25
• 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.	☐		25
❒ **3. What it Means to be an Educated Person in the 21st Century**		☐	25
❒ Objective of enabling pupils to become self-motivated, competent, lifelong learners		☐	25-26
Clear list of general academic skills and qualities important for an educated person	☐		25-26
❒ **4. Description of How Learning Best Occurs**		☐	26
Persuasive instructional design	☐		26-42
• Broad outline (not entire scope and sequence) of the curriculum content	☐		26-36
• Description of instructional approaches and strategies	☐		36-42
• Description of learning environment (e.g. traditional, independent study)	☐		26-36
Proposed program strongly aligned to school's mission	☐		26-29
Affirmation or description of curriculum aligned to student performance standards	☐		30;42-60
Outline of plan or strategy to support students not meeting pupil outcomes	☐		78
Instructional design or strategies based upon successful practice or research	☐		30-33
Instructional strategies for special education, English learners, etc.	☐		64-83
Proposed program/curriculum reflects a focus on adopted CCSS and NGSS	☐		42-60
Educational Program describes professional development for teachers	☐		84-89
Minimal instructional time	☐		21
Includes school calendar	☐		24
❒ **5. Transitional Kindergarten program outlines developmentally appropriate learning outcomes, using modified curriculum, specialized instruction, and assessment for all students (Only if Charter offers Kindergarten)**		☐	63
❒ **6. English Learner Services**		☐	65-74
❒ All eligible students enrolled in the charter school will receive appropriate English Learner services in accordance with applicable state and federal law.		☐	65;67
❒ Staff members providing English Learner Services are appropriately credentialed.		☐	68
❒ A description of the manner in which students are identified as requiring English Learner Services		☐	69-70
❒ A description of the process for reclassification of English Leaners		☐	72-74

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❒	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.)	☐	67; 71-72
❒	References to curriculum and materials that will be utilized in the instruction of English Learners	☐	65, 68, 71-72
❒	Petition tells how English Learners will be reclassified and how English Learners will be monitored	☐	72-74
	Strengths:		
	Areas of Concerns		
	Conclusions		
❒	**7. LCFF/LCAP Annual Goals and Annual Actions to Achieve Goals for Subgroups in EC 52052**	☐	Appendix E
❒	Charter includes language that assures compliance with LCFF/LCAP	☐	Appendix E
❒	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.	☐	Appendix E
	❒ A. Conditions of Learning	☐	Appendix E
	(Priority 1) Basic Needs	☐	Appendix E
	(Priority 2) Implementation of State Standards	☐	Appendix E
	(Priority 7) Course Access	☐	Appendix E
	❒ B. Pupil Outcomes	☐	Appendix E
	(Priority 4) Pupil Achievement (College and Career)	☐	Appendix E
	(Priority 8) Other Pupil Outcomes	☐	Appendix E
	❒ C. Engagement	☐	Appendix E
	(Priority 3) Parental Involvement	☐	Appendix E
	(Priority 5) Pupil Engagement	☐	Appendix E
	(Priority 6) School Climate	☐	Appendix E
	Provides specific annual actions to achieve these goals for each of the subgroups listed below:	☐	Appendix E
	❒ Racial/Ethnic groups	☐	Appendix E
	❒ Low-income students, including homeless students	☐	Appendix E
	❒ English learners	☐	Appendix E
	❒ Students with disabilities	☐	Appendix E
	❒ Foster youth	☐	Appendix E
❒	**8. Transferability of High School Courses EC 47605.6 (b) (5) (A) (iii)**	☐	N/A
	If serving high school students, describes how district/charter school informs parents of:	☐	N/A
	❒ Transferability of courses to other public high schools; and	☐	N/A
	❒ Eligibility of courses to meet college entrance requirements	☐	N/A

Documentary Record 000580

❒ 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)	☐		N/A

Strengths:

Areas of Concern:

Conclusions

i	Special Education/SELPA	Evidence	Addressed in Petition	Page
❒	Identifies whether or not in an independent LEA for special education purposes (with verifiable written assurances)		☐	75
❒	Consulted with the Santa Clara County SELPA Director		☐	77
	• Discussed special education responsibilities of charter	☐		77
	• Discussed application of SELPA policies	☐		77-83
❒	In writing explains how special education services will be provided consistent with SELPA plan and/or policies and procedures		☐	77-83
	• Includes fiscal allocation plan	☐		82
❒	If charter not an independent LEA (School of SCCOE for Special Ed):		☐	
	• Clarifies in charter the responsibilities of each party for service delivery	☐		
	❒ Referral	☐		78-79
	❒ Assessment	☐		79
	❒ Instruction	☐		79-80
	❒ Due Process	☐		81
	❒ Agreements describing allocation of actual and excess costs	☐		82
	❒ Charter fiscally responsible for fair share of any encroachment on general funds	☐		82
❒	If charter is own LEA		☐	N/A
	• Notified SELPA Director of intent prior to February 1st of the preceding school year	☐		N/A
	• Located within SELPA geographical boundaries	☐		N/A
	• Provides current operating budget in accordance with Ed Code § 42130 and § 42131	☐		N/A
	• Provides assurances that all will be instructed in safe environment	☐		N/A
	• Provides copy of original charter petition and any amendments to SELPA	☐		N/A
	• Responsible for any legal fees relating to application and assurances process	☐		N/A
	• Meets the terms of the "Agreement Regarding the Organization, Implementation, Administration and Operation of the SELPA (Section 12–13, Appendix A)	☐		N/A

Documentary Record 000581

	• Meets the terms of all SELPA policies and procedures	☐		N/A
	• Charter fiscally responsible for fair share of any encroachment on general funds	☐		N/A
❒	Petition includes the following assurances:		☐	
	• The charter will comply with all provisions of IDEA and plan for how it will comply	☐		77
	• No student will be denied admission based on disability or lack of available services	☐		81
	• 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	☐		64-65; 78
❒	Staff members providing special education services are appropriately credentialed		☐	77
❒	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		☐	80-82
❒	The charter school will assume full responsibility for appropriate accommodation to address the needs of any student		☐	80
❒	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		☐	80-81
❒	Specialized instruction and services available at the school		☐	79
❒	The provision of Designated Instruction and Services (DIS)		☐	80
❒	Special transportation for students whose IEPs indicate that service is necessary for the provision of FAPE		☐	80
❒	The procedures for ensuring that students are referred, assessed and served in a timely manner		☐	64-65; 78
❒	A description of the school's "Search and Service" procedures		☐	78
❒	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.		☐	82
❒	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		☐	81
❒	Overview of how special education funding and services will be provided by:		☐	
	• Charter School	☐		82
	• Charter Granting Agency	☐		82
	• SELPA			82
❒	Petition describes the transition to or from a district when a student with an IEP enrolls in, or transfers out of, the charter school		☐	81
ii	**Implementation of Section 504 of the Rehabilitation Act**	**Evidence**	**Addressed in Petition**	**Page**
❒	All eligible enrolled students will receive appropriate accommodations and modifications consistent with Section 504 of the Rehabilitation Act	☐		82
❒	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	☐		82
❒	All staff members providing services to the student are familiar with the identified needs of the student	☐		83
❒	Any facility used by the school does not present physical barriers limiting eligible students' full participation in the educational and extracurricular program	☐		82
❒	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	☐		82-83
❒	Includes plan and appropriate staffing for 504 compliance	☐		83
iii	**Implementation of Americans with Disabilities Act (ADA)**	**Evidence**	**Addressed in Petition**	**Page**

Documentary Record 000582

❒	Affirms charter's obligations to comply with ADA		☐	74;82
❒	Any facility used by charter will be ADA compliant		☐	74;82

Strengths:

Areas of Concern:

Conclusions

B	Measurable Student Outcomes - "Exit Outcomes" or "Graduation Standards"	Evidence	Addressed in Petition	Page
❒	**Pupil outcomes are measurable, i.e. specific assessments listed for each exit outcome.**		☐	
	How pupil outcomes will address state content and performance standards in core academics.	☐		90-105
	Exit outcomes include acquisition of academic and non-academic skills.	☐		104-105
	Concise (one page) list of exit outcomes encompass specific skills, not too vague.	☐		N/A
	Affirmation that "benchmark" skills and specific classroom-level skills will be developed.	☐		64-85
	Affirmation/description that exit outcomes will align to mission, curriculum and assessments.	☐		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.	☐		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.	☐		Appendix E
	Acknowledges that exit outcomes and performance goals may need to be modified over time.	☐		105-107
	If high school, graduation requirements defined.	☐		N/A
	If high school, WASC accreditation standards addressed.	☐		N/A
❒	**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**		☐	Appendix E
❒	Statement that pupil achievement measurements will include the elements listed below:		☐	Appendix E
❒	Alignment with state priorities 52060 (d) and description of **how** the charter will address all 8 state priorities		☐	Appendix E
❒	(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.		☐	Appendix E
❒	(B) The Academic Performance Index, as described in Section 52052/alternative academic performance data and documentation during suspension of API		☐	Appendix E
❒	(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		☐	N/A

Documentary Record 000583

	board-approved career technical educational standards and frameworks,		
❒	(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.	☐	Appendix E
❒	(E) The English learner reclassification rate.	☐	Appendix E
❒	(F) The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher.	☐	N/A
❒	(G) The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program.	☐	N/A
For Charter Renewal, EC 47607 (a)(3)(A) defines the most important factor is the increase in pupil academic achievement for all groups of students served by the charter school. The Minimum Threshold for Student Achievement:			
❒	Provided evidence (including data and documentation) establishing that students have increased their academic achievement schoolwide and for all numerically significant pupil subgroups	☐	Executive Summary
❒	Evidence that the charter school served all students who wished to attend the school should there be sufficient space	☐	Executive Summary
The High Achieving threshold for renewal per EC 47607(c)(2)(A):			
❒	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	☐	Executive Summary
❒	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.	☐	Executive Summary
The Low Achieving threshold for renewal per EC 47607.2(a)(1) - Denial:			
❒	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	☐	N/A
❒	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.	☐	N/A
❒	A charter may be renewed only if both of the following: the charter is making meaningful steps to address the underlying cause or causes of low performance and 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.	☐	N/A
The Mid-Achieving threshold for renewal per EC 47607.2(b)(1):			
❒	Review of dashboard state and local indicators, greater weight will be given to academic indicators	☐	N/A
❒	Verifiable data evidence of either: 1 year's growth per year in school or strong post-secondary outcomes	☐	N/A
Strengths:			
Areas of Concern:			

Documentary Record 000584

Conclusions:

Documentary Record 000585

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	☐		99-104
	Assessments include multiple, valid and reliable measures using traditional/ alternative tools	☐		99-104
	Chosen assessments are appropriate for standards and skills they seek to measures	☐		90-104
	Affirmation/description of how assessments align to mission, exit outcomes, and curriculum	☐		90-104
	Describes minimal required performance level necessary to attain each standard	☐		90-104
	Outlines a plan for collecting, analyzing and reporting student/school performance data	☐		90-104
	Method of measuring outcomes aligns with SARC		☐	90-104
❒	**LCFF/LCAP Assurance that methods of assessment are aligned with measureable student outcomes**		☐	Appendix E
❒	(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.		☐	Appendix E
❒	(B) Include the annual assessment tools as required by state and federal assessments (CAASPP, ELPAC, etc.)		☐	Appendix E
❒	(C) Outlines a plan for collecting, analyzing, and reporting data continuously to monitor and improve the charter school's educational program.		☐	Appendix E
❒	(D) Presents a coherent plan for using student assessments data to evaluate and inform instruction on an on-going basis		☐	Appendix E
❒	(E) Committed plan to share performance information with students, families and public agencies		☐	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
❒	Describes the actual physical location/site for the school		☐	N/A
❒	Provides copy of notice given to school district in which it plans to operate at least 30 days prior to decision hearing		☐	N/A
❒	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		☐	N/A

Strengths:

Areas of Concern:

Conclusions

E	Governance Structure of School (Including Parental Involvement)	Evidence	Addressed in Petition	Page

Documentary Record 000586

❒	Describes what role parents have in the governance of the school		☐	112
❒	Describes key features of governing structure (usually a board of directors) such as:		☐	106-108
	• Size/composition of board	☐		106
	• Board committees or advisory councils	☐		107;114
	• Board's scope of authority/responsibility/conflict of interest	☐		106-108
❒	Status as a non-profit or public school		☐	106
❒	Tax exempt status	☐		106
❒	If non-profit, provisions for liability for debts		☐	106
❒	Has set of bylaws, policies or similar documents	☐		Appendix A
❒	Initial governing board members identified by name or the process used to select them and future board members	☐		106-107
❒	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	☐		106
❒	Demonstrates compliance with Brown Act		☐	5
❒	Annual Review and Revision of the Local Control Accountability Plan (LCAP).		☐	Appendix E
❒	Detailed description of any relationship with for profits, including CMO/EMO		☐	N/A
❒	Compliance with transparency and public accountability		☐	5
	• Public Records Act	☐		5
	• Political Reform Act of 1974	☐		5
	• Government Code 1090 et seq.	☐		5
	• Brown Act	☐		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…) • Job Descriptions for Positions • Identifies key staff positions with the charter school	☐		109; 116-120
	Process for staff selection	☐		116
	Procedure for adequate background checks	☐		122
	Salaries and benefits for all employees	☐		116
	Measures of assessment of performance	☐		Appendix G
❒	Describes specific key qualifications (knowledge, experience, education, certification, etc.) sufficient to ensure the health and safety of pupils and staff.	☐		123
❒	Defines "core, college preparatory" teachers/affirms they will hold appropriate credentials (Commission on Teacher Credentialing Certificate/Permit) • Identifies whether these teachers will teach only within the restrictions of their credentials		☐	117

Documentary Record 000587

❒	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	☐		116
	The credentials/qualifications of other charter school staff (e.g., counselors, librarians, administrators, nurses and others)	☐		116
	Statement of acknowledgment that all employees, even if not public, are subject to state and federal employment laws	☐		122
	Explains how teachers will learn the curricula	☐		120-121

Strengths:

Areas of Concern:

Conclusions

G	Health and Safety Procedures	Evidence	Addressed in Petition	Page
❒	Affirms that each employee will furnish the school with a criminal record summary		☐	122
❒	Outlines specific health and safety practices addressing such key areas as:	☐		126; Appendix H
	• Seismic safety (structural integrity and earthquake preparedness)	☐		Appendix H
	• Natural disasters and emergencies	☐		Appendix H
	• Immunizations, health screenings, administration of medications, employee TB testing	☐		123
	• Tolerance for use of drugs and/or tobacco	☐		Appendix H
	• Staff training on emergency and first aid response	☐		Appendix H
	• Description of the charter school's safety plan and disaster preparedness plan	☐		Appendix H
	References/accompanied by more detailed set of health and safety related policies/procedures	☐		Appendix H
❒	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		☐	122-123

Strengths:

Areas of Concern:

Conclusions

H	Means to Achieve a Reflective Racial and Ethnic Balance	Evidence	Addressed in Petition	Page

Documentary Record 000588

❒	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	☐		130-137
	• 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	☐		130-137
❒	Renewal: Includes racial and ethnic make-up data and identifies means charter will use to address any underrepresented populations	☐		130-137

Strengths:

Areas of Concern:

Conclusions

I	Financial Audit	Evidence	Addressed in Petition	Page
❒	Procedure to select and retain independent auditor	☐		138-139
❒	Qualifications of independent auditor	☐		138-139
❒	Audit will employ generally accepted accounting procedures	☐		138-139
❒	Describe specific scope of audit	☐		138-139
❒	Timing of audit and to whom it will be sent	☐		138-139
❒	Process for resolving audit exceptions and deficiencies to satisfaction of granting agency	☐		138-139
❒	Describes manner in which the audit will be made public	☐		138-139
❒	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		☐	138-139
❒	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)		☐	138-139
❒	Describes services the charter intends to contract out to the district/SCCOE or another provider (if not included in a memorandum of understanding)	☐		N/A

Strengths:

Areas of Concern:

Conclusions

J	Pupil Suspension Expulsion	Evidence	Addressed in Petition	Page
❒	Includes new legal language in header and throughout the section	☐		
❒	Student code of conduct and process by which this information is given to students and parents/guardians	☐		141; Appendix F
❒	Procedure for involving parents, students and staff in designing and implementing a discipline policy	☐		140-141
❒	Detailed process by which student may be suspended or expelled or involuntarily removed for any reason		☐	142-149
❒	Describes disciplinary steps to be taken prior to suspension or expulsion	☐		Appendix F
❒	Identifies the offenses for which students in the charter school must (where non-discretionary) and may (where discretionary) be suspended and, separately, the	☐		142-149

Documentary Record 000589

	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).			
❒	Identifies the detailed procedures by which pupils can be suspended or expelled.		☐	142-159
❒	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.		☐	150
❒	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.		☐	149;159
❒	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.	☐		141
❒	What educational alternative, if any, will be provided to students who were suspended or expelled	☐		155
❒	Describes who or what body will be responsible for final suspension/expulsion decisions	☐		154-155
❒	Describes appeal procedures	☐		155-157
❒	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		☐	4
❒	Outlines or describes strong understanding of relevant laws protecting constitution rights of students, generally, and of disabled and other protected classes of students	☐		140
❒	Policies balance students' rights to due process with responsibility to maintain a safe learning environment	☐		142-159
❒	Explains how the charter school will comply with federal and state constitutional procedural and substantive due process requirements consistent with: 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: 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.		☐	149-159
❒	Explains how resident school district or COE will be involved in disciplinary matters	☐		N/A

Strengths:

Areas of Concern:

Conclusions

K	Staff Retirement System	Evidence	Addressed in Petition	Page
❒	Statement of whether staff will participate in STRS, PERS, or Social Security (if STRS, then all teachers must do so)		☐	160
❒	Specifies which retirement system for each position		☐	160
❒	Identifies the position responsible for ensuring appropriate arrangements for coverage have been made and complied with		☐	160

Documentary Record 000590

	Relationship between teachers and district/county bargaining unit	☐		N/A
	Process by which salaries, benefits, working conditions and items, i.e., calendars, holidays, vacations, work day and year will be determined	☐		Appendix G
	Labor procedures which will be applied to employees	☐		N/A
	Process for resolving complaints/grievances	☐		Appendix G
	Process for ensuring due process	☐		Appendix G
	Manner by which staff members will be covered by STRS, PERS, Social Security or Medicare	☐		Appendix G
	Process for staff recruitment, selection, evaluation and termination	☐		Appendix G
	Procedure for processing and monitoring credentials if required	☐		Appendix G
❒	Establish compliance with Ed Code 47611		☐	162

Strengths:

Areas of Concern:

Conclusions

L	Dispute Resolution Process	Evidence	Addressed in Petition	Page
❒	Outlines a simple process for charter and granting agency to settle disputes	☐		163-165
	Process indicates whether it is binding on school or granting agency/fair process	☐		163
	Step by step process for identifying/framing dispute points	☐		163-164
	• Whether internal charter disputes may be brought to granting agency	☐		165
	• Identifies specific parties to be involved at each step	☐		163-164
	• Basic rules at each step	☐		163-164
	• Which results are binding	☐		163-164
❒	Includes SCCOE's required dispute resolution process – should be updated for renewals to include SCCOE's process)	☐		163-164

Strengths:

Areas of Concern:

Conclusions

M	Admissions Policies and Procedures Consistent with 47605.6(e)	Evidence	Addressed in Petition	Page
❒	Mandatory assurances regarding non-discriminatory admission procedures		☐	134
❒	Clearly describes admissions procedures, including any preferences • 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 Preferences will not result in limiting access for students with disabilities, academically low-achieving, English Learners, neglected or delinquent pupils, homeless pupils,		☐	135-136

Documentary Record 000591

	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	☐		Appendix F
❒	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.		☐	135
	Provides application and admission timelines	☐		135
❒	Specifies all information to be requested on any application		☐	135
❒	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		☐	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
❒	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		☐	161
❒	Specifies that attendance at charter does not grant right of attendance in district or SCCOE schools or programs		☐	161

Strengths:

Areas of Concern:

Conclusions

O	Description of Employee Rights	Evidence	Addressed in Petition	Page
❒	Description of employee rights upon leaving school district		☐	
	• Acknowledgment whether collective bargaining contract in sponsor district will be controlling	☐		N/A
	• Whether and how charter school staff may resume employment within the district	☐		162
	Sick/vacation leave (ability to carry it over to and from charter school)	☐		Appendix G
	• Whether charter school staff will continue to earn service credit (tenure) in district while at charter school	☐		Appendix G

Documentary Record 000592

• How employees will be paid (e.g. salaried, hourly, etc.)	☐		Appendix G
• Describes employee benefits	☐		Appendix G
• Identifies intended employment status of charter school employees	☐		Appendix G
• Identifies whether the charter school will be responsible for the payment of social security and applicable taxes for charter school employees	☐		Appendix G
• Describes how rights will be communicated to prospective employees	☐		Appendix G

Strengths:

Areas of Concern:

Conclusions

P	Closure of Charter School	Evidence	Addressed in Petition	Page
❒	Outlines an adequate process to be used if the charter school closes		☐	166-167
❒	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)		☐	166-167
❒	Process must, at a minimum, comply with all requirements of Cal. Code of Regs., title 5, section 11962.	☐		166-167

Strengths:

Areas of Concern:

Conclusions

REQUIRED SUPPLEMENTAL INFORMATION: Education Code § 47605.6(h)

i	Administrative Services	Evidence	Addressed in Petition	Page
❒	Describes how charter administrative services will be acquired or provided		☐	171
❒	Describes how the day-to-day administrative operations will be handled	☐		169

Strengths:

Areas of Concern:

Conclusions

ii	Civil Liability	Evidence	Addressed in Petition	Page
❒	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?		☐	171-172
❒	Appropriate insurance coverage in conformance with SCCOE risk management standards		☐	171
❒	Indemnification/defense/hold harmless of SCCOE		☐	172

Strengths:

Areas of Concern:

Conclusions

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iii	Financial Plan	Evidence	Addressed in Petition	Page
❒	First year operational budget includes:		☐	N/A
❒	• Start-up costs		☐	N/A
❒	Cash flow for first three years		☐	N/A
❒	Financial projections for first three years		☐	N/A
Strengths:				
Areas of Concern:				
Conclusions				

iv	Labor Relations	Evidence	Addressed in Petition	Page
❒	Specifies whether charter or local school district will be employer for EERA purposes		☐	N/A
❒	Specifies whether it is the charter school or the corporation that will be the employer	☐		N/A
❒	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.	☐		N/A
Strengths:				
Areas of Concern:				
Conclusions				

v	Planning Assumptions	Evidence	Addressed in Petition	Page
❒	• Number/types of students	☐		N/A
❒	• Number of staff	☐		N/A
❒	• Teacher/student ratio	☐		N/A
❒	• Facilities needs	☐		N/A
❒	• Whether the charter school will participate in the National School Lunch Program	☐		N/A
❒	• Costs of all major items are identified and within reasonable market ranges	☐		N/A
❒	• Revenue assumptions in line with state and federal funding guidelines	☐		N/A
❒	• Revenue from "soft sources" (e.g., donations, grants and fundraisers) less than 10% of ongoing operational costs	☐		N/A
❒	• Timeline allows window for grant applications to be submitted and funded	☐		N/A
Strengths:				
Areas of Concern:				
Conclusions				

vi	Start-Up Costs (New petitions only)	Evidence	Addressed in Petition	Page
❒	• Clearly identifies most major start-up costs	☐		N/A
❒	• Staffing	☐		N/A
❒	• Facilities	☐		N/A

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❒	• Equipment and Supplies	☐		N/A
❒	• Professional Services	☐		N/A
❒	• Assumptions in line with overall school design plan	☐		N/A
❒	• Identifies potential funding source that could or would fund these costs	☐		N/A
❒	• Timeline allows for grant and fundraising	☐		N/A

Strengths:

Areas of Concern:

Conclusions

vii	Annual Operating Budget	Evidence	Addressed in Petition	Page
❒	• Annual revenues and expenditures clearly identified by source and expenditures are clearly identified by destination (i.e. object codes).	☐		Budget Narrative
❒	• Revenue assumptions closely related to applicable state and federal funding formulas	☐		Budget Narrative
❒	• Expenditure assumptions reflect school design plan	☐		Budget Narrative
❒	• Expenditure assumptions reflect prevailing or market costs	☐		Budget Narrative
❒	• "Soft" revenues (e.g. fund-raises and grants) are not critical to solvency	☐		Budget Narrative
❒	• Strong reserve or projected ending balance (the larger of 2–5% of expenditure or $25,000)	☐		Budget Narrative
❒	• 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.	☐		N/A
❒	• Budget clearly indicates restricted versus general operating/flexible funds.	☐		Budget Narrative
❒	• Expenditure for sufficient insurance to name SCCOE as also insured/hold harmless agreement	☐		Budget Narrative
❒	• Expenditure sufficient for reasonably expected legal services	☐		Budget Narrative
❒	• Expenditure for Special Education excess costs consistent with current experience in county	☐		Budget Narrative
❒	• Description of all insurance the charter school will purchase, complete with annual cost	☐		Budget Narrative
❒	• First year budget premised on realistic year 1 ADA	☐		N/A

Strengths:

Areas of Concern:

Conclusions

viii	Cash Flow Analysis	Evidence	Addressed in Petition	Page

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❒	• Monthly projection of revenue receipts in line with state/federal funding disbursements	☐		Cash Flow Projections
❒	• Expenditures projected by month and correspond with typical/reasonable schedules	☐		Cash Flow Projections
❒	• Show positive fund balance each month and/or identify sources of working capital	☐		Cash Flow Projections

Strengths:

Areas of Concern:

Conclusions

ix	Long-term Plan	Evidence	Addressed in Petition	Page
❒	• Projects revenues and expenditures for at least three additional years (in addition to first year budget).	☐		Budget Narrative
❒	• Revenue assumptions based on reasonable potential growth in state and federal revenues	☐		Budget Narrative
❒	• Revenue assumptions based on reasonable student growth projections	☐		Budget Narrative
❒	• Expenditure projections are inflated by reasonable cost-of-living and inflation assumptions and school growth assumptions.	☐		Budget Narrative
❒	• Projected annual fund balances are positive or likely sources of working capital are identified to cover projected deficits.	☐		Budget Narrative

Strengths:

Areas of Concern:

Conclusions

x	District Impact Statement	Evidence	Addressed in Petition	Page
	• Does the charter include an impact statement?	☐		N/A
	• Provides estimated numbers of students anticipated to enroll	☐		N/A
	• Identify whether or not will request district-owned facilities	☐		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	☐		N/A
	○ If not, does the Petition demonstrate any basis for an exception	☐		N/A
	• Does the Petition identify where the school will operate	☐		N/A

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• Does the Petition demonstrate that it will not serve grade levels not served by this district unless it serves all of the grade levels	☐		N/A

Strengths:

Areas of Concern:

Conclusions

xii	Annual Financial Report	Evidence	Addressed in Petition	Page
	• 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?	☐		168

Strengths:

Areas of Concern:

Conclusions

xiii	Facilities / Transportation	Evidence	Addressed in Petition	Page
❒	• Specify where school intends to be located and describes facilities to be used by the charter school.	☐		N/A
❒	• 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).	☐		N/A
❒	• 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.	☐		N/A
❒	• 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.)	☐		N/A

Strengths:

Areas of Concern:

Conclusions

xiv	Insurance Coverage	Evidence	Addressed in Petition	Page
❒	Describes minimum insurance coverage consistent with SCCOE risk management requirements	☐		169-170
❒	• 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.	☐		169-170
❒	• Liability of district/county to handle payments if charter school defaults:	☐		169-170

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	• 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			
❒	Indemnification/Defense/Hold Harmless of SCCOE consistent with SCCOE risk management requirements.	☐		170
Strengths:				
Areas of Concern:				
Conclusions				

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STAFF ANALYSIS AND PROPOSED FINDINGS OF FACT REGARDING REVIEW OF BULLIS CHARTER SCHOOL DISTRICT APPEAL RENEWAL PETITION

AUGUST 26, 2024, posted AUGUST 9, 2024

* * * * * * * * * * *

Bullis Charter School (BCS or Bullis) seeks approval to renew its Santa Clara County independent, direct funded, district appeal charter school serving students in grades TK-8. Bullis was initially approved in September 2003 for a three-year term and opened in August of 2004. Bullis was renewed in 2007, 2011, and 2016. It was also materially revised in 2007, 2008, and 2014. Bullis' current term expires June 30, 2025, as its current term was extended by two years in 2021 and an additional year in 2023 by operation of law. Bullis is in the "high" performing category and has requested renewal for a term of seven years from July 2025 through June 2032. Bullis, located within the Los Altos School District (LASD or District) boundaries, currently serves approximately 1,000 students.

PROCEDURAL STATUS

The Charter Schools Department of the Santa Clara County Office of Education (County Office of Education or SCCOE) received a renewal charter petition (Renewal Petition or Charter), from Bullis on June 3, 2024. *Education Code (EC)* Sections 47607 and 47607.2 determine the length of charter renewal based on high, middle, or low performing categories for charter schools established by *AB* 1505. The California Department of Education (CDE) has designated, pursuant to criteria in *EC* Section 47607(c), that Bullis is in the high performance category for purposes of this renewal. As a high performing charter school, the Santa Clara County Board of Education (SCCBOE or County Board of Education[1]) may renew the Charter for a term of five, six, or seven years (see further analysis below). If the SCCBOE renews the Charter, the new Charter term begins on July 1, 2025. Renewals and material revisions of district appeal charters are governed by the standards and criteria set forth in *EC Section*s 47605, 47607 and 47607.2.

On July 17, 2024, the SCCBOE held a public hearing on the Bullis Renewal Petition in accordance with the requirement to do so within 60 days of receipt of the renewal application. It is the practice of the Charter Schools Department (CSD) to conduct interviews with Bullis' educational partners, including parents, students, staff, administration, and Bullis Board members. The CSD decided to waive the interviews in this case due to the timing of Bullis' submission of its Renewal Petition in the summer when school is not in session and access to Bullis' educational partners is limited, and in recognition of the school's placement in the high performing category. The CSD's analysis was also informed by the interview responses documented in the recent 2023-24 Annual Oversight Report.

Pursuant to *EC* Sections 47607 and 47605, the County Board of Education has 90 days from receipt of the Renewal Petition to act, which may be extended by an additional 30 days by mutual agreement. In this case, the 90-day period runs through September 3, 2024. Bullis declined SCCOE's request to extend the timeline by one day in order to hold the decision hearing at the regularly scheduled September 4, 2024, SCCBOE

[1] Throughout this document, references to "SCCBOE" or the "County Board" are specifically to the Santa Clara County Board of Education. However, for purposes of convenience, the Santa Clara County Board of Education, the Santa Clara County Superintendent of Schools, and the Santa Clara County Office of Education may be collectively or separately referred to herein as "SCCOE."

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meeting. Therefore, the SCCBOE will hold an additional meeting on Monday, August 26, 2024, to act on the Bullis request for renewal.

In accordance with Board Policy 0420.4, SCCOE, Bullis, and the Bullis-Purisima Elementary School, a non-profit corporation, which governs Bullis, entered into a memorandum of understanding in 2018, and then replaced that memorandum of understanding in 2019 with a First Amended Memorandum of Understanding (First Amended MOU). By its terms, this First Amended MOU "shall continue in full force and effect during the period of any renewal granted by the SCCBOE or during the pendency of an appeal of a denial of a renewal request unless and until such time as the Parties enter into a replacement MOU or specifically agree in writing that the [First Amended MOU] is terminated." The First Amended MOU governs the respective fiscal, operational, and administrative responsibilities, legal relationships, and other matters not otherwise fully addressed or resolved by the terms of the current charter or the Renewal Petition, pending any further direction or recommendations by the SCCBOE, including SCCBOE's adoption of the findings and recommendations set forth herein. By its terms, the First Amended MOU is incorporated into the Renewal Petition by reference, therefore, its terms supplement the Renewal Petition submitted by Bullis and were considered as part of CSD's analysis of the Renewal Petition and continue to bind the Parties unless and until revised or replaced by mutual agreement of the Parties. The CSD has provided Bullis an updated memorandum of understanding (MOU) that is consistent with changes to law since entering into the First Amended MOU, reflects SCCOE's current best practices, and accurately describes the manner in which Bullis operates as a school of SCCOE for purposes of compliance with the Individuals with Disabilities Education Act (IDEA), among other updates. The Renewal Petition specifies Bullis' intent to enter into an updated memorandum of understanding, so if SCCBOE renews the Charter, SCCOE will continue to work with Bullis on finalizing the MOU.

The complete Renewal Petition upon which the SCCBOE is acting is attached to the agenda item in BoardDocs and is also available for review at the following location:
https://www.sccoe.org/supoffice/charter-schools-office/Pending/Bullis_Renewal_Petition.pdf

CRITERIA FOR RENEWAL OF A HIGH PERFORMING CHARTER PETITION

Effective July 1, 2020, the legal standards for determining whether a charter petition should be renewed were updated. *EC* Section 47607(b) specifies that charter renewals "are governed by the standards and criteria described in Section 47605, and shall include, but not be limited to, a reasonably comprehensive description of any new requirement of charter schools enacted into law after the charter was originally granted or last renewed."

Pursuant to *EC Section* 47605, a charter petition may be denied on the basis of one or more of the following written factual findings:

1. The charter school presents an unsound educational program for the pupils to be enrolled in the charter school.
2. The petitioners are demonstrably unlikely to successfully implement the program set forth in the petition.
3. The petition does not contain an affirmation of each of the conditions required by statute.
4. The petition does not contain a reasonably comprehensive description of all the required elements.
5. The petition does not contain a declaration of whether the charter school shall be deemed the exclusive public employer of the employees of the charter school for purposes of the Educational Employment Relations Act (EERA).

As an "additional criterion" for determining whether a charter should be renewed, the chartering authority is required to consider the charter school's performance on the state and local indicators included in the

Documentary Record 000600

California Dashboard. For this purpose, charter schools are now divided into high, middle, and low performance categories, plus Dashboard alternative status schools ("DASS"), based on performance during the two consecutive years immediately preceding the renewal decision. The pertinent renewal standards and the available length of the renewal term are dependent on this categorization. (*EC* Section 47607 and 47607.2.)

The CDE annually creates a list of all charter schools and ranks their academic performance indicators from the California School Dashboard, specifying whether each school is in the high, middle, or low performing category, or is a DASS program school. This list was intended to relieve the burden on chartering authorities and provide a starting place for the renewal process. The CDE has designated Bullis as a "high" performing charter school for purposes of this renewal request.

As defined in *EC* Section 47607(c)(1), with a few exceptions, "high" performing charter schools are those that met one of the following criteria for the two consecutive years immediately preceding the renewal decision:

i. *The charter school has received the two highest performance levels schoolwide on all the state indicators included in the evaluation rubrics adopted pursuant to Section 52064.5 for which it receives performance levels.*

ii. *For 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.*

High performing charter schools are only required to update their petitions "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." (*EC* Section 47607(c)(7).) The chartering authority may renew a high performing charter for a term of five to seven years.

The chartering authority *"shall not deny" a high performing charter school pursuant to the Dashboard performance criterion.* However, a chartering authority may deny renewal of a charter school in any of the three performance categories – including a high performing charter school – if it finds:

a. *The school is demonstrably unlikely to successfully implement the program due to substantial fiscal factors,*

b. *The school is demonstrably unlikely to successfully implement the program due to substantial governance factors, or*

c. *The school is not serving all pupils who wish to attend.*

In such cases, the chartering authority must provide the charter school at least 30 days' notice of the alleged violation(s) and provide the charter school with a reasonable opportunity to cure the violation(s), including a corrective action plan proposed by the charter school. Pursuant to *EC Section* 47607(e), the County Board of Education may then deny renewal on these bases only if it makes either of the following findings:

a. *The corrective action proposed by the charter school has been unsuccessful*

b. *The violations are sufficiently severe and pervasive as to render a corrective action plan unviable*

As discussed in detail below, on May 21, 2021, SCCOE issued Bullis a notice ("Notice," attached as Exhibit 1; Bullis' "Response to Notice" is attached as Exhibit 2) pursuant to *EC* Section 47607(e) as notice of SCCOE's determination that BCS is not serving all pupils who wish to attend. The Notice also provided BCS a reasonable opportunity to cure the violations. SCCOE reaffirmed the Notice on August 3, 2023, ("Reaffirmation" attached as Exhibit 3; Bullis' "Response to Reaffirmation" attached as Exhibit 4). The Notice, Reaffirmation, and all the information and evidence contained therein, including in the exhibits thereto, are

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incorporated herein by this reference as if set forth in full herein. (Included in Exhibits 1-4 are additional related correspondences between the parties relative to the Notice and Reaffirmation.)

DETERMINATION CRITERIA FOR RENEWAL OF BULLIS

As stated above, CDE has designated Bullis as a high performing category school for purposes of this renewal. In its Renewal Petition, Bullis reiterates that it is high performing (and that the data on pages eight through 16 of the Renewal Petition evidence this) and states its academic performance supports Charter renewal. In support, Bullis submitted its data from the California Assessment of Student Performance and Progress ("CAASPP") as well as comparison data for LASD and the LASD schools Bullis students would otherwise have attended. Staff has not reproduced all the information provided by Bullis in this Staff Analysis and Proposed Findings of Fact but incorporates it and the CAASPP data herein by this reference.

During the July 17, 2024, public hearing on the renewal Charter, members of the SCCBOE requested various information and documentation from Bullis, which Bullis' Executive Director Maureen Israel committed to provide. Beginning on the day following the public hearing, CSD Staff directed multiple requests to Ms. Israel seeking the promised information and documentation. Bullis' response was delayed, and Ms. Israel then responded that it was a busy time of year and would take Bullis some time to locate and provide the requested information. In response to an additional request from CSD Staff, including a deadline to provide the information of August 5, 2024, given the timeline for the publication of Staff's recommendations and recommended findings, Ms. Israel responded with several pieces of Bullis marketing materials and an assertion that some of the requested information was included in Bullis' PowerPoint from the public hearing. Ms. Israel stated that Bullis was busy preparing for the return of students, and specified, "We'll continue reviewing when we have capacity to see what other information we can provide." She also asserted that the requested information "is not pertinent to our renewal." CSD Staff disagrees with this assertion, as much of the requested information relates directly to the 47607(e) Notice and whether Bullis' corrective action plan has been effective. It is also noteworthy that Ms. Israel committed to the SCCBOE during the meeting to provide the requested information and documentation and in no way indicated that she believed the information was not relevant to the renewal decision or not readily available. As such, much of the information and documentation Ms. Israel committed during the public hearing to provide to the SCCBOE is not available for consideration as part of this Staff Analysis or to provide to the Board at this time.

Moreover, as CSD Staff specifically noted to Ms. Israel, irrespective of the renewal request, Bullis is legally obligated to promptly respond to all reasonable inquiries from its chartering authority (*EC* Section 47604.3), and these are reasonable inquiries, as tacitly acknowledged by Ms. Israel during the public hearing. CSD Staff also previously made multiple requests for demographic data regarding Bullis' 2024-25 enrollment. Bullis repeatedly declined to provide this information during the pendency of the renewal request but indicated that it would be provided later in the upcoming school year. Ms. Israel asserted that the information was not final and/or that Bullis did not have it available, despite the fact that Bullis indisputably has data regarding students who are currently enrolled for 2024-25, which is the information SCCOE requested.

Throughout the current charter term, CSD Staff has found communications with Bullis and obtaining clear and direct responses to inquiries pertinent to SCCOE's oversight of Bullis to be challenging. CSD Staff strives to work in partnership with SCCBOE-authorized charter schools in conducting its oversight functions and supporting the charter schools in their operations and service to students. With some frequency, Bullis responds to SCCOE's reasonable inquiries and/or exercise of oversight functions with defensiveness rather than clear and open communication, and Bullis resists providing requested information and documentation despite its obligations to promptly respond and to allow SCCOE to conduct its oversight functions. CSD Staff hopes and expects that if Bullis' Charter is renewed, Bullis will work in greater cooperation and partnership with SCCOE and notes that Bullis must understand and comply with its obligations to provide information to SCCOE and allow SCCOE to conduct its oversight functions.

Documentary Record 000602

Below is a discussion of key data provided by Bullis and/or available for consideration of Bullis' academic performance.

School Academics

California School Dashboard Data

In 2017, the State of California instituted the California School Dashboard (https://www.caschooldashboard.org/) to help parents and educators identify strengths and areas for improvement. The Dashboard reports how districts, schools (including charter and DASS schools), and student groups are performing across state and local measures. For state measures, performance is based on two factors: (1) current year results, or Status; and (2) whether results improved or declined from the prior year, or Change. Performance on state measures, using comparable statewide data, is represented by one of five colors with Red being lowest and Blue being highest (see object 1 below). A performance level, or color is not provided on the Dashboard when a student group has fewer than 30 students. However, the Status and Change data will be displayed. Further, when a student group has fewer than 11 students, the group does not receive a performance level (color) and the group's Status and Change are not displayed in order to protect the anonymity of the students. This information is represented by using a grey color gauge with the words "No Performance Color."

Object 1: California Dashboard Performance Color Chart



Due to COVID-19 and the suspension of statewide testing, the California School Dashboard was suspended for 2020 and 2021. The 2022 Dashboard (based on 2021-22 data) did not have any prior year data for comparison and therefore only included Status levels, and no Change was reported. The 2023 Dashboard (based on 2022-23 data) had prior year data for comparison, thus, Change was reinstated. The following data is based on 2022 and 2023 Dashboard data that shows the performance level colors, the Status from 2022-23 and the Change or the difference (growth or decline) from 2021-22.

Object 2: Bullis Performance on 2023 California School Dashboard

	2023 CALIFORNIA SCHOOL DASHBOARD									
	ELA		Math		ELPI		Chronic Absenteeism		Suspension	
	DFS	Level	DFS	Level	Rate	Level	Rate	Level	Rate	Level
All Students	112.5	BLUE	128.5	BLUE	70.0	BLUE	5.1	ORANGE	0.2	BLUE
Hispanic/Latino	87.4	0	86.3	0			8.9	ORANGE	0	BLUE
English Learners (EL)	59.3	GREEN	78.2	GREEN			13.9	ORANGE	0	BLUE
Students with Disabilities (SWD)	11.7	GREEN	24.7	GREEN			10.6	ORANGE	0	BLUE
Socioeconomically Disadvantaged (SED)	0.2	0	9.6	0			9.1	0	0	0

Documentary Record 000603

In 2022-23, Bullis received a Distance from Standard (DFS) score of 112.5 points from standard in ELA and maintained DFS within -0.2 points from the prior year, making the performance level for all students Blue. Bullis received a DFS score of 128.5 points from standard in Math and increased performance +6 DFS points from the prior year, making the performance level for all students Blue.

Object 3: 2022 and 2023 California School Dashboard Student Group Report for Bullis

	Suspension Rate		Chronic Absenteeism		English Language Arts		Mathematics		English Learner Progress	
	2022	2023	2022	2023	2022	2023	2022	2023	2022	2023
All	VERY LOW 0.4%	BLUE 0.2%	LOW 3%	ORANGE 5.1%	VERY HIGH 112.7 DFS	BLUE 112.5 DFS	VERY HIGH 122.4 DFS	BLUE 128.5 DFS	HIGH 56.8%	BLUE 70%
EL	MEDIUM 1.8%	BLUE 0%	LOW 2.8%	ORANGE 13.9%	NPL 1.5 DFS	GREEN 59.3 DFS	VERY HIGH 108.3 DFS	GREEN 78.2 DFS		
SED	NPL 0%	NPC 0%	NPL 7.1%	NPC 9.1%	NPL	NPC 0.2 DFS	NPL -70.6 DFS	NPC 9.6 DFS		
SWD	VERY LOW 0%	BLUE 0%	VERY LOW 1.2%	ORANGE 10.6%	HIGH 31.8 DFS	GREEN 11.7 DFS	VERY HIGH 48.9 DFS	GREEN 24.7 DFS		
Asian	VERY LOW 0.5%	BLUE 0%	VERY LOW 2.1%	YELLOW 4.1%	VERY HIGH 121.6 DFS	BLUE 121.3 DFS	VERY HIGH 138.8 DFS	BLUE 142.3 DFS		
Hispanic/ Latino	VERY LOW 0%	BLUE 0%	MEDIUM 6.4%	ORANGE 8.9%	NPL 109.6 DFS	NPC 87.4 DFS	NPL 107.9 DFS	NPC 86.3 DFS		
White	VERY LOW 0%	BLUE 0.5%	LOW 4.8%	ORANGE 8.3%	VERY HIGH 94.2 DFS	GREEN 88.1 DFS	VERY HIGH 86.9 DFS	BLUE 98.6 DFS		
Two or More Races	VERY LOW 0%	GREEN 0.5%	LOW 3.2%	YELLOW 2.9%	VERY HIGH 115.8 DFS	BLUE 119.5 DFS	VERY HIGH 121.3 DFS	BLUE 128.5 DFS		
African American	NPL	NPC	NPL	NPC	NPL	NPC	NPL	NPC		
American Indian	NPL	NPC	NPL	NPC	NPL	NPC	NPL	NPC		
Filipino	NPL 0%	NPC 0%	NPL 0%	NPC 0%	NPL	NPC	NPL	NPC		
Pacific Islander	NPL	NPC	NPL	NPC	NPL	NPC	NPL	NPC		

**No performance level (NPL) given for groups of less than 30 students. Status rates are not given for groups of less than 11 students.*
No performance color (NPC) given for groups of less than 30 students.

Documentary Record 000604

While many areas of Bullis' Dashboard have no performance color ("NPC"), or no performance level ("NPL") due to the small size of the student group tested, it is evident that Bullis students performed above standard academically. However, Bullis experienced increases in chronic absenteeism for all students and across all student groups. Object 4 below shows the Status and Change information from the 2022 and 2023 Dashboard academic indicators.

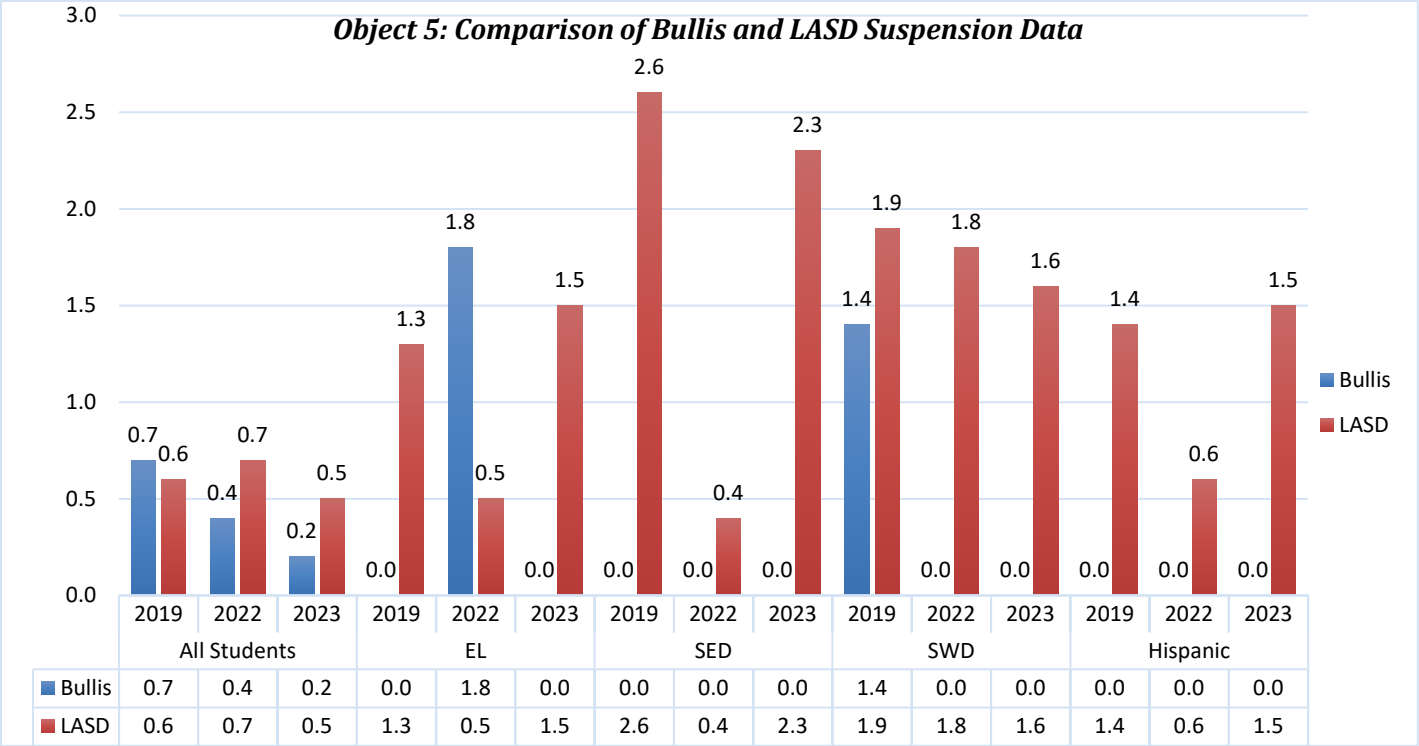
Object 4: 2023 California School Dashboard Student Status and Change Report for Bullis

	Suspension Rate	Chronic Absenteeism	English Language Arts	Mathematics	English Learner Progress
All	Maintained -0.2%	Increased 2.2%	Maintained -0.1 points	Increased 6.1 points	Increased 13.2%
EL	Declined 1.8%	Increased 11.1%	Declined 31.1 points	Declined 30 points	
SED	Maintained* 0%	Increased* 1.9%	NPC	NPC	
SWD	Maintained 0%	Increased 9.4%	Declined 20 points	Declined 24.2 points	
Asian	Declined 0.5%	Increased 2%	Maintained -0.3 points	Increased 3.5 points	
Hispanic/ Latino	Maintained 0%	Increased 2.5%	Declined 22.3 points	Declined 21.5 points	
White	Maintained 0%	Increased 3.5%	Declined 6.1 points	Increased 11.7 points	
Two or More Races	Increased 0.5%	Increased 1.8%	Increased 3.7 points	Increased 7.2 points	
Filipino	Maintained* 0%	Maintained* 0%	NPC	NPC	

**No performance color (NPC) given for groups of less than 30 students. Status rates are not given for groups of less than 11 students.*
Suspension Rate and Chronic Absenteeism are reverse metrics, therefore increasing in score is not desired.
***No scores are given for groups of less than 11 students.*

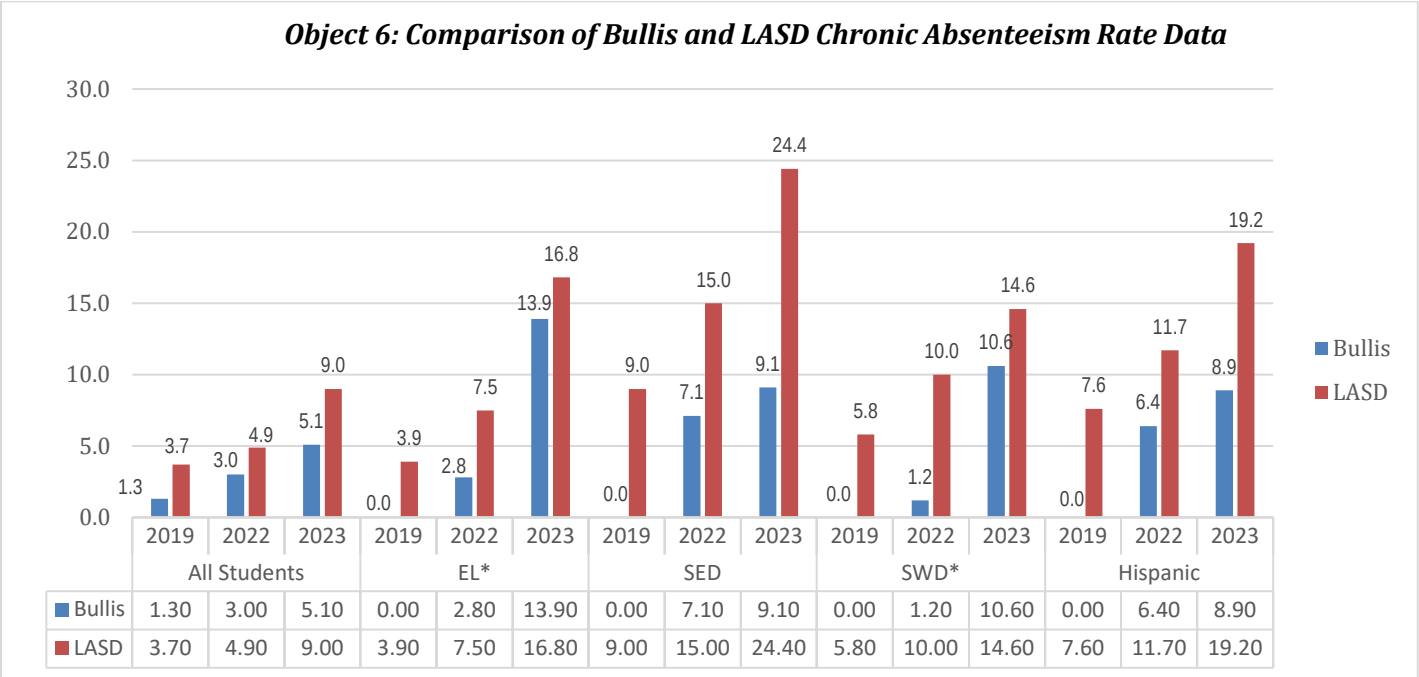
Object 5, below, shows data comparing the suspension indicator by student group for Bullis and LASD in 2018-19, 2019-20, and 2020-21. For most of the Dashboard measures, the desired outcome is a high number or percent in the current year as well as an increase from the prior year. A distinguishing feature of the suspension measure is the desired outcome is a low suspension rate, which means a low percent in the current year and a decline from the prior year rate. While LASD showed mixed results schoolwide and for each student group year over year, Bullis showed decreases (the desired outcome) for all students and each targeted student group from 2018-19 to 2022-23. No student group of focus had any suspensions at Bullis in the 2022-23 school year.

Documentary Record 000605



	All Students			EL			SED			SWD			Hispanic		
	2019	2022	2023	2019	2022	2023	2019	2022	2023	2019	2022	2023	2019	2022	2023
Bullis	0.7	0.4	0.2	0.0	1.8	0.0	0.0	0.0	0.0	1.4	0.0	0.0	0.0	0.0	0.0
LASD	0.6	0.7	0.5	1.3	0.5	1.5	2.6	0.4	2.3	1.9	1.8	1.6	1.4	0.6	1.5

Object 6, below, displays Dashboard data comparing the chronic absenteeism rate indicator by student group for Bullis and LASD in 2018-19, 2021-22, and 2022-23. In all years and student groups, Bullis has a lower chronic absence rate than LASD. However, the chronic absenteeism rate is increasing for Bullis and LASD, instead of decreasing.



	All Students			EL*			SED			SWD*			Hispanic		
	2019	2022	2023	2019	2022	2023	2019	2022	2023	2019	2022	2023	2019	2022	2023
Bullis	1.30	3.00	5.10	0.00	2.80	13.90	0.00	7.10	9.10	0.00	1.20	10.60	0.00	6.40	8.90
LASD	3.70	4.90	9.00	3.90	7.50	16.80	9.00	15.00	24.40	5.80	10.00	14.60	7.60	11.70	19.20

Data retrieved from: www6.cde.ca.gov/californiamodel/
** An asterisk indicates there are fewer than 11 students, the minimum size for any reporting*

Documentary Record 000606

CAASPP Data

The tables below reflect the CAASPP data (https://caaspp-elpac.cde.ca.gov/) verified by SCCOE staff while determining Bullis' schoolwide student performance and progress relative to LASD and schools with the largest student populations enrolled at Bullis. Due to COVID-19, all statewide testing for 2019-20 was cancelled. Further, Bullis submitted its Renewal Petition at the end of the 2023-24 school year, prior to the testing results for 2023-24 being available. The tables below constitute the most recent academic data available for review. Statewide summative testing begins at third grade and is administered annually through eighth grade but is only given at eleventh grade in high school; therefore, the charts contain data only for the tested grade levels served by Bullis.

Object 7: Percentage of ALL STUDENTS at or Above Standard on CAASPP in ELA and Math at Bullis, LASD, and Statewide

2022-23 CAASPP (ELA)			
Grade	**Bullis**	**LASD**	**State**
3	90.98	81.21	42.96
4	88.46	82.25	43.73
5	90.00	85.93	46.69
6	94.50	87.23	44.16
7	91.57	86.53	47.44
8	97.53	84.65	45.66
All	91.74	84.79	45.11

2022-23 CAASPP (Math)			
Grade	**Bullis**	**LASD**	**State**
3	97.74	86.20	45.11
4	93.08	84.16	40.79
5	90.77	85.16	33.38
6	93.58	86.83	33.19
7	93.90	84.73	33.16
8	96.30	78.46	29.94
All	94.14	84.11	35.93

Object 7, above, reflects the 2022-23 CAASPP results in English Language Arts (ELA) and Math for Bullis, LASD, and the State. In ELA and Math, Bullis outperforms both LASD and the State. While the State serves students K-12, the State scores here represent only grades 3-8 (excluding Grade 11 scores) to provide a comparison to Bullis and LASD.

Object 8: Four-Year Trend of the Percentage for ALL STUDENTS at or Above Standard on CAASPP ELA and Math at Bullis, LASD, and Statewide

Four-Year Trend CAASPP (ELA)				
	19-20	**20-21**	**21-22**	**22-23**
Bullis	NA	90.23	93.03	91.74
LASD	NA	*	85.68	84.79
State	NA	44.77	45.74	45.11

Four-Year Trend CAASPP (Math)				
	19-20	**20-21**	**21-22**	**22-23**
Bullis	NA	91.89	93.64	94.14
LASD	NA	*	84.25	84.11
State	NA	33.62	34.51	35.93

Data for 2019-20 is NA or not available due to cancelation of statewide testing due to COVID-19.
** LASD did not administer the CAASPP in 2020-21, in accordance with the flexibility granted by the CDE during that school year.*

Object 8, above, reflects schoolwide student achievement in ELA and Math across the last four years of CAASPP for Bullis, LASD, and the State. While the results reflect a rate of progress for Bullis students above their peers in LASD and the State, Bullis' scores declined slightly in ELA for 2022-23 from 2021-22, while scores increased for Bullis in Math.

Documentary Record 000607

Object 9: Four-Year Trend of the Percentage of Numerically Significant Student Groups at or Above Standard on CAASPP in ELA and Math for Bullis Grades 3-8

ELA				
	19-20	**20-21**	**21-22**	**22-23**
ALL	*	90.23	93.03	91.74
SWD	*	64.58	63.93	54.39
Hispanic/ Latino	*	84.62	89.29	83.87
SED	*	*	*	53.85
EL	*	36.36	55.56	37.50

Math				
	19-20	**20-21**	**21-22**	**22-23**
ALL	*	91.89	93.64	94.14
SWD	*	66.67	70.49	62.50
Hispanic/ Latino	*	80.77	89.29	86.67
SED	*	*	*	53.85
EL	*	59.09	55.56	66.67

Data for 2019-20 is NA or not available due to cancelation of statewide testing due to COVID-19.
** No score provided for student groups with fewer less than 11 students.*

Object 9, above, reflects the CAASPP results for numerically significant student groups at Bullis over the last four years. In ELA, the data shows slight increases in the percentages of all students and students who are English learners (EL) at or above standard over the four years. However, in the one year from 2021-22 to 2022-23, the percentage of students at or above standard decreased for all students, students with disabilities (SWD), students who are Hispanic/Latino, and ELs. The 2022-23 school year is the only year in which the students who identify as socio-economically disadvantaged (SED) was large enough to have data reported for both ELA and Math. In Math, all students, students who are Hispanic/Latino, and students who are ELs increased in the percentage of students at or above standard over the four years shown. From 2021-22 to 2022-23, the percentage of students at or above standard decreased for SWD and Hispanic/Latino groups while all students, Hispanic/Latino, and ELs increased the number of students at or above standard.

Object 10: Comparison of the Percentage of Students at or Above Standard on 2023 CAASPP ELA Results for LASD, Bullis, and LASD Schools Near Bullis

2022-23 CAASPP (ELA)							
Group	**Bullis**	**LASD**	**Santa Rita**	**Loyola**	**Blach**	**Egan**	**State****
ALL	91.74	84.79	67.86	85.26	86.70	84.69	45.10
SED	53.85	50.00	36.36	*	53.33	53.06	33.44
Hispanic/ Latino	83.87	54.51	40.00	*	59.26	63.49	34.22
EL	37.50	29.69	19.51	*	*	34.62	10.53
SWD	54.39	46.15	24.00	42.30	41.67	40.54	15.57

**No data presented for the group due to size of group at those grade levels.*
***The State of California serves students TK-12, but for purposes of comparison to Bullis, the scores below only include grades 3-8 (grade 11 is not included).*

Documentary Record 000608

Object 11: Comparison of the Percentage of Students at or Above Standard on 2023 CAASPP Math Results for LASD, Bullis, and LASD Schools in Close Proximity (percentage at or above standard on CAASPP)

2022-23 CAASPP (Math)							
Group	**Bullis**	**LASD**	**Santa Rita**	**Loyola**	**Blach**	**Egan**	**State****
ALL	94.14	84.11	70.87	87.44	86.60	77.55	35.93
SED	53.85	43.89	31.11	*	46.67	36.73	23.96
Hispanic/ Latino	86.67	50.21	40.00	*	48.15	49.21	23.98
EL	66.67	43.62	38.30	*	*	38.46	9.63
SWD	62.50	43.75	20.00	53.85	38.89	27.03	13.40

**No data presented for the group due to size of group at those grade levels.*
***The State of California serves students TK-12, but for purposes of comparison to Bullis, the scores below only include grades 3-8 (grade 11 is not included).*

Objects 10 and 11, above, reflect the 2022-23 CAASPP data as compared to LASD and the LASD schools that Bullis students would otherwise have attended or are in close physical proximity to Bullis: Santa Rita and Loyola elementary schools and Blach and Egan middle schools. Overall, Bullis' ELA scores outperform or are comparable to comparison schools and the State. In Math, Bullis outperforms LASD, all comparison schools, and the State.

ELPAC Data

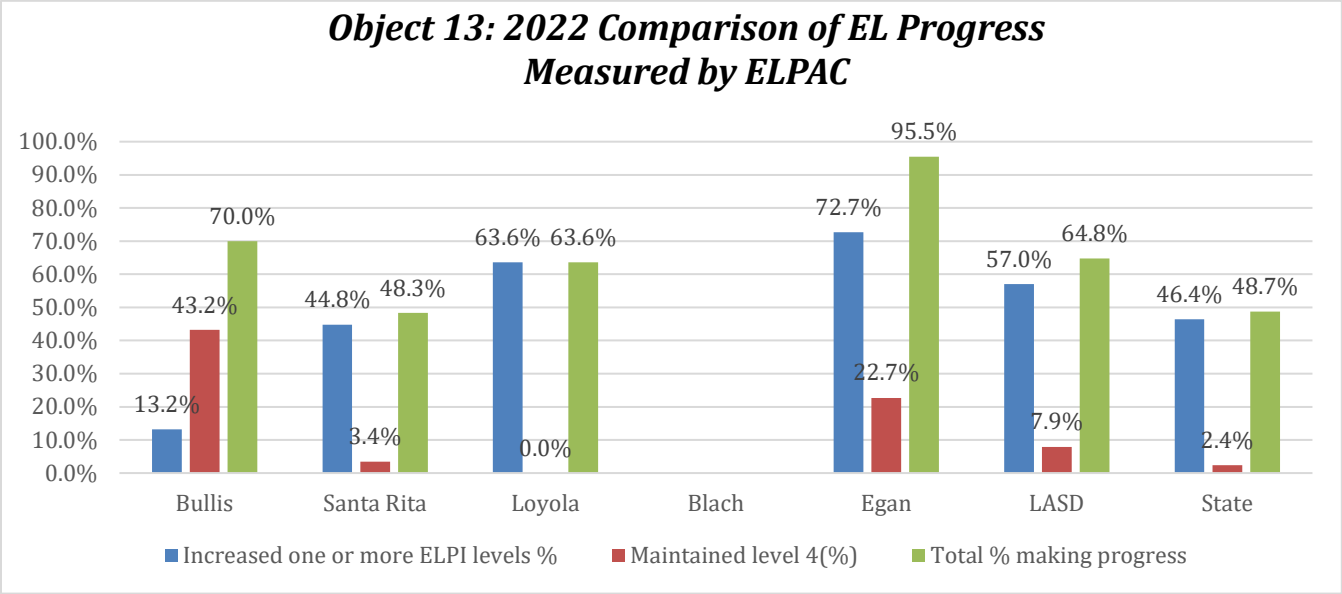
Objects 12 and 13, below (from https://caaspp-elpac.cde.ca.gov/), reflect the 2022-23 English Language Proficiency Assessment of California (ELPAC) data as compared to the schools in LASD that Bullis students otherwise would have attended: Santa Rita and Loyola Elementary and Blach and Egan Middle schools. Of the comparison schools, Bullis had the lowest percentage of students who increased one or more English Language Progress Indicator (ELPI) levels. However, Bullis outperformed all others in maintaining level 4 and all but Egan in the total percent making progress.

Object 12: 2022 Comparison of EL Progress Measured by ELPAC

	Bullis	***Santa Rita***	***Loyola***	***Blach***	***Egan***	***LASD***	***State***
Increased one or more ELPI levels	*13.2%*	*44.8%*	*63.6%*	*	*72.7%*	*57.0%*	*46.4%*
Maintained level 4	*43.2%*	*3.4%*	*0%*	*	*22.7%*	*7.9%*	*2.4%*
Total % making progress	*70.0%*	*48.3%*	*63.6%*	*	*95.5%*	*64.8%*	*48.7%*
Performance Level	*Blue*	*Orange*	*	*	**	*Green*	*Yellow*
Number of Students	*30*	*58*	*11*	*	*22*	*165*	*829,209*

**EL progress is not reported for student populations under 11 students.*

Documentary Record 000609



***This school did not have an EL Progress Indication in 2022, due to a small population. As the performance level is determined by examining status and change, schools must have at least two years of data to have a performance level assigned.*

Finances

Bullis exhibits a healthy financial position. As reflected in Object 14, beginning with the fiscal year 2016-17, Bullis met and exceeded the 4% reserve requirement in its Memorandum of Understanding with the SCCOE. As of June 30, 2023, Bullis had an audited reserve balance of $2,688,340, or 16% as a percentage of expenses. The Independent Auditor's Report for the Year Ending June 30, 2023, reported an Unmodified Opinion on the financial statements, as well as on State and Federal compliance with various laws and regulations. In addition, there were no identified deficiencies or material weaknesses noted regarding internal controls over financial statements and internal controls over compliance for fiscal year 2022-23. All fiscal reports required by law and by the SCCOE have been timely received. Bullis maintains and implements sound fiscal policies and procedures, including internal controls governing all financial and business-related activities.

Fiscal Staff in the Charter Schools Department is not aware of any significant financial concerns for Bullis.

		Object 14: Historical Financial Summary[1]							
		2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
[A]	Total Revenues	10,383,765	11,312,222	12,735,285	14,265,627	15,283,928	15,647,132	17,204,678	20,334,836
[B]	Total Expenses	10,313,488	11,281,769	12,686,005	14,706,818	14,091,370	15,351,950	16,746,659	19,894,482
[C]	et Assets Released from Restriction	(63,721)							
[D] =[A - B + C]	Net Income (Loss)	6,556	30,453	49,280	(441,191)	1,192,558	295,182	458,019	440,354
[E]	Beginning Fund Balance	1,097,483	1,104,039	1,134,492	1,183,772	742,581	1,935,139	2,230,321	2,688,340
[F]	Adjustment to Beg. Fund Balance	-	-	-	-	-	-	-	-
[G] = [(D+E) + F]	Total Net Assets, End of Year	$ 1,104,039	$ 1,134,492	$ 1,183,772	$ 742,581	$ 1,935,139	$2,230,321	$2,688,340	$ 3,128,694
[H] = [G/B]	Fund Balance %	11%	10%	9%	5%	14%	15%	16%	16%

1. Source of Data: Audited Financial Reports for FY 2016-17 - 2022-23. FY 2023-24 is based on Second Interim Report

Documentary Record 000610

Demographic Data

In accordance with *EC* Section 47607(d), SCCOE requested, received from CDE, and reviewed aggregate data reflecting pupil enrollment patterns and test score patterns at Bullis, as well as other demographic data from CDE through the CDE website, and demographic data provided to SCCOE by Bullis itself.

In Objects 15 and 16, a comparison of the average Distance from Standard (DFS) academic assessment scores is made between students who left Bullis and DFS for the students remaining at Bullis. Object 15 reviews the average DFS for students who left after Census Day, and Object 16 reviews the data for the students who left Bullis at the end of the year and did not return for the following school year. This does not include students who would age out of the school. Per the aggregate data from CDE, students who leave Bullis are not students who appear to have been counseled out based on lower academic performance, as the average DFS in academic assessments for students leaving Bullis or not returning to Bullis are higher than the students remaining at Bullis. Further, the student enrollment numbers for the students who left Bullis are for all grades, whereas the number of students tested only includes grades 3-8, as those are the grade levels tested at Bullis.

Object 15: Comparison of Average DFS for Students Who Left BCS After Census Day and BCS DFS

Academic Year	Subject	Enrolled Beginning of Year but Not Enrolled Conclusion	Cumulative Enrollment	Percent Enrolled Beginning Not Enrolled Conclusion	Number of Students Tested who left BCS	DFS Average for Students who left BCS	DFS Average for Students Remaining at BCS
2016-17	**ELA**	7	833	0.84%	6	119.83	111.0
2016-17	**Math**	7	833	0.84%	6	75.50	112.7
2017-18	**ELA**	61	888	6.87%	47	118.87	105.8
2017-18	**Math**	61	888	6.87%	47	121.66	113.7
2018-19	**ELA**	51	922	5.53%	35	119.63	100.0
2018-19	**Math**	51	922	5.53%	35	119.29	109.9
2019-20	**ELA**	66	1051	6.28%	30	101.20	*
2019-20	**Math**	66	1051	6.28%	30	98.07	*
2022-23	**ELA**	101	1073	9.41%	66	116.97	112.5
2022-23	**Math**	101	1073	9.41%	66	110.11	128.5

** No Dashboard DFS available*

Documentary Record 000611

Object 16: Comparison of Average DFS for Students Attended BCS for at Least 90 days and Did Not Return the Following Year and BCS DFS

Academic Year	Subject	Enrolled for 90 days in Prior Year but Not on Census Day of Current Year	Prior Year Cumulative Enrollment	Percent Enrolled for 90 days Prior Year but Not on Census Day	Number of Students Tested who left BCS	DFS Average for Students who left BCS	DFS Average for Students Remaining at BCS
2016-17	**ELA**	57	749	7.61%	46	124.76	111.0
2016-17	**Math**	57	749	7.61%	46	120.93	112.7
2017-18	**ELA**	78	833	9.36%	62	107.05	105.8
2017-18	**Math**	78	833	9.36%	62	118.95	113.7
2018-19	**ELA**	71	888	8.00%	60	117.87	100.0
2018-19	**Math**	71	888	8.00%	60	130.40	109.9
2019-20	**ELA**	60	922	6.51%	42	113.17	*
2019-20	**Math**	60	922	6.51%	42	109.74	*
2022-23	**ELA**	73	1077	6.78%	53	106.58	112.5
2022-23	**Math**	73	1077	6.78%	53	114.87	128.5

** No Dashboard DFS available*

The tables below show the cumulative enrollment data for Bullis from 2016-17 to 2022-23; the total enrollment data for Bullis from 2016-17 to 2022-23; and the enrollment stability data for Bullis from 2016-17 to 2022-23. Cumulative enrollment data for 2023-24 was not available as it is still being formulated by CDE. Cumulative enrollment consists of the total number of unduplicated primary and short-term enrollments within the academic year (July 1 to June 30), regardless of whether the student is enrolled multiple times within a school or district. Bullis' cumulative enrollment over the years shows a clear increase in Asian students, stability in Hispanic/Latino and a decrease in White students. When looking at student group data, SED and EL are fluid from year to year, especially when comparing to the total enrollment student numbers for both SED and EL in Object 18 below.

Object 17: Cumulative Enrollment for Bullis from 2016-17 to 2022-23

	Cumulative Total Number of Students	Number of Hispanic or Latino	Number of Asian	Number of Filipino	Number of White	Number of African American	Number of Two or More Races	Number of Not Reported
2016-17	833	37	380	*	231	*	146	20
2017-18	888	37	421	*	229	*	164	16
2018-19	922	35	460	*	235	*	167	*
2019-20	1,051	41	546	17	238	*	174	27
2020-21	1,106	39	609	15	233	*	168	35
2021-22	1,077	48	613	13	209	*	156	34
2022-23	1,073	45	634	13	194	*	154	29

**Data is suppressed for categories if the student population (cumulative students) is 10 or less.*

Documentary Record 000612

Object 18: Cumulative Bullis Student Group Data from 2016-17 to 2022-23

	Cumulative Total Number of Students	Number of SED	Number of EL	Number of SWD
2016-17	833	*	92	58
2017-18	888	22	90	61
2018-19	922	16	42	72
2019-20	1,051	16	60	83
2020-21	1,106	24	102	86
2021-22	1,077	14	110	85
2022-23	1,073	22	72	85

**Data is suppressed for categories if the student population (cumulative students) is 10 or less.*

The total enrollment for a school is established on California Basic Educational Data System (CBEDS) day in early October. Objects 19 and 20 below, show the total enrollment demographic and student group data for the number of students enrolled in each category across the charter term for Bullis.

Object 19: Bullis Total Enrollment Demographic Data from 2016-17 to 2023-24

	Total Number of Students	Number of Hispanic or Latino	Number of Asian	Number of Filipino	Number of White	Number of African American	Number of Two or More Races	Number of Not Reported
2016-17	825	36	379	8	228	10	144	19
2017-18	879	37	416	8	227	10	163	15
2018-19	915	35	460	9	233	9	167	*
2019-20	1,039	41	539	17	234	5	173	27
2020-21	1,093	36	602	15	233	4	168	32
2021-22	1,067	47	606	13	209	2	156	32
2022-23	1,058	44	624	13	192	1	153	28
2023-24	1,025	46	634	14	170	2	132	25

*Data gathered from Dataquest: https://data1.cde.ca.gov *No data reported for this group in this year.*

Object 20: Bullis Total Enrollment Student Group Data from 2016-17 to 2023-24

	Total Number of Students	Total Number of SED	Total Number of EL	Total Number of SWD
2016-17	825	7	90	46
2017-18	879	14	89	61
2018-19	915	11	41	64
2019-20	1,039	15	59	70
2020-21	1,093	19	73	73
2021-22	1,067	14	61	75
2022-23	1,058	20	65	73
2023-24	1,025	38	92	75

Data gathered from Dataquest: https://data1.cde.ca.gov

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Objects 21 and 22 show the Stability Rate data for Bullis from 2017-18 to 2022-23. The Stability Rate is defined as the percentage of California public school students enrolled during the academic year (July 1 – June 30) who completed a "full year" of learning in one school. The Stability Rate data below shows the percentage of students who remained at Bullis throughout each school year. Bullis' stability percentage is on average 97.6%, therefore, once a student is admitted to Bullis, that student stays at Bullis. The stability rates averaged across student groups from 2017-18 through 2022-23 are also high: EL is approximately 95.6%, SED is approximately 93.9%, and SWD is approximately 97.0%.

Object 21: Bullis Enrollment Demographic Stability Percentage Data from 2017-18 to 2022-23

	Total Number of Students	% Total	% Hispanic or Latino	% Asian	% Filipino	% White	% African American	% Two or More Races	% Not Reported
2017-18	879	97.6	100.0	97.1	*	96.9	*	99.4	93.8
2018-19	915	98.4	100.0	98.9	*	97.9	*	100.0	*
2019-20	1,039	98.1	100.0	97.8	100.0	97.5	*	98.9	100.0
2020-21	1,093	97.1	92.3	97.7	100.0	96.1	*	98.2	91.4
2021-22	1,067	97.8	93.8	97.7	100.0	99.5	*	100.0	82.4
2022-23	1,058	96.8	97.8	96.8	100.0	96.4	100.0	98.1	89.7

Data gathered from Dataquest: https://data1.cde.ca.gov
**To protect student privacy, data are suppressed population size within a selected student population (eligible cumulative enrollment) is 10 or less.*

Object 22: Bullis Student Group Stability Percentage Data from 2017-18 to 2022-23

	Total Number of Students	Stability Percentage SED	Stability Percentage EL	Stability Percentage SWD
2017-18	879	90.9	96.7	98.4
2018-19	915	93.8	100	100
2019-20	1,039	93.8	98.3	91.6
2020-21	1,093	91.7	93.1	98.8
2021-22	1,067	100	96.4	97.6
2022-23	1,058	95.5	91.7	96.5

Data gathered from Dataquest: https://data1.cde.ca.gov

REVIEW OF THE CHARTER PETITION

Consistent with the Charter Schools Act and County Board Policy 0420.4, SCCOE Staff reviewed the renewal Petition using the criteria established in *EC* Sections 47605 and 47607, including the requirement that Bullis update its Renewal Petition to include "a reasonably comprehensive description of any new requirement of charter schools enacted into law after the [C]harter was originally granted or last renewed and as necessary to reflect the current program offered by the [C]harter," and found:

1. **Sound Education Program**

   The Bullis Renewal Petition presents a research based educational program that meets the required elements of a sound educational program, though the description of the means by which Bullis complies with the requirements of the Individuals with Disabilities Education Act ("IDEA") has not been updated as necessary to reflect the current program offered by Bullis, as discussed more fully below. BCS' Mission states, "BCS offers a collaborative, experiential learning environment that

Documentary Record 000614

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."

These mission elements are further supported and reinforced through the schoolwide application of high expectations, personalized learning, integrated learning, real world applications and community supported learning. All curriculum areas (ELA, Math, Science, Social Studies/History, Visual and Performing Arts (VAPA), Physical Education (PE), instructional design, STEAM) are Common Core State Standard (CCSS) and Next Generation Science Standard (NGSS) aligned and supported by researched and staff adopted text and digital content. Academic content delivery is through structured Project Based Learning (PBL) approaches that are thematic, integrated, and supported by technological resources.

Every student has Focused Learning Goals (FLG), developed collaboratively, reviewed, and evaluated consistently, and shared with and supported by the student's family. The FLG allows for individualized attention to specific outcomes in the academic, social/emotional and passion areas. FLGs are supported through class, teachers, and student groups across the school. They are monitored monthly, and in June every FLG is evaluated on a 1-5 rubric based on the metrics agreed upon in the fall conferences.

The middle school intersession program at Bullis is made up of three two-week units consisting of integrated, interdisciplinary, design-thinking units that promote 21st century skill building. Sixth grader students focus on the Early Human Design Challenge – looking at constructing shelters using 21st century knowledge for earlier civilizations. Seventh grade focuses on practical, technical skills such as woodworking, cooking, and sewing, so they can collectively produce and stage a student run theater performance at the end of the school year. Eighth grade focuses on design-thinking, financial literacy, and social entrepreneurship through a variety of activities.

Transitional Kindergarten (TK)

The Renewal Petition includes Transitional Kindergarten (TK) among Bullis' grade offerings. Bullis has been providing TK since it was enacted into law in 2010, but it was not separately described in the prior charter iterations as it was simply part of a two-year kindergarten program and initially there was no guarantee from the State that TK would continue. Bullis transitioned from a half-day TK/Kindergarten program to a full day TK and Kindergarten, and the Renewal Charter has been updated to reflect this modification in Bullis' approach. As such, this is not an expansion to add an additional grade level, as it is consistent with the program that has previously been authorized and offered at Bullis. The description of the grade levels and program has simply been revised to reflect the current laws governing TK. Charter schools are not required to offer TK, but those schools that do offer TK must comply with all the requirements established regarding TK. Bullis' Renewal Petition now formalizes the program it has been providing.

Students Performing Below Grade Level:

In the Renewal Petition, Bullis outlines a comprehensive approach to supporting a diverse student population through a Multi-Tiered System of Supports (MTSS). This evidence-based framework addresses academic, behavioral, and social-emotional needs with a proactive, tiered approach to intervention. By using data to inform decisions and early identification of at-risk students, MTSS ensures prompt interventions to prevent academic and social-emotional difficulties from escalating.

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Academically low-performing students are discussed during weekly "Student Response Team" (SRT) meetings, and goals are created to guide instruction and tailored supports for those students.

Special Education:

BCS operates as a public school of SCCOE for purposes of compliance with the IDEA in accordance with Education Code 47641(b). The petition describes a relationship in which SCCOE is responsible for all the staffing and services components of special education, "unless SCCOE and Bullis Charter School agree that Bullis may hire site special education staff." However, at this time, BCS has chosen to move to a model in which it hires its own staff to provide services with SCCOE oversight in an effort to better direct and provide educational services to its students, so the descriptions in the Charter and the First Amended MOU have not been updated accurately to reflect the current program offered by Bullis. As such, it is necessary that Bullis enter into the updated MOU with SCCOE to describe accurately the current means by which Bullis complies with the IDEA as a school of SCCOE for such purposes.

BCS special education staff currently includes: a speech pathologist, resource specialists, an occupational therapist, a behavior interventionist, and paraprofessionals. Bullis also has a school counselor and psychologists on staff. In the Renewal Petition, BCS has allocated an additional one (1) FTE BCS special education administrator to oversee special education program and coordinate with SCCOE (up from a 0.4 FTE in the current charter).

For the 2023-24 school year, BCS had 75 students (7.3%) eligible for special education services, with 98.7% of those students identified as mild moderate.

Per DataQuest on the CDE website, in 2022-23, 100% of the 68 students with disabilities at BCS spent 80% or more of the day in the regular education classroom. In 2023-24, 98.7% or 74 students spent 80% or more of the day in the regular education classroom as 1.3% of students or one student spent 39% or less of the school day in the regular classroom. When compared to LASD and the schools Bullis students otherwise would have attended, the students with disabilities are not as neurodiverse as the students who are served in LASD.

Object 23: 2023-24 Special Education Enrollment by Program Setting for Bullis and Comparison Schools and District and State

	Bullis	LASD	Santa Rita	Loyola	Blach	Egan	State
Special Education Enrollment	75	348	41	46	53	25	836,846
Regular Class 80% or More of the Day	98.7%	61.2%	80.5%	56.5%	49.1%	68%	59.1%
Regular Class 40-79% of the Day	0	14.4%	14.6%	21.7%	22.6%	28%	15.2%
Regular Class 39% or Less of the Day	1.3%	13.8%	4.9%	17.4%	28.3%	4%	17.1%
Separate School & Other Settings	0	0.9%	0	0	0	0	2.5%
Preschool Setting	0	9.8%	0	4.3%	0	0	6.1%
Missing/Unknown	0	0	0	0	0	0	0

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English Learners (EL):

The student population at Bullis includes 9.0% identified as English Learners (EL). Bullis has instituted a process to identify English learners and to ensure each student's educational and language development progress is measured annually to help determine individual growth and schoolwide performance. The English Language Development (ELD) Standards are broken down into three parts that allow for (1) interaction with English language, (2) application of English language, and (3) foundational skills for beginning EL students.

According to the Bullis Renewal Petition, Bullis's ELD program provides specialized instruction through both in-class and pull-out small group settings, using personal learning goals in listening, speaking, reading, and writing. Teachers are trained in language acquisition strategies such as Total Physical Response (TPR), visuals, sentence frames, anchor charts, adapted text, and language scaffolding using Sheltered Instruction Observation Protocol (SIOP) strategies. Additionally, technology like Lexia English supports fluency, vocabulary development, grammar, and reading comprehension. An "Enhancement block" is included in the schedule for Grades 1-5 to provide dedicated time for English Learners to receive ELD instruction. Teachers integrate ELD instruction with Common Core State Standards (CCSS) and the California ELD standards, employing strategies like graphic organizers and sentence stems to facilitate learning.

During SCCOE Staff's annual visits across the charter term, informal observations, and discussions with Bullis staff, Bullis agreed that although all staff had been trained, more training and follow-through is needed. Members of the Bullis Team have been working to improve the quality of instruction for English Learners, and improvement has occurred.

During the 2023-24 annual classroom visits, the SCCOE team observed that designated and integrated ELD instruction was not consistent across the school. In response to SCCOE inquiries, Bullis explained that integrated ELD support is provided in the form of sentence frames, word banks, and scaffolded texts for students. Scaffolded texts are available to all students and can also be assigned by the teacher to specific students. These types of supports are more indicative of reading support in ELA rather than language supports for integrated ELD.

BCS is legally required to provide designated and integrated ELD instruction (per California Code of Regulations, Title 5, Section 11309(c)(1)) to the students at Bullis as part of a comprehensive delivery plan designed to overcome language barriers and provide access to the core curriculum if there is even one student identified as EL. Previously, Bullis has submitted a one-page document outlining five key ELD practices, but has not in the most recent term of its charter, submitted a comprehensive English Learner Master Plan. Development and maintenance of an EL Master Plan is a recommended approach in communicating how an LEA addresses EL components/legal requirements when providing services to students who are Els. Particularly given Bullis' past acknowledgment of the need to increase training and improve the quality of instruction for English learners, SCCOE strongly recommends that Bullis develop and provide SCCOE with an updated plan on integrated and designated ELD instruction to be included in the MOU or an addendum thereto in order to support the school's services to English learner students. SCCOE refers Bullis to resources provided by the CDE and Loyola-Marymount University to assist in development of this plan.

(See https://www.cde.ca.gov/sp/el/er/charterschoolelltr.asp,
https://www.cde.ca.gov/nr/el/le/yr15ltr0918.asp,
https://www.cde.ca.gov/nr/el/le/yr19ltr1218.asp, and
"English Learner Master Plan Playbook".)

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Educational Leadership

The Executive Director and Principals are the educational and instructional leaders at Bullis, in addition to being responsible for teacher supervision, evaluation, and providing input and approval of each faculty and staff member's SMARTIE (strategic, measurable, ambitious, realistic, time-bound, inclusive, and equitable) Goals. (The Renewal Petition changes the senior administrator's title from the current "Superintendent" or "Superintendent/Principal" to "Executive Director" and the current title of "Assistant Principal" is now "Principal.) While the current Principals at Bullis each hold teaching or pupil personnel services (PPS) credentials, and two of the principals have an administrative credential, the employee qualifications identified in the body of the Petition for these positions do not explicitly require a teaching or PPS credential. Among other qualifications, these positions required a minimum of three years classroom teaching experience (with five years preferred) and an administrative credential (current California Tier I or Tier II or proof of eligibility for either) is also preferred.

The sample job descriptions for the Executive Director and the Principals included in the Renewal Petition do not specify that the positions require a teaching or PPS credential from California or another state, but do require teaching experience, and it appears Bullis' intent is to require a teaching credential at minimum. Despite omitting a teaching or PPS credential from the list of administrator qualifications in the body of the Renewal Petition, Bullis' preference for a California Administrative Credential implies a teaching credential is required, as a California administrative credential requires an underlying California teaching or PPS credential. Additionally, if Bullis administrators "cover" classes for teachers when a substitute is not available, they are required to hold a California teaching credential.

The job duties assigned in the Renewal Petition to administrative positions are consistent with the need for at least a valid teaching or PPS credential, if not an administrative credential. This is particularly true in light of the mandate that all charter school teachers now hold a Commission on Teacher Credentialing certificate, permit, or other document required for the teacher's certificated assignment. Bullis' current Executive Director and Principals should also meet this requirement applicable to the teachers they supervise and evaluate. The lack of a teaching credential for a person holding one of these positions could negatively impact the quality of educational services provided to Bullis students, and requiring teaching credentials is consistent with the County Board of Education's expressed expectations for charter schools under its oversight in order to help ensure a sound educational program. SCCOE Staff strongly encourages Bullis to commit to revise the minimum qualifications for the positions of Executive Director and Principals to include a valid California or other U.S. teaching or PPS credential through the MOU or an addendum thereto.

The Charter Schools Department Staff concluded the Bullis Renewal Petition provides sufficient information to substantiate the required elements for a sound educational program consistent with new requirements of charter schools pursuant to law and the requirements of Bullis' current program provided that, as a condition of approval, Bullis be required to enter into the MOU accurately updating the means by which Bullis provides its special education program. Additionally, SCCOE strongly encourages Bullis to develop and submit its integrated/designated ELD master plan and explicitly require that the employment qualifications for the Executive Director and Principal positions include California or other U.S. teaching or pupil personnel services credentials through provisions in the MOU or an addendum to the MOU.

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2. Ability to successfully implement the program set forth in the Petition

Staff identified concerns supporting a determination that Bullis is not serving all students who wish to attend, which were detailed in the Notice and the Reaffirmation Notice, though Staff also determined that Bullis has implemented some changes and made some incremental progress in this area. This issue is discussed more fully below in the "Additional Criteria for Denying a Charter Renewal" Section. Apart from the concerns addressed in that section below, Staff found facts demonstrating the Petitioners are likely to successfully implement the program only if Bullis is required to resolve the other identified conditions through the MOU or an addendum to the MOU, as described more fully throughout this Staff Analysis and Findings of Fact. CSD Staff further recommends that Bullis and SCCOE address the other concerns and issues noted herein through the MOU or addendum.

3. Affirmation of each of the conditions required by statute

SCCOE Staff found the Petition contains the required affirmations.

4. Reasonably comprehensive description of the required elements

As explained above, as a high performing charter school, Bullis is legally required only "to update its charter to include a reasonably comprehensive description of any new requirement of charter school enacted into law after the charter was originally granted or last renewed and as necessary to reflect the current program offered by the charter." Of course, this minimum legal requirement does not mean that Bullis cannot or should not include additional information to further improve and/or clarify its Charter. Staff's analysis of the required charter elements in the Renewal Petition notes issues that SCCOE recommends be improved or revised through the MOU or addendum process in order to be consistent with charter school best practices and SCCOE expectations, irrespective of the minimum legal requirements. Additionally, as noted above, Bullis' current program and charter include mandatory compliance with the terms of the First Amended MOU, so the provisions thereof are part of Bullis' current practices, and that First Amended MOU will remain in full force in effect unless and until it is replaced by a new agreement or otherwise terminated by mutual agreement of SCCOE and Bullis. In updating the Renewal Petition to be consistent with law and current practices, Bullis is not empowered unilaterally to materially revise its Charter (including the provisions of the First Amended MOU), but, rather, would have to request such material revisions, which the SCCBOE could then consider and approve or deny separate from its action on the renewal request.

The Charter Schools Department Staff found, as detailed below, that additional specificity and requirements governing Bullis' educational program, governance, and operations, including its compliance with the required charter elements, should be addressed through the MOU or an addendum to the MOU.

In preparing the Renewal Petition, Bullis appears to have overlooked a variety of updates necessary to a reasonably comprehensive description of legal requirements that have gone into effect since Bullis' last renewal and/or to reflect Bullis' current program. Examples include, but are not limited to, failing to update the governance section to include the names and qualifications of all board members, failing to include the current 2024-27 Local Control and Accountability Plan (LCAP), failing to include a description of the process used to conduct the public random drawing for admission, failing to update the special education program and process, and failing to update language in the Renewal Petition that currently indicates the LASD Governing Board is the chartering authority instead of the SCCBOE. As detailed below, CSD Staff recommends the SCCBOE, as a condition of

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renewal, require Bullis to address areas in which Bullis has not fully updated the Charter to be consistent with law and/or to reflect its current program through the MOU or an addendum thereto. Additionally, CSD Staff found, as detailed below, that additional specificity and requirements governing Bullis' operations to be consistent with best practices and expectations should also be addressed through the MOU or an addendum to the MOU. CSD Staff also notes that references in the Renewal Petition to the Education Code have not all been updated to reflect the current law.

A. Element One: *Description of the Educational Program/Plan for Student Academic Achievement*

The Renewal Petition describes Bullis Charter School's instructional design as emphasizing a student-centered, project-based learning approach aimed at developing critical thinkers and problem solvers. Bullis states the curriculum is rooted in state standards and integrates subjects such as English, Math, Science, and Social Studies with Physical Education, Arts, and World Languages to provide a balanced education. Bullis maintains that it accommodates diverse learning styles through flexible grouping, interdisciplinary inquiry, and real-world applications to foster 21st-century skills like critical thinking, communication, collaboration, and creativity.

Bullis describes its instructional delivery model as involving teachers working in grade level teams to plan and ensure consistent delivery of content, adapted to meet individual student needs. BCS asserts it leverages its charter status to select the most effective curricula and materials, facilitating flexible grouping strategies and incorporating technology, character development, and service learning into instruction. Personalized learning goals are established for each student, focusing on academic, social/emotional, and passion areas, aligned with the school's mission and state standards.

The 2024 Bullis Charter School instructional design reflects significant enhancements and updates compared to the 2016 petition. While maintaining the core principles of project-based learning, interdisciplinary inquiry, and personalized education, the 2024 Renewal Petition incorporates new curriculum pilots, advanced technological tools, and an expanded focus on continuous improvement and state standards alignment. The introduction of the Enhancement Block for targeted academic support and updated professional development for teachers further demonstrate the school's commitment to evolving and improving its educational offerings. Despite these advancements, the foundational elements of fostering critical thinking, creativity, collaboration, and communication remain consistent, ensuring a stable yet progressive learning environment for students.

The Charter Schools Department Staff believes this section includes a reasonably comprehensive description consistent with new requirements of charter schools pursuant to law and the requirements of Bullis' current program provided the update to the special education program to reflect Bullis' current program is included in the MOU. CSD Staff further encourages Bullis to develop and submit the integrated/designated ELD master plan, and to commit to minimum credential requirements for the Executive Director and Principals positions.

B. Element Two: *Measurable Student Outcomes*

In the Renewal Petition, Bullis combined elements two and three, but the elements will be separated here for clarity.

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Bullis Charter School's desired outcomes for students, as outlined in Its Renewal Petition, primarily focus on meeting various educational standards and fostering comprehensive student development. The school aims to ensure that all students attain skills, knowledge, and attitudes aligned with state and local standards, as reflected in its LCAP. Key outcomes include demonstrating proficiency in core academic subjects through performance on standardized tests like CAASPP, CST, PFT, and NWEA MAP, as well as participation in the Silicon Valley Math Initiative's assessments.

Bullis also emphasizes student growth in literacy and mathematics, using both formative and summative assessments to guide instruction and measure progress. For instance, reading inventories are used to establish baseline data in decoding, comprehension, and fluency, while benchmark assessments in Language Arts and Mathematics help tailor instruction to individual student needs. Additionally, the school focuses on enhancing students' global competency through its foreign language program, offering Biliteracy Pathway Awards to recognize proficiency in languages such as Mandarin and Spanish. Bullis's approach also includes fostering student reflection and goal setting, with students regularly reviewing assessment data and setting personal learning goals.

Bullis' Renewal Petition, seemingly in error, included its ***2022-23*** LCAP. A school's LCAP addresses state requirements and provides both quantitative and qualitative indicators for determining performance and progress, but the 2022-23 LCAP focuses on 2021-22 data. Bullis did not include its 2024-27 LCAP, which would be current and cover part of the prospective term of the Charter or even the 2023-24 LCAP. Pursuant to law, Bullis is required to and has updated its LCAP annually, thus, by definition, including the 2022-23 LCAP to describe its measurable pupil outcomes is inconsistent with the requirement to update the Renewal Petition to reflect the current program and comply with the law. On July 1, 2024, as required by *EC* Section 47604.33, Bullis submitted the 2024-27 LCAP to SCCOE. While not included in the Renewal Petition, CSD Staff reviewed and analyzed the current LCAP, considered it as part of Bullis' reasonably comprehensive description of measurable student outcomes, and addresses that version in this staff analysis.

For the 2024-27 LCAP, Charter-wide parental input was considered as Bullis determined the best way to utilize its Local Control Funding Formula (LCFF) funds. Bullis' LCAP sets benchmarks scaffolded across the three-year span, utilizing student proficiency levels on CAASPP in English Language Arts and Math as the academic criteria. Additional academic metrics involve student performance and progress on the English Language Proficiency Assessments for California (ELPAC), attendance, absenteeism, suspension, and expulsion rates, with broad benchmark goals. However, several metrics were missing, and the LCAP did not fully address all the eight State Priorities, namely middle school dropout rates, promoting parental participation in programs for unduplicated pupils and for individuals with exceptional needs, and programs and services developed and provided to unduplicated pupils and individuals with exceptional needs.

SCCOE has concerns about the baseline student satisfaction data in the 2024-27 LCAP. In goal 3, student satisfaction data demonstrates that only 69% of elementary students and 58% of middle school students feel they belong at Bullis. Also, while 74% of elementary students feel they are respected by teachers, only 48% feel respected by peers. In the middle school, 61% of students feel respected by teachers and 43% feel respected by peers. Although Bullis has developed a plan to raise all these results to 80% over the next three years, it is concerning that approximately 40% of students do not feel they belong at this high-performing school.

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Parent satisfaction survey results, phone calls, and community meetings help round out additional measurable outcomes in Bullis' LCAP. SCCOE Staff also notes the law regulating charter school adoption of an LCAP was revised as of July 1, 2019, and Bullis is now required to comply with all requirements for adoption and revision of an LCAP, including the holding of at least one public hearing to solicit public input on the LCAP in accordance with *EC* Section 47606.5. Bullis held its 2024-25 public hearing on May 6, 2024.

The Charter Schools Department Staff believes this section includes a reasonably comprehensive description consistent with new requirements of charter schools pursuant to law and the requirements of Bullis' current program when incorporating the 2024-27 LCAP, rather than the 2022-23 LCAP Bullis actually attached to the Renewal Petition, and that current LCAP must be required to be attached to the MOU or addendum.

C. Element Three: *Method by Which Pupil Progress in Meeting Outcomes will be Measured*

According to the Renewal Petition, Bullis Charter School employs a variety of assessments to measure pupil outcomes. These include standardized assessments such as the California Assessment of Student Performance and Progress (CAASPP) and California Science Test (CAST), administered annually per state requirements, as well as the NWEA Measures of Academic Progress (MAP), administered in the Fall, Winter, and Spring. These assessments are used for summative evaluation of student proficiency in core subjects relative to state standards, providing benchmarks to measure overall school performance and individual student progress.

Additionally, Bullis uses formative assessments regularly throughout the academic year. These include reading inventories, benchmark assessments in Language Arts and Mathematics, and teacher-designed assessments that are administered on a bi-weekly or monthly basis. Formative assessments are primarily for progress monitoring, allowing teachers to tailor instruction based on immediate feedback and student needs. Diagnostic assessments, such as initial reading and math screenings, are administered at the beginning of the school year to establish baseline data and guide the development of personalized learning plans. Summative assessments, including final exams and project-based assessments, are used at the end of instructional units or the academic year to evaluate overall student learning outcomes and determine mastery of content. The data from these assessments are used to inform instruction, develop individualized learning goals, and guide professional development for teachers, supporting continuous improvement in student learning and achievement.

Overall, Bullis Charter School's petition provides a comprehensive framework for assessing pupil outcomes through a variety of instruments. The detailed plan includes the types of assessments used, their frequency, purposes, and how the data will be leveraged to enhance instruction and student learning. Specific performance targets are also set to ensure continuous monitoring and improvement of student outcomes.

Bullis communicates assessment data to educational partners using several methods to ensure transparency and involvement in the educational process. Students engage with their assessment data in developmentally appropriate ways, fostering reflection and goal setting. For example, fifth-grade students review a variety of assessment data related to their Focus Learning Goals every month. Parents receive regular updates on their children's progress through various means. This includes real-time access for middle school parents and students to view assessment results via PowerSchool, the online gradebook. Additionally, parents are

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invited to Focus Learning Goal Conferences where teachers (and students, depending on age) discuss student performance data, goals, and progress. Finally, formal, and informal communications are provided to parents such as regular updates on in-class assessments, tri-annual report cards, and individual student score reports from state and NWEA testing, sent home with explanatory letters.

The school staff analyzes and disaggregates data across individual and grade levels, identifying patterns of strengths and weaknesses. This data guides instruction, determines student needs, measures progress, and informs families about their children's progress. Staff meetings and professional development sessions focus on data analysis, program adjustments, and training based on this data. These formative assessments are embedded into the LCAP and MTSS processes, requiring ongoing examination of assessments and creation of action plans for students not meeting grade-level expectations.

The Charter Schools Department Staff believes this section includes a reasonably comprehensive description consistent with new requirements of charter schools pursuant to law and the requirements of Bullis' current program.

D. <u>Element Four: *Governance Structure*</u>

The Bullis Renewal Petition states the Board will consist of no more than nine (9) directors, including two seats reserved for current parents and one for a non-parent community member who resides within LASD. Bullis has stated that it currently has eight members on its Board. Per the Petition (p.106), two of the Board of Directors' terms expired on June 30, 2024, during the pendency of the Renewal Petition. Further, the Charter Schools Act has been updated (*EC* Section 47605(h)) to require that Bullis include with its Renewal Petition the names and relevant qualifications of the charter board members. Bullis merely included the names and term end dates, without any information about their qualifications, including which members serve in the seats reserved for parents and a local resident. Bullis is required to provide the relevant qualification information for its Board members, including the persons who it has nominated to fill the positions that expired June 30, 2024.

The Renewal Petition acknowledges the SCCBOE's right to appoint a representative to the Bullis Board, but its description of the manner by which Bullis Board members are selected omits to note that those procedures do not apply to any SCCBOE representative, consistent with law and the First Amended MOU. The bylaws also do not explicitly except from the nominations committee process any SCCBOE representative.

The Renewal Petition states the Board will comply with all federal, state, and local laws applicable to independent public charter schools and Bullis has adopted a Conflict of Interest (COI) Code (included in the appendix section), which has been approved by the County Board of Supervisors.

Since the Charter's last renewal, *EC* Section 47604.1 has been added, which requires Bullis to comply with the Political Reform Act of 1974, Government Code Section 1090 et seq., the Brown Act, and the California Public Records Act. The Renewal Petition specifies Bullis shall comply with each of these laws. Additionally, the First Amended MOU required that the bylaws be updated by September 1, 2017, to prohibit actions that would violate, among other things, the Political reform Act, nor can the bylaws violate Government Code Section 1090 and/or the mandates of *EC* Section 47604.1. The bylaws attached to the Renewal Petition were approved by the Bullis Board in June 2013 and are not executed. There is no indication

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that the bylaws have been reviewed since 2013. These 2013 bylaws provide for means of entering into "contracts with directors and officers" that would violate those legal prohibitions. Further, the Charter and bylaws allow for no more than 49% of the board members to be interested members; yet, no teachers or staff are permitted to be on the board, so it is unclear how other "interested" members could serve on the Board who do not come within the limited exception for employees to serve on the Board pursuant to *EC* Section 47604.1(d).

In accordance with the Political Reform Act and Bullis' conflict of interest code, all directors and senior Bullis staff are required to file a "Form 700" annually disclosing specified interests. During the charter term, SCCOE staff have reviewed the Forms 700 filed on behalf of Bullis reporters and found that directors or staff appear to have identified reportable interests as required. There is no date included on the conflict of interest code indicating when it was adopted.

Bullis has an established Parent Organization – Bullis Booster Club or BBC – and parents are strongly encouraged to become actively involved and engaged in meaningful ways in their child's education, in addition to parent involvement in the governance of Bullis through the Board seats reserved for parents.

The Charter Schools Department Staff believes this section includes a reasonably comprehensive description consistent with new requirements of charter schools pursuant to law and the requirements of Bullis' current program only if Bullis is required to submit the board member qualifications and resolve the bylaws and conflict issues through the MOU or an addendum to the MOU, including updates to the bylaws.

E. Element Five: *Employee Qualifications*

Bullis states it recruits qualified personnel for all administrative, instructional, instructional support, and non-instructional support capacities. Bullis further asserts the staff recruited believe in the instructional philosophy outlined in its vision statement. In accordance with *EC* Section 47605(c)(5)(e), Bullis shall be nonsectarian in its employment practices and all other operations. Bullis shall not discriminate against any individual (employee or student) on the basis of the characteristics listed in *EC* Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic 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).

As described above, the Bullis administrator qualifications described in the renewal Charter do not state these positions require a valid teaching or PPS credential. While administrative credentials are not legally required for administrators at charter schools, possession of at least valid California teaching credentials for the Executive Director and Principal positions would allow those administrators to cover classrooms or teach classes as needs arise, and a valid teaching credential or PPS credential is consistent with both Bullis' preference that these administrators have administrative credentials and the duties of these positions.

Bullis continues to work with SCCOE Human Resources to ensure the teaching staff are enrolled in Teacher Credentialing Programs and fulfilling all the legal requirements necessary to perform as teachers. Bullis also partners with Marshall Teacher Residency to provide teacher interns. Due to the Renewal Petition being submitted at the end of the 2023-

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24 school year and prior to the start of the 2024-25 school year, Bullis is in the process of hiring for the 2024-25 school year, and SCCOE staff was unable to determine if all Bullis staff have the appropriate credentials. As part of the annual review process, SCCOE Staff will determine whether all Bullis Staff meet the current credentialing requirements.

The Charter Schools Department Staff believes this section includes a reasonably comprehensive description consistent with new requirements of charter schools pursuant to law and the requirements of Bullis' current program, but SCCOE Staff strongly encourages Bullis to explicitly require that the employment qualifications for the Executive Director and Principal positions include California or other U.S. teaching or pupil personnel services credentials through provisions in the MOU or an addendum to the MOU.

F. Element Six: *Health and Safety*

Bullis provided an overview of Health and Safety Policies and Procedures and the process for employee fingerprinting and background checks. All staff are required to undergo annual mandated reporter training pursuant to EC Section 44691. (CSD Staff notes that in its ongoing oversight role, it is currently monitoring Bullis' compliance with the Child Abuse and Neglect Reporting Act.) Bullis states it is committed to providing a safe, compliant working environment. Bullis submitted its 2023-24 Comprehensive School Safety Plan that declares Bullis will review and update the plan by March 1 of every year and that the plan shall include the required safety topics.

CSD Staff notes that, despite correction of this in the First Amended MOU, the Renewal Petition includes a requirement that employees are required to provide "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." As clarified in the First Amended MOU, however, the required I-9 form is the Employment Eligibility Verification Form, and potential employees of Bullis are not required to prove that they are American citizens, but, rather, that they are legally eligible to work in the United States. Bullis must stop incorrectly referring to the I-9 form or any requirement to work at Bullis as requiring proof of U.S. citizenship.

The Charter Schools Department Staff believes this section includes a reasonably comprehensive description consistent with new requirements of charter schools pursuant to law and the requirements of Bullis' current program, and notes the updated MOU provided to Bullis includes supplemental information on compliance with health and safety requirements.

G. Element Seven: *Racial, Ethnic, English Learner, and Special Education Balance*

On July 1, 2020, AB 1505 took effect, updating Element G to require schools to provide a reasonably comprehensive description of the means by which the school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, reflective of the general population residing within the territorial jurisdiction of the district to which the Bullis charter was initially submitted, which, as previously established, is LASD. This element of Bullis' Renewal Petition has been updated to reference that change in the law.

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Object 24, below, shows the Filipino, African American and Two or More Race student groups at Bullis are reflective of those same populations at LASD. The Asian, White, and Hispanic or Latino student groups, however, are not reflective of their peer groups at LASD.

Object 25, below, demonstrates that while the EL group is reflective of the population at LASD, the SED and SWD populations at Bullis do not reflect the population at LASD. Further, the SWD population is not as neurodiverse as LASD, as discussed in the special education analysis above.

Object 24: Comparison of 2023-24 Demographic Data Among Bullis, LASD, and Schools Bullis Students Would Otherwise Have Attended

	Hispanic or Latino	Asian	Filipino	White	African American	Two or More Races
Bullis	4.5%	61.9%	1.4%	16.6%	0.2%	12.9%
LASD	9.6%	39.5%	0.8%	36.1%	0.5%	12.9%
Santa Rita	22.1%	32.4%	1.9%	32.7%	0.3%	10.1%
Loyola	4.3%	39.3%	0.3%	40.2%	0.3%	15.4%
Blach	6.9%	36.9%	0.5%	41.8%	0.5%	13.4%
Egan	13.1%	38.3%	0.6%	36.7%	0.6%	9.7%

Data gathered from Dataquest: https://data1.cde.ca.gov

Object 25: Comparison of 2023-24 Student Group Data Among Bullis, LASD, and Schools Bullis Students Would Otherwise Have Attended

	Total Number of Students	SED	EL	SWD
Bullis	1,025	3.7%	9.0%	7.3%
LASD	3,361	7.0%	10.2%	9.5%
Santa Rita	367	18.8%	24.8%	11.2%
Loyola	351	2.6%	10%	13.1%
Blach	404	3.2%	1.7%	13.1%
Egan	496	10.3%	7.1%	5.0%

Data gathered from Dataquest: https://data1.cde.ca.gov

Bullis, in its renewal Charter, states the school strives through recruitment and outreach practices, to achieve a balance of racial and ethnic pupils, special education pupils, English learner pupils, and socioeconomically disadvantaged pupils that is reflective of the general population residing within LASD. During the current term of the Charter, Bullis hired a Director of Community Engagement and Outreach to manage and direct Bullis' outreach strategy, which includes, but is not necessarily limited to:

- Parent information nights
- School tours
- Translation of website into Spanish and Mandarin
- Have 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 mailings

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- Fliers/signage/advertising in multiple languages

Unfortunately, this element of the Charter does not explicitly commit Bullis to at least annually review and audit the outcomes of its efforts to achieve this student balance and increase the number of students from historically underserved groups who are recruited and admitted to and enrolled at Bullis – including a fact- and data-based analysis of which strategies are and are not effective – and to continue to make changes and improvements in an effort to reach these goals. This charter element requires a description of the means by which the requisite balance will be achieved, therefore, it is not a reasonably comprehensive description of compliance with the current law without a commitment to modify and improve the methodology if that balance has not been met, which it has not yet in Bullis' case.

SCCOE also notes, during the current charter term, including in response to the 47607(e) Notice and Reaffirmation, as discussed more fully below, Bullis has submitted various recruitment and corrective action plans to address this area. Those plans and commitments are part of Bullis' current program for achieving this pupil balance, and to the extent that those plans are not fully described herein, they remain obligations of and components of this charter element with which Bullis must comply unless and until such components are updated through audit, review, and improvement to Bullis' work and plans in this area.

Object 26: Bullis Demographic Data from 2016-17 to 2023-24

	Total Number of Students	Hispanic or Latino %	Asian %	Filipino %	White %	African American %	Two or More Races %
2016-17	825	4.4	45.9	1.0	27.6	1.2	17.5
2017-18	879	4.2	47.3	0.9	25.8	1.1	18.5
2018-19	915	3.8	50.3	1.0	25.5	1.0	18.3
2019-20	1,039	3.9	51.9	1.6	22.5	0.5	16.7
2020-21	1,093	3.3	55.1	1.4	21.3	0.4	15.4
2021-22	1,067	4.4	56.8	1.2	19.6	0.2	14.6
2022-23	1,058	4.2	59.0	1.2	18.1	0.1	14.5
2023-24	1,025	4.5	61.9	1.4	16.6	0.2	12.9

Data gathered from Dataquest: https://data1.cde.ca.gov

Object 27: Bullis Student Group Data from 2016-17 to 2023-24

	Total Number of Students	Percentage of SED	Percentage of EL	Percentage of SWD
2016-17	825	0.8	10.9	5.6
2017-18	879	1.6	10.1	6.9
2018-19	915	1.2	4.5	7.0
2019-20	1,039	1.4	5.7	6.7
2020-21	1,093	1.7	6.7	6.7
2021-22	1,067	1.3	5.7	7.0
2022-23	1,058	1.9	6.1	6.9
2023-24	1,025	3.7	9.0	7.3

Data gathered from Dataquest: https://data1.cde.ca.gov

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Although Bullis' Hispanic/Latino population has not remained steady across the charter term, the SED population has grown across the charter term and almost doubled from 2022-23 to 2023-24. The EL population was 10.9% in 2016-17, fell to 4.5% in 2018-19, and has grown back to 9.0% in 2023-24. The SWD population has also experienced some growth and relative stability across the charter term.

Bullis' student demographics do not closely reflect the demographics of LASD, as there are statistically significant differences. As detailed below, SCCOE conducted a statistical analysis comparing Bullis and LASD's populations of the following historically underserved groups: Hispanic/Latino, EL, SED, and SWD (both with and without including students who have transferred to LASD from out of LASD's boundaries, so may not be reflective of the population residing within LASD, as referenced in this charter element). Notwithstanding Bullis' assertions in the Charter, there continues to be a statistically significant difference in the enrollment of students who are Hispanic/Latino, students with disabilities, and students who are socio-economically disadvantaged, between Bullis and LASD, though there is not currently a statistically significant difference in the enrollment of students who are English learners.

In 2021-22, the SCCBOE approved changes to Bullis' enrollment preferences to include a preference for students who qualify for free or reduced-price meals who live in LASD (limited to 10% of the total openings at each grade level) and another preference for students who qualify for free or reduced-price meals and who live outside of LASD. These preference changes were in response to the 47607(e) Notice and are part of the school recruitment plan submitted by Bullis as its corrective action plan in response to the 47607(e) Notice. The preference for students who qualify for free or reduced-price meals who live outside of LASD is quite low on Bullis' preference list, above only all other applicants who reside outside of LASD. Based on the information Bullis has provided to SCCOE on this topic, it appears that no students who qualified for this preference who reside outside of LASD have been offered admission to Bullis since the admission preference was approved, so that particular preference has not been effective in helping bring Bullis' enrollment into closer alignment with LASD's population. Through the MOU or addendum to the MOU, Bullis should be required to provide further updates to its plan, including, but not limited to, a commitment to audit and expand its efforts as necessary to achieve the requisite balance in accordance with *EC* Section 47605(c)(5)(G).

The Charter Schools Department Staff believes this section includes a reasonably comprehensive description consistent with new requirements of charter schools pursuant to law and the requirements of Bullis' current program only if, through the MOU or an addendum to the MOU, it incorporates any additional components of the plans previously submitted by Bullis on this topic and includes a BCS commitment to at least annually review, audit, and modify as needed this plan, as described more fully above and in the discussion of the 47607(e) Notice and the need for Bullis to serve all students, below. Additionally, as explained above, Bullis' separately submitted plans in this area continue to be commitments and obligations of Bullis whether or not fully specified in the description in this element of the Renewal Petition.

H. Element Eight: *Admissions Policies and Procedures*

The requirements of this charter element have been revised since Bullis' charter was last renewed. Previously, Bullis was required only to describe "[a]dmission requirements, if

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applicable." Under the current law, however, the required description is now "[a]dmission policies and procedures, consistent with [*EC* Section 47605] subdivision (e)." As such, Bullis was required to update this charter element to provide a reasonably comprehensive description of its actual admissions policies and procedures, and, those policies and procedures must be consistent with all of the requirements of *EC* Section 47605(e), which includes mandates regarding nondiscrimination, a requirement to admit all students without regard to the place of residence of the pupil/parent/guardian within California, requirements governing admission preferences, and prohibitions against discouraging enrollment or encouraging disenrollment for any reason.

The Renewal Charter specifies the school is nonsectarian, tuition free, does not discriminate against any pupil on the basis of protected characteristics, and includes affirmations of other provisions of *EC* Section 47605(e).

The Charter specifies, consistent with the requirements of the Charter Schools Act, that Bullis sets an open enrollment period and, if there are more applicants than spaces at any grade level, existing (returning) students are guaranteed enrollment and admission for all other applicants is through a public random drawing process (lottery).

The Renewal Petition proposes to implement the following preferences 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.

The Charter Schools Act provides for preference to be provided to students who reside within LASD in the case of a lottery (though the law does not specify how such preference is to be extended). However, any other preferences are within the SCCBOE's discretion, as the chartering authority, and must be approved at a public hearing. SCCBOE has already approved most of the preferences that Bullis proposes in the Renewal Charter, but Bullis has proposed some changes to these preferences, including the addition of two preferences (without specifically bringing the proposed revisions to SCCOE's attention). Whether or not to approve those revisions to the preferences is within the SCCBOE's discretion.

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First, Bullis has changed the order of preferences by moving the out-of-District sibling preference (level 6, above) to be below the preference for children of out-of-District resident staff members (level 5, above). As previously approved, the out-of-District sibling preference came before the out-of-District staff preference. CSD Staff believes that moving the preference for children of staff up may be an effective means of attracting and retaining high quality staff to Bullis, to the benefit of Bullis students, so recommends approval of this change.

Additionally, Bullis has modified both sibling preferences (levels 1 and 6, above) to add additional preferences. The currently approved sibling preferences grant preference only to siblings of *current* BCS students. In the renewal Charter, Bullis is proposing to expand that sibling preference to include not only siblings of current BCS students, but also to grant preference to "siblings ***admitted to***" BCS. (Emphasis added.) In other words, as currently authorized by SCCBOE, if a student who is attending BCS in 2024-25 has a sibling apply during the open enrollment process for admission for 2025-26, that student would be eligible for a sibling preference. As proposed in the Renewal Petition, that preference would continue to apply, but, additionally, if two siblings who do not attend Bullis in 2024-25 both apply for admission for 2025-26, immediately upon one of those siblings receiving a place through the lottery, the other sibling would automatically be entitled to an admission preference even though neither of the siblings are current Bullis students.

While CSD Staff recognizes the benefits of allowing families to enroll all of their children at the same school, CSD Staff believes that in the case of the proposed expansion of the sibling preferences at Bullis, that benefit is outweighed by the need for Bullis to expand enrollment opportunities to a larger number of historically underserved students. CSD Staff recommends that the SCCBOE deny these proposed additional preferences for siblings of admitted (not current) students.

In 2023-24, Bullis offered seats to 100% of in-District students who qualified for free or reduced-price meals (FRPM). Bullis has not yet provided that data for its 2024-25 admissions. The fact that Bullis did not exceed the 10% cap for the preference for in-District students who qualify for FRPM for 2023-24, does not mean that it will not receive applications in excess of that cap in the future. Therefore, CSD Staff recommends that Bullis remove the cap on that preference, as it is the only capped preference and removing that cap could help increase equitable enrollment opportunities at Bullis. Making such a change may assist Bullis in addressing the concerns regarding not serving all students who wish to attend.

Additionally, as noted above, based on the admissions and enrollment data that Bullis has provided to date, Bullis did not offer admission to a single student who qualified for the preference for out-of-District students who qualify for FRPM. As such, that preference has had no impact on Bullis' stated desire to expand enrollment opportunities or to address the concerns with Bullis serving all student who wish to attend. To increase the number of students in this historically underserved group who are offered admission and enroll at Bullis, and to make further progress in remediating the issue of not serving all pupils who wish to attend, CSD Staff strongly encourages Bullis to either eliminate the distinction between in-District and out-of-District students who qualify for FRPM by including out-of-District residents in its level 2 preference or by otherwise moving the preference for out-of-District students who qualify for FRPM (even with a cap) up in the preference list to a position in which students in this group are likely to have a meaningful opportunity of obtaining admission.

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While SCCOE is aware Bullis has a formalized procedure for implementing its public random drawing for admission should one be necessary, with the changes to the Charter Schools Act since Bullis' most recent renewal, the actual policies and procedures for admission – including how Bullis implements the admissions preferences, conducts the admission lottery, adds students to the waitlist, and offers them admission from the waitlist – must also be included in the Renewal Petition. While some basic information about the lottery procedure is identified in the Charter, SCCOE Staff recommends Bullis be required as a condition of approval to provide more specificity through the MOU or an addendum to the MOU in order to comply with Bullis' obligation to update the Charter to be consistent with current law and to describe Bullis' current program.

Additionally, the Renewal Petition specifies, "Applications received after the close of an Open Enrollment Period may be added to the waitlist according to admission preference and criteria herein." It is unclear exactly what this means or what "criteria" is being referenced, since the admissions procedures are not reasonably described in the Renewal Petition. It is imperative to ensure that Bullis does not in any circumstances place a student who did not participate in the open enrollment and lottery process on the waitlist or offer them admission ahead of any student who did apply during open enrollment, regardless of what admission preference the student may have qualified for had they participated in the lottery process. The Charter Schools Act is explicit, "If the number of pupils who wish to attend the charter school exceeds the charter school's capacity, attendance, except for existing pupils of the charter school, shall be determined by a public random drawing." As such, even an applicant who would have qualified for the highest level preference who did not participate in the open enrollment lottery process may not be offered admission ahead of any student who did so participate (including the last student pulled from the lowest preference group in the lottery).

The Renewal Petition also correctly affirms, as required by law, "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." Questions were raised during the last school year about whether Bullis has been fully complying with this requirement and admitting students who reside outside of LASD's boundaries for whom the school has had space. In some communications with SCCOE, as well as in a media report, Bullis' Superintendent/Principal stated that Bullis is prevented from accepting more than 8% of its total enrollment from out-of-District students due to the facilities use agreement (FUA) between Bullis and LASD. While the FUA may allow LASD to terminate the FUA at the end of any school year in which Bullis' in-District enrollment falls below 92%, and require Bullis to recommence the legal process for acquiring LASD facilities, Bullis may not lawfully exclude out of LASD enrollment based on this provision of the FUA. CSD Staff specifically informed Bullis and Ms. Israel that, regardless of the FUA terms, Bullis is legally required to enroll out-of-District students for which it has space, and Bullis cannot reduce the number of openings it has established in order to avoid enrolling out-of-District students. Ms. Israel affirmed to CSD that it does enroll out of district students in compliance with the law, notwithstanding her other statements on this topic. CSD Staff is committed to ongoing review and monitoring of this issue to ensure compliance with the law.

The current FUA expires June 30, 2025, therefore, Bullis and LASD will undoubtedly be negotiating for LASD facilities for any Bullis renewal term. SCCOE is not involved in facilities arrangements between Bullis and LASD, which are outside of SCCOE's jurisdiction.

The Charter Schools Department Staff believes this section includes a reasonably comprehensive description consistent with new requirements of charter schools pursuant to

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law and the requirements of Bullis' current program only if Bullis is required to remediate the issues described above – including a fuller, clearer, and legally compliant description of the admissions, lottery, and waitlist procedures – are addressed in the MOU or addendum to the MOU. Additionally, CSD Staff recommends that the SCCBOE deny Bullis' proposal to add admissions preferences for siblings of students who are *admitted* to Bullis and approve the change to move the preference for children of staff who reside out-of-District above the preference for siblings who reside out-of-District. Additionally, SCCOE Staff strongly encourages Bullis to request to move the preference for out-of-District residents who qualify for FRPM to a position in which students in this group are likely to have a meaningful opportunity at obtaining admission.

I. Element Nine: *Financial Audit*

Bullis states in the Petition that the audit will be conducted in accordance with *EC* Sections 47605(b)(5)(I) and 47605(m), generally accepted accounting procedures, and with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller's K-12 Audit Guide. The Petition describes Bullis' financial audit procedure, which includes how the independent auditor will be selected and retained, the required qualifications for the independent auditor, the timing of the audit, and how this will be communicated to the necessary outside parties. Bullis has a finance committee that selects the independent auditor. The First Amended MOU includes additional provisions that govern Bullis' audit process and are part of Bullis' current program and with which Bullis must comply.

The Charter Schools Department Staff believes that this section, in conjunction with the provisions of the First Amended MOU, includes a reasonably comprehensive description consistent with new requirements of charter schools pursuant to law and the requirements of Bullis' current program.

J. Element Ten: *Student Suspension/Expulsion Procedures*

Bullis' Renewal Petition sets forth its comprehensive suspension and expulsion policies and procedures that have been updated to reflect current law and are also supplemented by provisions of the First Amended MOU. However, the Charter Schools Act specifies that this charter element must "[c]ontain a clear statement" of specific information related to notice and procedures prior to any involuntary removal of a student from attendance at the charter school. This statement is required to include information specific to situations in which the student is homeless, is a foster child or youth, or is an Indian child as defined in Welfare and Institutions Code 224.1. While the Renewal Charter cites to the correct provision of law, the Charter's statement regarding involuntary removal omits the specifically required information applicable to situations in which the student is homeless, is a foster child or youth, or is an Indian child as defined in Welfare and Institutions Code 224.1. Bullis must be required to specifically include this mandatory statement in the MOU or addendum to the MOU in order to comply with the updated requirements of law.

The policies and procedures set forth in the Renewal Petition and First Amended MOU are consistent with SCCOE's usual practices and are otherwise consistent with the changes to this portion of the Charter Schools Act.

The Charter Schools Department Staff believes this section includes a reasonably comprehensive description consistent with new requirements of charter schools pursuant to law and the requirements of Bullis' current program only if Bullis is required to include

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the full mandatory statement regarding involuntary removal in the MOU or addendum to the MOU.

K. Element Eleven: *Employee Retirement System*

The Bullis Renewal Petition states all certificated employees of Bullis shall participate in the State Teachers Retirement System (STRS), and all other employees will participate in the federal social security system. The Renewal Petition also states the Bullis Board may consider offering a 403(b) or alternative supplemental retirement programs. The Executive Director or designee is responsible for ensuring that appropriate arrangements for retirement coverage are made for all employees at Bullis Charter School.

The Charter Schools Department Staff believes this section includes a reasonably comprehensive description consistent with new requirements of charter schools pursuant to law and the requirements of Bullis' current program.

L. Element Twelve: *Public School Attendance Alternatives*

Students who reside within LASD who choose not to attend Bullis may attend other LASD schools or pursue an intra- or inter-district transfer in accordance with existing LASD enrollment and transfer policies. Parents and guardians of each student enrolled in Bullis will be informed their students have no right to admission to any school of LASD as a consequence of enrollment in the Charter School, unless the student is an LASD resident or is otherwise approved for attendance by LASD.

The Charter Schools Department Staff believes this section includes a reasonably comprehensive description consistent with new requirements of charter schools pursuant to law and the requirements of Bullis' current program.

M. Element Thirteen: *Description of the Rights of An Employee of the County Superintendent of Schools, Upon Leaving the Employment of the County Superintendent of Schools, to be Employed by the Charter School*

Bullis must update this element of the Charter to address the rights of employees of the County Superintendent of Schools who choose to leave the employment of the County Superintendent to work at the Charter School, and any rights of return to the County Superintendent's employment after employment at the Charter School. Currently, all references in the Charter continue to refer to employment by a "public school district" and "rights of district employees" and to LASD specifically.

The Charter Schools Department Staff believes this section includes a reasonably comprehensive description consistent with new requirements of charter schools pursuant to law and the requirements of Bullis' current program, but it must be updated through the MOU or addendum to the MOU description to be consistent with the SCCBOE as the chartering authority and address rights of employees of the County Superintendent rather than of LASD.

N. Element Fourteen: *Dispute Resolution*

The current dispute resolution provision is set forth in the First Amended MOU, and that is the dispute resolution provision that should have been included in the Charter in order to update the Charter to reflect Bullis' current program. Inexplicably, the Charter incorporates much of the dispute resolution process from the First Amended MOU, but then also includes additional and contradictory dispute resolution procedures. Bullis cannot bind the County Office of Education to any dispute resolution process to which it did not agree, nor is it

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appropriate to include internally inconsistent dispute resolution procedures. As such, the additional provisions are not consistent with Bulli's current practices and its obligations pursuant to the First Amended MOU. Additionally, Bullis has included a provision on Internal Disputes that also contradicts the provisions of the First Amended MOU and purports improperly to restrict SCCOE's response to complaints it may receive regarding Bullis.

The Charter Schools Department Staff believes this section includes a reasonably comprehensive description consistent with new requirements of charter schools pursuant to law and the requirements of Bullis' current program only through implementation of the provisions specified in the First Amended MOU and omission of the contradictory provisions included in the Renewal Petition, through the MOU or addendum to the MOU.

O. Element Fifteen: *Closure Protocol*

Bullis outlines a process to be used if the charter school closes. Once documented as official action by the BCS Board, there is a process addressing notification of all entities, and to ensure smooth transition of students/records to suitable alternative programs. Bullis will provide a Final Audit and plans for disposition of assets and liabilities and transfer of public records. On closure, the school shall remain solely responsible for all liabilities arising from the operation of the school. As a non-profit public benefit corporation, the school board will follow the California Corporations Code for any dissolution of the corporation and comply with all necessary filings with appropriate state and federal agencies. As part of the SCCOE standards of excellence contained in the First Amended MOU, Bullis agreed to supplementary closure procedures described therein, and specifically agreed that in the case of a discrepancy between the First Amended MOU and Charter closing procedures, the First Amended MOU will prevail. For example, the Renewal Petition includes a provision that on closure, all assets of Bullis, including "all ADA apportionments and other revenues generated by students attending the Charter School, remain the sole property of the School…." This is in direct contradiction of the First Amended MOU, which specifies that upon closure, "all assets of the Charter School - including but not limited to all leaseholds, personal property, intellectual property developed or acquired using state or federal funds, and all ADA apportionments and other revenues generated by students attending the Charter School - which have been determined to have been generated exclusively through state and federal apportionment funds for Charter School students, after payment of all debts and liabilities and refunds to applicable agencies, shall be distributed to another Bullis school within Santa Clara County or if there are no other Bullis schools in Santa Clara County to a California public school or school district, which identity shall to be determined by mutual agreement between Bullis Charter School and SCCOE," The contradictory closure procedure provisions set forth in the Renewal Petition are not consistent with Bullis' current program and Bullis' obligations.

The Charter Schools Department Staff believes this section includes a reasonably comprehensive description consistent with new requirements of charter schools pursuant to law and the requirements of Bullis' current program, only as supplemented and updated through the First Amended MOU, which provisions should be required to be included in the MOU or addendum to the MOU, and any contradictory provisions in the Renewal Petition are ineffective.

Required Supplemental Information

SCCOE Staff reviewed the Bullis Renewal Petition, which includes the Budget Narrative and a projected budget for Fiscal Years (FY) 2025-26 through 2029-30. SCCOE Staff has also

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reviewed additional information from documents and the public hearing to provide clarification on Bullis' financial position. This included reviewing financial audits, monthly financial statements, state-required financial reports, annual visit documents, and the Fiscal Crisis Management Assessment Team (FCMAT) Local Control Funding Formula (LCFF) Calculator, which SCCOE Staff recreated to recalculate the LCFF Revenue sources reported in the Renewal Petition.

Enrollment & Average Daily Attendance (ADA)

As presented in Object 27, Bullis' enrollment increased from FY 2016-17 through FY 2020-21, with a consistent 97% ADA. From FY 2021-22 through FY 2023-24, Bullis experienced a slight decrease in enrollment. As reflected in Object 28, the Charter Renewal Petition submitted by Bullis projects a 2% increase in enrollment from FY 2023-24 Second Interim reporting period to 2024-25 and a 6% increase in enrollment from FY 2024-25 to 2025-26. Beginning with FY 2026-27 through 2029-30, Bullis projects stagnant enrollment growth and an overall steady 96% ADA.

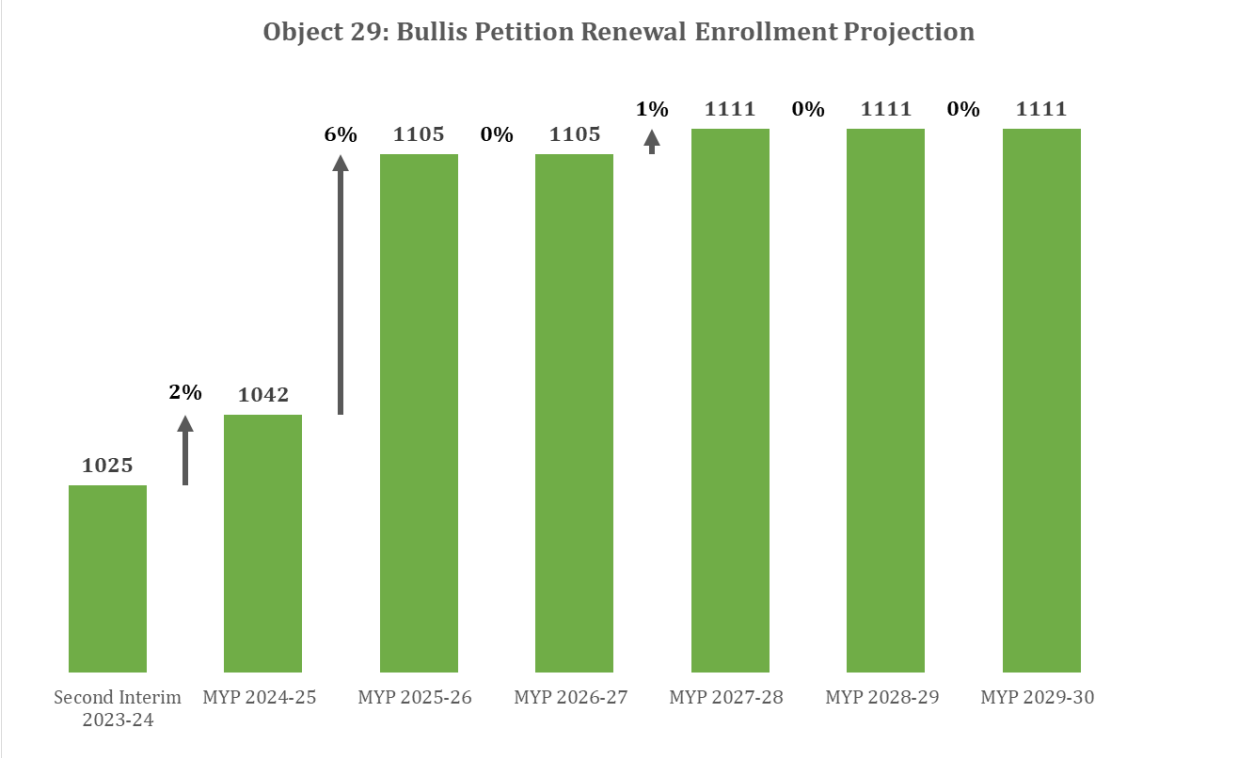
Bullis enrollment and ADA projections are reasonable and aligned with its historical enrollment variance percentage point change year over year.

Object 28: Bullis Historical and Projected Enrollment and ADA[1]

	Historical Data								Enrollment Projection					
	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
Grades TK - 3	400	417	420	508	539	535	518	507	497	537	537	537	537	537
Grades 4-6	307	306	312	349	362	361	371	373	376	364	364	366	366	366
Grades 7-8	118	156	183	182	192	171	169	145	169	204	204	208	208	208
A. Actual Enrollment	825	879	915	1039	1093	1067	1058	1025						
B. Projected Enrollment									1,042	1,105	1,105	1,111	1,111	1,111
C. Incr/(Decr) in Enrollment[2]	81	54	36	124	54	(26)	(9)	(33)	17	63	0	6	0	0
D. Enrollment Variance[3]	11%	7%	4%	14%	5%	-2%	-1%	-3%	2%	6%	0%	1%	0%	0%
E. Incr/(Decr) in Enrollment Variance[4]		-4%	-2%	9%	-8%	-8%	2%	-2%	5%	4%	-6%	1%	-1%	0%
F. ADA	803.54	854.40	889.09	1008.49	1043.90	1035.67	1017.23	985.26	1000.32	1060.80	1060.80	1066.56	1066.56	1066.56
G. ADA %[5]	97%	97%	97%	97%	96%	97%	96%	96%	96%	96%	96%	96%	96%	96%

[1] Historical enrollment data is based on Census Day enrollment and historical ADA is based on P-Annual.
FY 2023-24 ADA data is based on P-2. FY 2024-25 through 2029-30 is based on Petition Renewal Projections.
[2] Current Year Enrollment - Prior Year Enrollment
[3] Row C/Prior Year Enrollment
[4] Current Year Enrollment Variance - Prior Year Enrollment Variance (Row D)
[5] Row F/Row A or Row B

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Revenues & Expenses

As reflected in Object 30, Bullis presents a balanced five-year Charter Renewal Petition budget for FYs 2025-26 through 2029-30, with a projected positive net income each fiscal year and, at minimum, maintains a 16% reserve as a percentage of total expenditures. The presented multi-year budget includes reasonable revenue and expense projections, with the major anticipated sources of revenue including state, federal, and local.

		Object 30: Bullis Petition Renewal Multi-Year Projection Summary[1]					
		2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
[A]	Total Revenues	20,561,253	21,447,702	22,076,517	22,581,320	23,092,786	23,505,845
[B]	Total Expenses	20,454,429	21,309,449	21,936,910	22,438,664	22,933,506	23,480,546
[C] = [A - B]	Net Income (Loss)	106,824	138,253	139,607	142,655	159,281	25,298
[D]	Beginning Fund Balance	3,230,758	3,337,583	3,475,836	3,615,442	3,758,097	3,917,378
[E]	Adj. to Beg. Fund Balance						
[F] = [(D+E) + C]	Total Net Assets, End of Year	$ 3,337,583	$ 3,475,836	$ 3,615,442	$ 3,758,097	$ 3,917,378	$ 3,942,677
[G] = [F/B]	Reserve Percentage	16%	16%	16%	17%	17%	17%

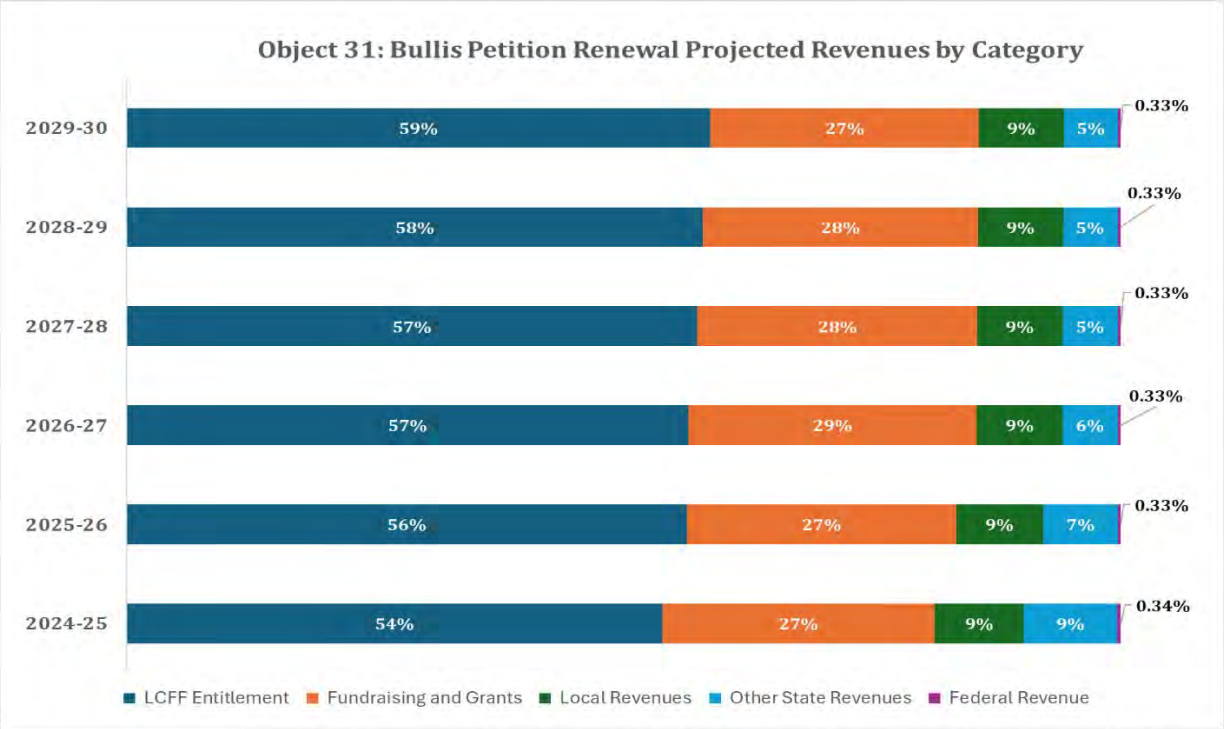
1. Source of Data: For FY 2024-25 - 2029-30 is Bullis Petition Renewal projections

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As shown in Object 31, Bullis projects approximately 85% of its total revenue from LCFF funding and Fundraising and Grants, with the latter, on average, accounting for 28% of Bullis' annual total revenue. As reported in the Charter Renewal Petition, the Fundraising and Grants amount includes contributions from the Bullis-Purissima Elementary School Foundation (BPESF), which annually provides support to Bullis by collecting donations to fund the gap between ADA-generated public funding and the per-student cost of operating the Bullis program. As demonstrated in Object 32, the projected Fundraising and Grants are in alignment with the 30% historical average of total audited revenues that were attributed to Donations and Contributions. The BPESF-projected funding commitments to Bullis are established during the annual budgeting process and include the multi-year commitment presented in the petition renewal and supported by the BPESF Letter of Support. Additionally, Bullis has taken a conservative approach to budgeted expenses. As noted in Object 33, 75% of the projected average expenditures are personnel costs, and the staffing financial projections appear reasonable. The remaining 25% of the projected average expenditures include, but are not limited to, expenses for facilities, anticipated Special Education encroachment, and materials and supplies.

The SCCOE Staff finds that the multi-year budget projections presented in the Charter Renewal Petition include a reasonably comprehensive description of anticipated revenues and expenses and satisfactorily demonstrates Bullis' ability to meet its financial obligations with support from the BPESF. To ensure Bullis continues to independently operate and has no related party transactions or conflict of interest with BPESF, SCCOE Staff recommends the Bullis governing board annually documents, in conjunction with Bullis' adopted budget, BPESF's financial commitment through an annual grant award/financial commitment letter or written agreement, that, at minimum, defines the BPESF contribution amount, the purpose, and the allowable use of the funds contributed to Bullis, in addition to including a payment schedule and any conditions or requirements imposed. SCCOE Staff recommends that this be incorporated into the MOU or addendum, and, if it is not, SCCOE Staff anticipates that it will make a reasonable request for this information and documentation pursuant to *EC* Section 47604.3 as part of its ongoing oversight, including monitoring Bullis' fiscal condition in accordance with EC Section 47604.32(a)(4).

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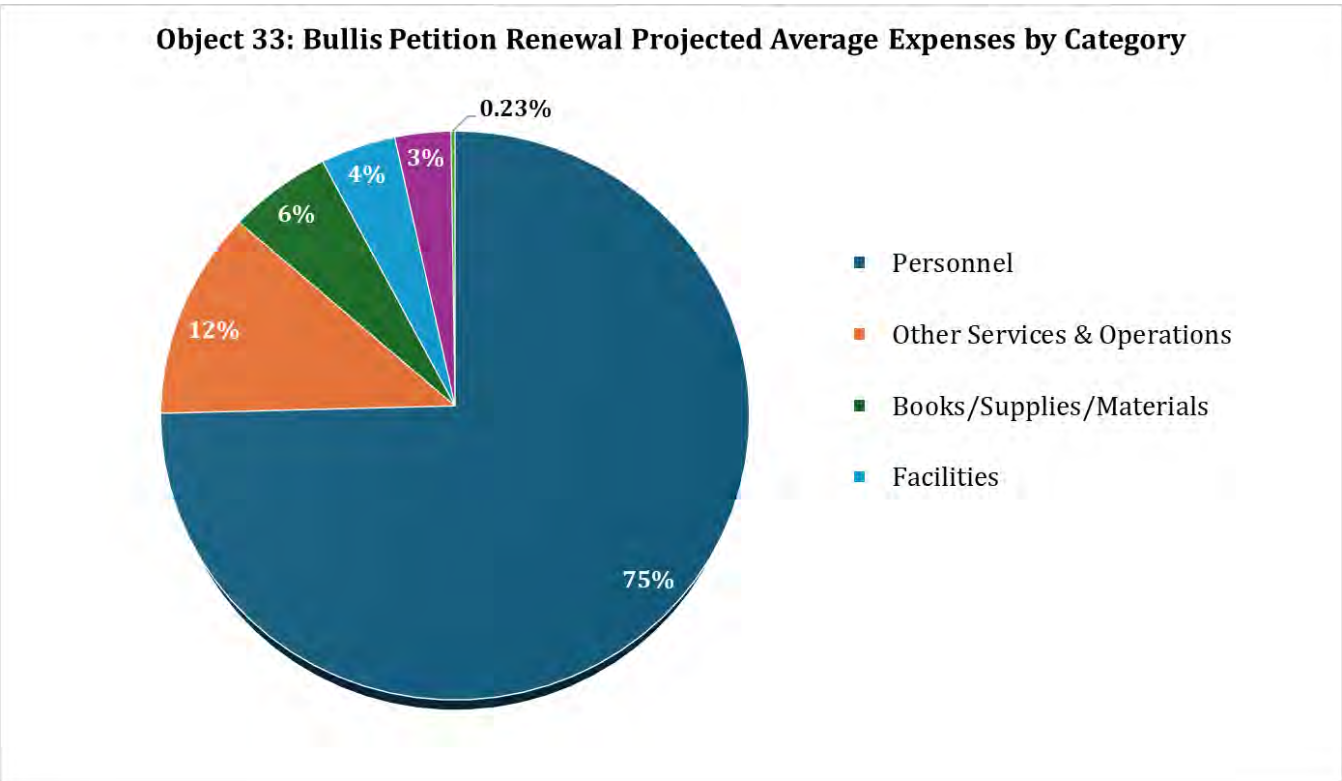
	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
LCFF Entitlement	$11,078,007	$12,091,738	$12,477,334	$12,960,448	$13,385,602	$13,789,351
Fundraising and Grants	$5,627,000	$5,807,000	$6,394,500	$6,359,500	$6,394,500	$6,359,500
Local Revenues	$1,854,283	$1,881,901	$1,911,784	$1,944,787	$1,978,776	$2,010,789
Other State Revenues	$1,932,335	$1,595,346	$1,219,031	$1,241,238	$1,257,056	$1,267,815
Federal Revenue	$69,628	$71,717	$73,868	$75,346	$76,853	$78,390
Total Revenue	$20,561,253	$21,447,702	$22,076,517	$22,581,320	$23,092,786	$23,505,845

	Object 32: Bullis Historical Revenues[1]							
	2016-17	**2017-18**	**2018-19**	**2019-20**	**2020-21**	**2021-22**	**2022-23**	**2023-24**
LCFF Sources	6,133,176	6,653,144	7,348,616	8,588,885	8,890,956	9,262,474	10,285,814	10,748,971
Federal Revenues					113,993		208,739	108,160
Other State Revenue	326,356	321,997	409,244	244,309	357,327	299,601	1,121,669	2,018,083
Investment Income	4,434	5,103	5,786	6,415	3,562	1,869	2,598	
PPP loan forgiveness revenue					2,027,431			
Donations & Contributions	**3,683,577**	**3,735,000**	**3,929,189**	**4,618,668**	**3,211,186**	**4,906,000**	**4,213,684**	**5,504,500**
Parcel tax revenue							655,846	625,000
Local Revenue	172,501	596,978	1,042,450	807,350	679,473	1,177,188	716,328	1,330,122
Net assets released from restriction	63,721							
Total Revenues	**$ 10,383,765.00**	**$ 11,312,222.00**	**$ 12,735,285.00**	**$ 14,265,627.00**	**$ 15,283,928.00**	**$ 15,647,132.00**	**$ 17,204,678.00**	**$ 20,334,836.22**
% Donations & Contributions[2]	**35%**	**33%**	**31%**	**32%**	**21%**	**31%**	**24%**	**27%**

[1] Data Source: FY 2016-17 - 2022-23 is based on Financial Audit Reports. FY 2023-24 data is unaudited and based on Second Interim Report.

[2] Donations & Contributions/Total Revenues

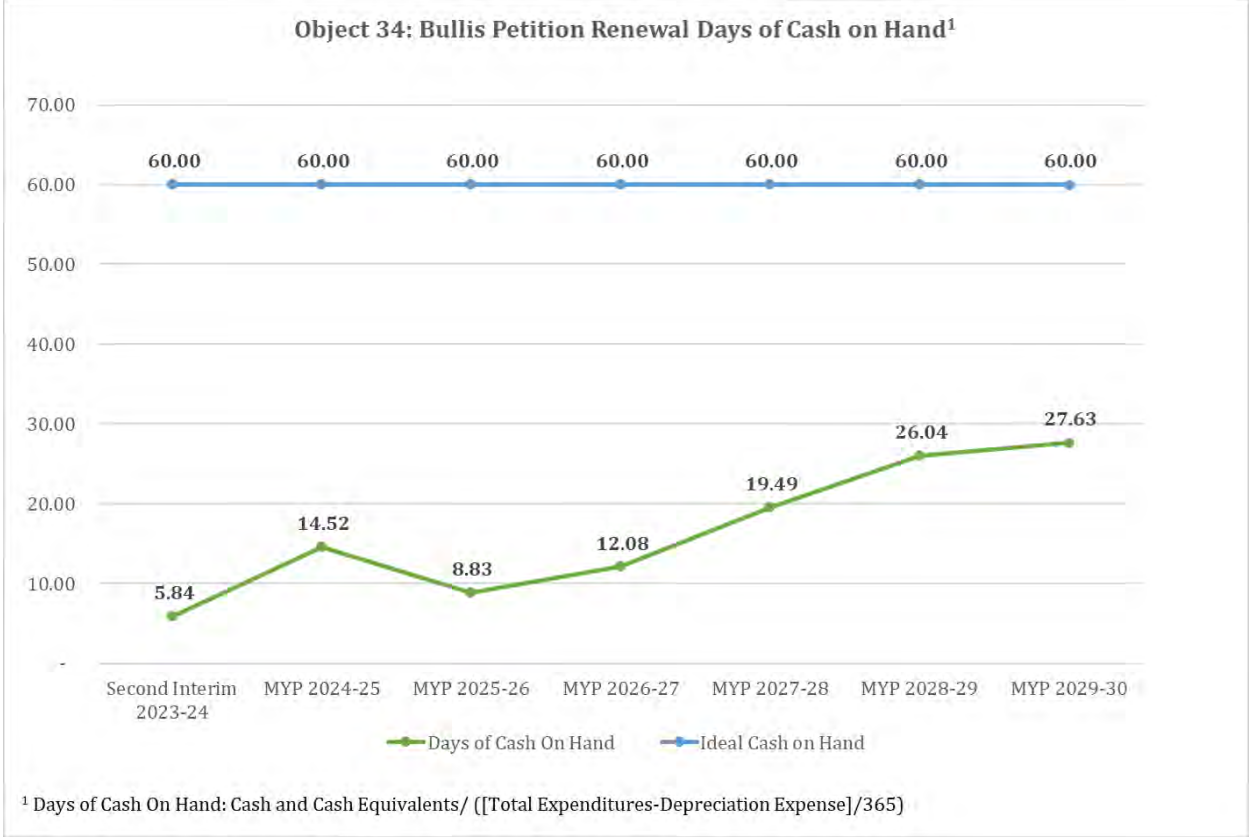
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Cash Flow

The Bullis Charter Renewal Petition includes cash flow projections for FY 2025-26 through FY 2029-30. The cash flow projections include reasonable assumptions pertaining to the timings of cash inflows from major revenue sources and all the months of the projections anticipate a positive ending cash balance. However, the projections include several months with significantly low days of cash on hand, and as shown in Object 34, Bullis projects a fiscal year ending cash balance ranging from six days to 28 days of cash on hand. Based on prior financial audit reports, Bullis typically accrues accounts receivable that consist of sources such as LCFF in-lieu property taxes and contributions. As evidenced by the interim financial reports for the current charter term, Bullis receives a majority of its prior year accruals within the first few months of the new fiscal year. Bullis has stated it does not anticipate any issues with meeting its financial obligations. However, the SCCOE Staff recommends Bullis commit to maintain and monitor its cash to meet the best practice and SCCOE's expectation of 60 days of cash on hand.

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Potential Civil Liability Effects on the School and County Office

Bullis is in compliance with its current First Amended MOU, including the insurance and indemnification, defense, and hold harmless provisions. This First Amended MOU will remain in effect until a new MOU or addendum to the MOU is entered into, which will address any new provisions as required by SCCOE's risk management team. There is no reason to believe Bullis will not continue to abide by SCCOE's requirements as incorporated into the MOU and any addendum thereto, which protect both Bullis and SCCOE from potential liabilities.

5. Exclusive Public Employer

As required by the Charter Schools Act, the Charter specifies The Bullis-Purissima Elementary School shall be deemed the exclusive public employer of the employees of the Charter School for the purposes of the Educational Employment Relations Act ("EERA").

6. Requirements for Grade-Levels Served, Facility Location, and Students Served

Bullis currently serves TK-8. It is located within the boundaries of the LASD and sets forth specific requirements for its facility needs. Bullis North serves TK-8 and is located at 102 West Portola Avenue, Los Altos, CA 94022. Bullis South serves TK-5 and is located at 1124 Covington Road, Los Altos, CA 94024. The current FUA for the use of these facilities is set to expire June 30, 2025, and Bullis will be required to keep SCCOE apprised of any potential changes to the location(s) of its operations.

The Charter Schools Department Staff found the Petitioners are able to meet the requirements for grade levels served, facility location, and students served.

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7. Any Other Criteria Set Forth in the Statute

Since Bullis' Charter was last renewed, several new laws have gone into effect, including but not limited to AB 1505, AB 1507, AB 1219, SB 126, SB 820, and SB 98, which enacted broad changes to the Charter Schools Act. Bullis will need to comply with the changes to the law. The Charter has incorporated many provisions to reflect changes to the law, and the updated MOU and any addendum to the MOU that Bullis intends to enter into with SCCOE may include compliance with additional provisions of law applicable to charter schools, to which Bullis is bound whether or not listed in the Charter.

ADDITIONAL CRITERIA FOR DENYING A CHARTER RENEWAL

Background

As noted above, any charter, including that of a high performing charter school, may be denied renewal pursuant to the standards and procedures in *EC* Section 47607(e), including upon a finding that the school is not serving all pupils who wish to attend. The chartering authority must provide at least 30 days' notice to the charter school of the alleged violation and provide the school a reasonable opportunity to cure the violation, including a corrective action plan proposed by the charter school. The chartering authority may then only deny renewal if it finds either (1) "The corrective action proposed by the charter school has been unsuccessful" or (2) "The violations are sufficiently severe and pervasive as to render a corrective action plan unviable." (*EC* Section 47607(e).)

On May 21, 2021, in response to direction from SCCBOE, in accordance with the requirements of *EC* Section 47607(e) related to potential nonrenewal of a charter because the charter school is not serving all pupils who wish to attend, SCCOE issued Bullis the 47607(e) Notice and provided Bullis a reasonable opportunity to cure the violations. Given the multi-year delay in renewing charters in response to the COVID-19 pandemic, again at SCCBOE's direction, SCCOE reaffirmed the Notice on August 3, 2023, by issuing the Reaffirmation. The Notice, Reaffirmation, and all the information and evidence contained therein, including in the exhibits thereto and the additional documentation included in Exhibits 1-and 3, are incorporated herein by this reference as if set forth in full herein and will not be repeated in detail in this Staff Analysis and Proposed Findings of Fact. Thus, SCCBOE has complied fully with the procedural requirements for charter denial pursuant to *EC* Section 47607(e), including providing more than three years as Bullis' reasonable opportunity to cure the violation described in the Notice and Reaffirmation.

As detailed in the Notice, concerns about under-enrollment of historically underserved student groups in Bullis' enrollment have long been a concern of SCCOE, and SCCOE has addressed this concern more and less formally with Bullis prior to the issuance of the Notice. This included a 2020 effort to work cooperatively with Bullis to develop an effective plan to ensure equal access while continuing Bullis' strong educational program. Bullis "warmly" accepted what it referred to as SCCOE's "forward-looking invitation to collaborate and develop a strong plan to educate and serve all students in our community." The Notice, Reaffirmation, and consideration of this issue as part of the analysis of Bullis' Renewal Petition is a continuation of the effort to address this area of concern, consistent with the Charter Schools Act's updated renewal standards, including the *EC* Section 47607(e) requirements relative to a concern that a charter school is not serving all pupils who wish to attend.

SCCOE notes that during the public hearing, Bullis attributed to County Superintendent Dr. Dewan a statement to the effect that Bullis had taken the necessary steps to enroll students from historically underserved groups in response to the Notice and Reaffirmation Notice. SCCOE believes that Bullis was referring to a February 2024 *San Jose Spotlight* article. Dr. Dewan did not say that Bullis had taken the steps

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necessary to resolve the issues regarding serving all students as described in the Notice and Reaffirmation Notice, as is clear from the ongoing communications between SCCOE and Bullis around this topic since issuance of the Reaffirmation Notice. Rather, as directly quoted in that article, Dr. Dewan stated then and confirms at this time, "When [Bullis] submits its request for renewal of its charter (expected in the 2024-25 school year), the county board of education will process that renewal request in accordance with all requirements of law and will make its renewal decision based on all the facts and applicable legal standards."

This section of the Staff Analysis analyzes this violation, whether Bullis' corrective action plan has been successful, and whether the Charter should be denied renewal on this basis.

While in response to the concerns in the 47607(e) Notice and Reaffirmation, Bullis has stated that its student population more closely reflects the demographics of the District in which it is located than is the case at some other SCCBOE-authorized charter schools, the issue is not how Bullis reflects its community compared to how other charter schools reflect their communities. In considering Bullis' renewal and the application of this finding, the issue is Bullis' own demographics, not those of other charter schools. However, it is also noteworthy that many of the schools to which Bullis is comparing itself include in their mission serving historically underserved students. Thus, some of these schools have larger populations of historically underserved students than may the district in which they are located. This is consistent with the Charter Schools Act's emphasis on equity in access and serving all students.

Bullis has also made some incorrect legal arguments in response to the Notice and Reaffirmation in an effort to establish that SCCBOE may not deny the Bullis Renewal Petition pursuant to the clear authority in *EC* Section 47607(e) and SCCBOE's compliance with the procedural prerequisites for such a denial. BCS has seemingly asserted that the only pertinent legal requirement is that Bullis include in its Charter a reasonably comprehensive description of 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 . . . that is reflective of the general population residing within the territorial jurisdiction of the [Los Altos] school district," and claimed that Bullis is in full compliance with the applicable legal requirements because its Charter includes such a description. Bullis' implication that its only obligation is simply to include some plan in the Charter is incorrect. That is not true for any element of an approved charter – the school must comply with the charter, not just write something or anything and forget about it. In this particular case, the law specifies that it is a description of how the charter school will "achieve" this balance, not just describe a plan, whether or not that plan is effective. Furter, as Bullis is aware, a charter may be revoked for committing "a material violation of any of the conditions, standards, or procedures set forth in the charter," which includes the pupil balance element. As SCCOE and Bullis have previously discussed, the Charter Schools Act has been revised over time to bolster further the mandates of inclusivity and equity in enrollment at charter schools. Moreover, Bullis' assertions in its Response to Reaffirmation that nonrenewal pursuant to 47607(e) for failing to serve all pupils who wish to attend applies only to situations in which particular enrolled students have left or been disenrolled for discriminatory reasons and/or that a chartering authority would have to produce a particular, individual student(s) who "wishes to attend" in order to nonrenew on this basis is also misplaced. There simply is no such restriction or requirement in the law.

Bullis has also mistakenly attempted to assert that SCCBOE may not consider all of the evidence, including but not limited to all of Bullis' demographic data, in assessing whether Bullis is not serving all students who wish to attend, but is instead limited only to considering data provided by CDE. That is not what the law states, nor would that be logical or consistent with the Charter Schools Act and the authority to deny renewal of a charter because it is not serving all students who wish to attend. If Bullis' position were correct, even in a situation in which a charter school has explicitly stated to the chartering authority that it does not serve all student who wish to attend, by denying admission to certain pupil groups or counseling students who may be struggling academically to disenroll, or for any other reason, the chartering authority would be prohibited

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from nonrenewing the charter on the basis that the school is not serving all pupils. While a chartering authority could pursue revocation in the extreme circumstances of this example, the notion that it could not also deny the charter's renewal on this basis because the evidence did not come from CDE is untenable and inconsistent with both the plain language and the purpose of the statutory authorization to deny renewal because the charter school is not serving all pupils who wish to attend.

Bullis' misplaced argument is premised in a misapplication of the provisions of *EC* Section 47605(d), which is constituted of three separate subdivisions. *EC* Section 47607(d)(1) provides that at the conclusion of the year immediately preceding the last year of a charter term, the chartering authority may request, and CDE will provide, specified aggregate data reflecting pupil enrollment patterns at the school. This data relates to cumulative enrollment data and data about students who were enrolled in and left the school mid-year. SCCOE requested this data and received it from CDE only on August 2, 2024, a mere nine days before the deadline for posting Staff's recommendations and recommended findings on Bullis' request for renewal, and 24 days before SCCBOE's action. That data is described above.

EC Section 47607(d)(2) directs that when it is determining whether to renew a charter petition, the chartering authority "shall review" the data provided pursuant to (d)(1), as well as "any data" provided by CDE to chartering authorities, and any "substantiated complaints" that the charter school did not comply with the requirements for suspending, expelling, or otherwise involuntarily removing a student from the school. SCCOE has reviewed and analyzed all such data as part of its consideration whether to renew Bullis' Charter. In fact, the data analysis below about Bullis' current demographics and comparison to LASD relative to whether Bullis is serving all pupils who wish to attend and whether its corrective action plan has been successful is primarily from DataQuest, which is data provided by CDE through CDE's website, so it constitutes "any data" provided by CDE to chartering authorities.

Finally, *EC* Section 47607(d)(3), states, "As **part** of its determination of whether to grant a charter renewal based on the criterion established pursuant to [the provisions setting forth the different charter performance categories and the renewal standards applicable to each], the chartering authority may make a finding that the charter school is not serving all pupils who wish to attend and, upon making such a finding, **specifically identify the *evidence* supporting the finding**." (Emphasis added.) Bullis has asserted that these three provisions somehow restrict SCCBOE only to considering data from CDE in determining whether Bullis is not serving all pupils who wish to attend. This assertion is incorrect.

First, Bullis' argument ignores the fact that (d)(2) specifically requires a chartering authority to consider substantiated complaints regarding noncompliance with the suspension/expulsion/involuntary removal requirements, which would not be data provided by CDE. Further, nothing in *EC* Section 47607(d) limits in any way what may constitute "the evidence supporting the finding." It does not cross-reference or otherwise refer to the data provided by CDE pursuant to (d)(1) or the other data and/or complaints that a chartering authority "shall review" pursuant to (d)(2), and it certainly does not limit the evidence that may support this finding only to those limited categories of evidence. Rather, (d)(1) specifies data that SCCOE may request, (d)(2) specifies some data that SCCOE must consider, and (d)(3) specifies that SCCOE must specifically identify whatever evidence (not necessarily even limited to "data") it has determined supports the finding that the charter school is not serving all pupils who wish to attend.

Nor would it be practical or consistent with the mandates for approval or denial of a charter renewal as a whole to so limit the pertinent evidence. In addition to the reasons explained above, *EC* Section 47607(e) provides that a chartering authority may deny charter renewal "upon a finding that the school … is not serving all pupils who wish to attend, as documented in [*EC* Section 47607] subdivision (d)." To deny on this basis requires the chartering authority to provide at least 30 days' prior notice of the alleged violation and a reasonable opportunity to cure. The data provided by CDE pursuant to subdivision (d)(1) is by definition not available until after the end of the penultimate year of operation, and then naturally takes CDE some time to compile and provide to the chartering authority. As such, pursuant to Bullis' argument, any renewal

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submission submitted early in the last year of a charter's term – as in Bullis' case – would effectively be able to circumvent a substantial component of the accountability for serving all students imposed by *EC* Section 47607(e). Despite persistent and early requests for the data from CDE, SCCOE did not receive the data until August 2, less than 30 days before the SCCBOE's action on the Renewal Petition. Obviously, SCCBOE would not be able to use this information as the evidentiary basis for issuing a 47607(e) notice, which requires a minimum of 30 days' notice and a reasonable opportunity to cure.

Thus, the legal requirements for denying a charter because it is not serving all pupils who wish to attend are that the chartering authority comply with the legal notice and opportunity to cure provisions; that it consider at least certain evidence; that it "identify the evidence" on which its finding is based, whatever that evidence may be; and then, if necessary, that it makes a finding that the charter school's corrective action plan has been unsuccessful or is unviable. SCCBOE has indisputably complied with the first two requirements, and is in the process, including through consideration of the information this staff analysis, of complying with the final requirement. There is simply no requirement that the evidence supporting such a denial be limited to data provided to SCCBOE by CDE.

Notice and Reaffirmation

The Charter Schools Department Staff identified significant concerns to support a determination that Bullis is not serving all students who wish to attend, which implicated potential denial of a request to renew the Bullis Charter.

Prior to the COVID-19 pandemic, Bullis' current charter term ran through June 30, 2022, and it was anticipated that Bullis would submit its request for charter renewal during the 2021-22 school year. During its meeting of May 5, 2021, the County Board authorized the County Superintendent of Schools or designee to issue the Notice in accordance with Section 47607(e). This Notice provided detailed information to Bullis on the concerns and of the reasonable opportunity afforded by Section 47607(e) for Bullis to correct these concerns, including the submission and implementation of a corrective action plan. The analysis of the issues in the Notice included information, evidence, and documentation of the rationale for determining that Bullis was not serving all pupils who wished to attend. Again, all that information will not be repeated here, as it is detailed in the Notice itself. SCCOE's analysis and determination, however, relied on a statistical analysis completed by SCCOE's Integrated Data, Research, and Evaluation Department of Bullis' enrollment demographics, including a comparison of the proportion of pupils in historically underserved groups attending Bullis and attending LASD. That analysis determined that Bullis' enrollment of students in some of these groups was statistically significantly lower than at LASD.

The SCCOE issued the Notice to Bullis via email on May 21, 2021. However, Bullis' current charter term was extended by operation of law for three years, thereby providing Bullis three additional years of notice and opportunity to implement (and revise and refine as necessary) its corrective action plan and correct the violations raised in the May 21, 2021, Notice.

Bullis acknowledged receipt of the Notice, and Bullis then proposed changes to its admission preferences as part of its corrective action plan in response to the Notice. At a public hearing on October 6, 2021, SCCBOE approved the addition of two new preferences for students who would qualify for FRPM. These are two separate preferences; one is for in-District residents and the other is a lower-level preference for out-of-District residents. Bullis also submitted its corrective action plan, referred to as its "Enrollment Action Plan," and SCCOE and Bullis engaged in multiple communications about the details of the plan, including SCCOE providing input on information or actions that it believed were necessary or would be helpful to the Enrollment Action Plan. (Communications between the Parties on this topic are included in Exhibits 1-4.)

While not required by law, given the term extensions and the time that had passed since issuance of the Notice, the SCCBOE authorized and delegated to the County Superintendent or designee authority to issue

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the Reaffirmation, which was sent to Bullis on August 3, 2023. This was not a new notice pursuant to *EC* Section 47607(e), and the Notice remained in full force and effect, but, as explained in the Reaffirmation, given the time that had passed as well as the extended time that remained in Bullis' current term, and recognizing Bullis had submitted its corrective action plan and implemented at least some components thereof, SCCOE desired to ensure Bullis remained on notice of these concerns and the necessity for remediating them or risking denial of its renewal Charter. SCCOE also included with the Reaffirmation an update on issues addressed in the Notice and statistical data related to Bullis' then most recent demographic data. SCCOE requested that Bullis continue to provide additional information responsive to these concerns and take appropriate steps to update is corrective action plan and its plan to achieve a student balance in accordance with EC Section 47605(c)(5)(G) in order to remediate these issues.

At the time of issuing the Reaffirmation, SCCOE's Integrated Data, Research, and Evaluation Department again completed a statistical analysis of Bullis' enrollment demographics, including a comparison of the proportion of pupils in historically underserved groups attending Bullis and attending LASD, and analyzing changes over time. As noted in the Reaffirmation, Bullis had asserted that its demographics should be compared to LASD excluding interdistrict attendance students at LASD because the requirement in *EC* Section 47605(c)(5)(G) is for the Charter to include the means by which BCS will achieve a pupil balance "reflective of the general population residing within the territorial jurisdiction of" LASD, rather than of the students who attend LASD schools. While, as SCCOE has previously noted, that is not the only standard of equity in access and inclusion applicable to Bullis or that affects whether Bulis is serving all students who wish to attend Bullis, SCCOE did agree that this it is a pertinent data point to consider in the overall analysis of the issue of whether Bullis is not serving all students who wish to attend. As such, the statistical analysis in the Reaffirmation also included a comparison excluding LASD students with interdistrict transfer agreements. The analysis also looked specifically at TK/kindergarten, as those are reportedly the only grade levels at which Bullis is able to enroll meaningful numbers of new students due to limited openings at the higher grade levels.

As specified in the Reaffirmation, the statistical analysis established ongoing underrepresentation of historically underserved student groups at Bullis, evidencing that Bullis continued not to serve all students who wish to attend the school. This reemphasized the need for Bullis to continue to address the concern, including by making and implementing the updates to its corrective action plan necessary to result in increasing the proportions of Bullis' student body who are members of the underrepresented groups. The Reaffirmation was also explicit that Bullis' plan to remediate this issue needed to build in the means by which Bullis would continue monitoring its successes and, as necessary, pivot and enhance its methodology to make meaningful progress. The Reaffirmation specifically includes SCCOE's expectation, consistent with Bullis' Charter and its Enrollment Action Plan, that at least annually Bullis will formally evaluate the effectiveness of the means and plans by which it was addressing this issue and make adjustments accordingly.

Renewal Analysis and Correction of 47607(e) Violations

In reviewing and analyzing Bullis' request for renewal of its Charter, SCCOE has carefully reviewed and analyzed the pertinent information, evidence, and documentation in accordance with the standards and requirements applicable to renewal of a high performing charter school, including but not limited to the provisions of EC 47607(e). As detailed in this Staff Analysis and Proposed Findings of Fact, this has included analysis of the Renewal Petition, data provided by CDE pursuant to *EC* Section 47607(d)(1) as well as other data provided by CDE, and the Enrollment Action Plan/plan to address the issue of serving all students who wish to attend and other information, responses, and documentation submitted by Bullis. SCCOE's analysis took into consideration that, particularly given that Bullis annually has more applicants than space, any change based on Bullis' corrective actions would take multiple enrollment cycles to be fully effectuated across the entire enrollment.

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Once again, Staff from the SCCOE's Integrated Data, Research, and Evaluation Department analyzed the Bullis and LASD data, by conducting two-tailed Z-Score proportion difference tests with *a priori* alpha level set at 0.05. The data used was obtained from the CDE, specifically its web-based data reporting system, DataQuest, which is used to publicly report a wide variety of information about California students, including, but not limited to, student enrollment, English Learner, and course enrollment data. The "Annual Enrollment Data Reports" used for this analysis can be found at the following link: https://dq.cde.ca.gov/dataquest/ . The analysis considers change over time, reviews Bullis' own enrollment year over year as well as comparing Bullis to LASD.

The Annual Enrollment Data Reports do not include information about interdistrict transfer students or identify or separate data for students who do not reside within LASD. Thus, the analysis using this data has not been disaggregated to include or exclude students enrolled in LASD through interdistrict transfer permits. However, as detailed below, SCCOE's Integrated Data, Research, and Evaluation Department also separately analyzed data which was self-reported by Bullis and LASD excluding interdistrict transfer students who attend LASD, because, as discussed above, this is also a relevant data point. An analysis was also conducted specifically of TK, kindergarten, and first grade, as Bullis reports that TK/kindergarten are the primary entry point grades at the school.

The DataQuest data was analyzed at several points in time, including 2016-17, the beginning of Bullis' seven-year charter term; a three-year period representing the time between SCCOE's 47607(e) Notice to Bullis in 2021-22 to 2023-24, the last year for which official enrollment data is available; a two-year period from 2022-23 to 2023-24, representing the second full year in which Bullis had the opportunity to implement its Enrollment Action Plan (EAP) created in response to the 47607(e) Notice and revised admission lottery preferences.

The analyses focused on four student groups: students who are Hispanic/Latino, students who are English Learners (EL), students who are socioeconomically disadvantaged (SED), and students with disabilities (SWD). The results of the statistical analyses are attached as Exhibit 5 and are summarized below:

Bullis Charter School

A comparison of Bullis' total student enrollment across the seven-years of its term from 2016-17 to 2023-24 demonstrates the following:

- There is no statistically significant difference between the proportion of students who identify as Hispanic/Latino enrolled at Bullis in 2016-17 and in 2023-24
- There is no statistically significant difference between the proportion of students who are EL enrolled at Bullis in 2016-17 and in 2023-24
- The proportion of students who identify as SED enrolled at Bullis in 2023-24 is statistically significantly higher than the proportion enrolled at Bullis in 2016-17
- There is no statistically significant difference between the proportion of SWD enrolled at Bullis in 2016-17 and in 2023-24

A comparison of Bullis' total student enrollment across the three-years of its term from 2021-22 to 2023-24 demonstrates the following:

- There is no statistically significant difference between the proportion of students who identify as Hispanic/Latino enrolled at Bullis in 2021-22 and in 2023-24
- The proportion of students who identify as EL enrolled at Bullis in 2023-24 is statistically significantly higher than the proportion enrolled at Bullis in 2021-22

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- The proportion of students who identify as SED enrolled at Bullis in 2023-24 is statistically significantly higher than the proportion enrolled at Bullis in 2021-22
- There is no statistically significant difference between the proportion of SWD enrolled at Bullis in 2021-22 and in 2023-24

A comparison of Bullis' total student enrollment from 2022-23 to 2023-24, the last two years for which data is available for the term, demonstrates the following:

- There is no statistically significant difference between the proportion of students who identify as Hispanic/Latino enrolled at Bullis in 2022-23 and in 2023-24
- The proportion of students who identify as EL enrolled at Bullis in 2023-24 is statistically significantly higher than the proportion enrolled at Bullis in 2022-23
- The proportion of students who identify as SED enrolled at Bullis in 2023-24 is statistically significantly higher than the proportion enrolled at Bullis in 2022-23
- There is no statistically significant difference between the proportion of SWD enrolled at Bullis in 2022-23 and in 2023-24

The overall takeaways from the information above include that there is no statistically significant difference in the proportion of students who identify as Hispanic/Latino at Bullis in 2023-24 (the final year for which data is available) when compared to 2016-17 (the beginning of the charter term), 2021-22 (the year SCCOE issued the Notice), or 2022-23 (the first full year of EAP implementation). Similarly, there is no statistically significant difference in the proportion of SWD at Bullis in 2023-24 when compared to 2016-17, 2021-22, and 2022-23. However, the proportion of students who are ELs at Bullis is statistically significantly higher in 2023-24 than in the 2021-22 and 2022-23 school years (3.3 and 2.8 percentage points higher, respectively). On the other hand, when looking at the seven-year change, there is no statistically significant difference in the proportion of students who are ELs at Bullis in 2023-24 when compared to 2016-17 (the length of the charter term). The proportion of students who are SED at Bullis in 2023-24 is statistically significantly higher than in 2016-17, 2021-22, and 2022-23. Specifically, the proportion of SED students at BCS in 2023-24 is 2.9 percentage points higher than in 2016-17 and 1.8 percentage points higher than in 2022-23.

Bullis Charter School Compared to Los Altos School District, Including Interdistrict Transfer Students

A comparison of Bullis and LASD student enrollment for the four student groups at the beginning of Bullis' seven-year term in 2016-17 demonstrates the following:

- The proportion of students who are Hispanic/Latino enrolled at LASD in 2016-17 is statistically significantly higher than the proportion enrolled at Bullis in 2016-17
- There is no statistically significant difference between the proportion of students who are EL enrolled at LASD and Bullis in 2016-17
- The proportion of students who are SED enrolled at LASD in 2016-17 is statistically significantly higher than the proportion enrolled at Bullis in 2016-17
- The proportion of SWD enrolled at LASD in 2016-17 is statistically significantly higher than the proportion enrolled at Bullis in 2016-17

A comparison of Bullis and LASD student enrollment for the four student groups in 2021-22, the year SCCOE issued the Notice, demonstrates the following:

- The proportion of students who are Hispanic/Latino enrolled at LASD in 2021-22 is statistically significantly higher than the proportion enrolled at Bullis in 2021-22

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- The proportion of students who are EL enrolled at LASD in 2021-22 is statistically significantly higher than the proportion enrolled at Bullis in 2021-22
- The proportion of students who are SED enrolled at LASD in 2021-22 is statistically significantly higher than the proportion enrolled at Bullis in 2021-22
- The proportion of SWD enrolled at LASD in 2021-22 is statistically significantly higher than the proportion enrolled at Bullis in 2021-22

A comparison of Bullis and LASD student enrollment for the four student groups in 2022-23, the first full year in which Bullis implemented its EAP and its revised lottery preferences, demonstrates the following:

- The proportion of students who are Hispanic/Latino enrolled at LASD in 2022-23 is statistically significantly higher than the proportion enrolled at Bullis in 2022-23
- The proportion of students who are EL enrolled at LASD in 2022-23 is statistically significantly higher than the proportion enrolled at Bullis in 2022-23
- The proportion of students who are SED enrolled at LASD in 2022-23 is statistically significantly higher than the proportion enrolled at Bullis in 2022-23
- The proportion of SWD enrolled at LASD in 2022-23 is statistically significantly higher than the proportion enrolled at Bullis in 2022-23

A comparison of Bullis and LASD student enrollment for the four student groups in 2023-24, the last year for which data is available, demonstrates the following:

- The proportion of students who are Hispanic/Latino enrolled at LASD in 2023-24 is statistically significantly higher than the proportion enrolled at Bullis in 2023-24
- There is no statistically significant difference between the proportion of students who are EL enrolled at LASD and Bullis in 2023-24
- The proportion of students who are SED enrolled at LASD in 2023-24 is statistically significantly higher than the proportion enrolled at Bullis in 2023-24
- The proportion of SWD enrolled at LASD in 2023-24 is statistically significantly higher than the proportion enrolled at Bullis in 2023-24

The above data analysis results from the comparison of the four student groups at Bullis to those at LASD demonstrates that Bullis, which had no statistically significant gains in its enrollment of students who are Hispanic/Latino in the years reviewed (2016, 2021-22, 2022-23, and 2023-24), maintained a statistically significantly lower enrollment of students who are Hispanic/Latino students than the LASD for the same years. The same is true for SWD at Bullis. There was no statistically significant increase in enrollment for the group at Bullis in the years reviewed, and Bullis continued to enroll a proportion of SWD that is statistically significantly lower than the proportion at LASD. On the other hand, Bullis increased its enrollment of students who are SED over the course of its charter term. Specifically, the proportion of SED students at BCS in 2023-24 is 2.9 percentage points higher than in 2016-17 and 1.8 percentage points higher than in 2022-23. However, the increase was not enough to make Bullis' SED enrollment reflective the enrollment of students who are SED in LASD. Therefore, the proportion of students who are SED remains statistically significantly lower in Bullis than in LASD though Bullis has made growth in this area. Also, although the proportion of students who are English learners was statistically significantly lower at Bullis than at LASD in 2016-17 and 2021-22, Bullis' EL enrollment increased in the three years since SCCOE issued the Notice and was reflective of LASD's EL enrollment in 2023-24, meaning there was no statistically significant difference in the proportion of EL enrolled at Bullis and LASD.

In summary, the proportion of SWD and students who are Hispanic/Latino enrolled at Bullis showed no statistically significant increase in the years reviewed, and the proportion of both groups remains statistically

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significantly less than the proportions enrolled in LASD. However, the proportion of Bullis students who are SED increased significantly across the years reviewed but continues to be statistically significantly lower than the LASD's enrollment of the same student group. Bullis also made statistically significant increases in its enrollment of students who are EL. Unlike Bullis' SED group, however, the proportion of students who are EL enrolled at Bullis showed no statistical difference with EL enrollment in LASD in 2023-24, meaning EL at Bullis were reflective of EL in LASD.

Bullis Charter School Compared to Los Altos School District, Excluding Interdistrict Transfer Students

As stated previously, Bullis contends that a comparison to LASD demographics is not accurate as LASD data is skewed due to the influx of interdistrict transfer students, which might increase the various student populations. Therefore, SCCOE conducted a statistical analysis of the comparison data between Bullis and LASD, excluding interdistrict transfer students to LASD, using self-reported data from each entity. (The self-reported data varies slightly from the DataQuest data, potentially due to the date each data set was reported, though the specific reason for the variations is not known by SCCOE.) Thus, this analysis was conducted using datasets provided by Bullis for 2021-22, 2022-23, and 2023-24 and datasets provided LASD for 2021-22, 2022-23, and 2023-24. SCCOE did not have datasets for 2016, and a comparison of Bullis and LASD student enrollment for the four student groups, excluding interdistrict transfer students, from the beginning of Bullis' term was not included. All other aspects of the analysis remain the same as the analysis conducted including interdistrict transfer students.

A comparison of Bullis and LASD student enrollment for the four student groups, excluding interdistrict transfer students, in 2021-22, the year SCCOE issued the Notice, demonstrates the following:

- The proportion of students who are Hispanic/Latino enrolled at LASD in 2021-22 is statistically significantly higher than the proportion enrolled at Bullis in 2021-22
- The proportion of students who are EL enrolled at LASD in 2021-22 is statistically significantly higher than the proportion enrolled at Bullis in 2021-22
- The proportion of students who are SED enrolled at LASD in 2021-22 is statistically significantly higher than the proportion enrolled at Bullis in 2021-22
- There is no statistically significant difference between the proportion of SWD enrolled at LASD and Bullis in 2021-22

A comparison of Bullis and LASD student enrollment for the four student groups, excluding interdistrict transfer students, in 2022-23, the first full year in which Bullis implemented its EAP and its revised lottery preferences, demonstrates the following:

- The proportion of students who are Hispanic/Latino enrolled at LASD in 2022-23 is statistically significantly higher than the proportion enrolled at Bullis in 2022-23
- The proportion of students who are EL enrolled at LASD in 2022-23 is statistically significantly higher than the proportion enrolled at Bullis in 2022-23
- The proportion of students who are SED enrolled at LASD in 2022-23 is statistically significantly higher than the proportion enrolled at Bullis in 2022-23
- There is no statistically significant difference between the proportion of SWD enrolled at LASD and Bullis in 2022-23

A comparison of Bullis and LASD student enrollment for the four student groups, excluding interdistrict transfer students, in 2023-24, the last year for which data is available, demonstrates the following:

- The proportion of students who are Hispanic/Latino enrolled at LASD in 2023-24 is statistically significantly higher than the proportion enrolled at Bullis in 2023-24

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- There is no statistically significant difference between the proportion of students who are EL at LASD and the proportion enrolled at Bullis in 2023-24
- The proportion of students who are SED enrolled at LASD in 2023-24 is statistically significantly higher than the proportion enrolled at Bullis in 2023-24
- The proportion of students who are SWD enrolled at LASD in 2023-24 is statistically significantly higher than the proportion enrolled at Bullis in 2023-24

When excluding interdistrict transfer students for each of the four student groups, the data shows that while the proportion of ELs was statistically significantly higher at LASD than at Bullis in 2021-22 and 2022-23, there was no statistically significant difference in 2023-24. Excluding interdistrict transfer students from the dataset also demonstrates there was not a statistically significant difference in the proportion of SWD in Bullis and LASD in 2021-22 and 2022-23; but in 2023-24 - the last year for which data is available - the proportion of SWD at LASD was 2.9 percentage points greater than at Bullis. Further, LASD's proportion of students who are Hispanic/Latino was 5.0, 5.1, and 5.4 percentage points greater than the proportion of students who are Hispanic/Latino at Bullis in 2021-22, 2022-23, and 2023-24, respectively. Similarly, for the years 2021-22, 2022-23, and 2023-24, the proportion of students who are SED at LASD was 6.0, 5.8, and 4.4 percentage points higher, respectively, than at Bullis.

Removing interdistrict transfer students from the analysis comparing Bullis' enrollment to LASD's shows that while in 2023-24 students who are ELs reached par with LASD, the remaining three groups continue to be statistically significantly lower at Bullis.

Transitional Kindergarten/Kindergarten and First Grade, including Interdistrict Transfer Students

SCCOE Integrated Data, Research, and Evaluation staff also reviewed enrollment data for Transitional Kindergarten (TK)/Kindergarten (K), and Grade 1 for both Bullis and LASD for the school years 2016-17, 2021-22, 2022-23, and 2023-24 and for the one-year period between 2022-23 and 2023-24, the two-year period between 2021-22 and 2023-24, and the seven-year period between 2016-17 and 2023-24. This analysis was conducted because TK/K and first grade are reportedly the only grade levels at which Bullis experiences meaningful new enrollment due to the limited number of openings at other grade levels. The data used in this analysis was self-reported and provided to SCCOE by Bullis and LASD and includes enrollment data for interdistrict transfers because as explained above, CDE does not report school district data specific to or excluding students who reside outside of district boundaries but attend district schools. As such, self-reported data is the only source of such data. SCCOE notes that this self-reported data varies somewhat from the data report via DataQuest, which could be due to various factors, including but not limited to the reported data being collected on different dates when enrollment may have changed. The test conducted were two-tailed Z-Score proportion difference tests with *a priori* alpha level set at 0.05. The analyses focused on four student groups: students who are Hispanic/Latino, students who are EL, students who are SED, and SWD.

When comparing TK/K enrollment at Bullis for the one-, two-, and seven-year periods reviewed, there is no significant difference in the TK-K Hispanic/Latino population at BCS. However, the proportion of students who are EL in TK-K at Bullis Charter School in 2023-24 is statistically significantly higher compared to that in 2016-17, 2021-22 and 2022-23. In fact, the proportion of TK-K who are EL at BCS in 2023-24 is 15.9 percentage points greater than the proportion of TK-K who are EL at BCS in 2022-23, 26.8 percentage points greater than the proportion of TK-K who are EL at BCS in 2021-22, and 16.2 percentage points greater than the proportion of TK-K who are EL at BCS in 2016-17. The proportion of enrollment for students who are SED and for SWD in grades TK/K was not calculated due to the unavailability of data for the small sample size in order to protect student privacy.

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In Grade 1 at Bullis, there is no significant difference in the proportion of students who are Hispanic/Latino students in the last one-year or two-year period. Similarly, there is no significant difference in the proportion of students who are EL in Grade 1 at BCS in the one-year or two-year periods compared. When looking at the seven-year period, however, there is a statistically significant 3.6 percentage point increase in the proportion of Grade 1 students who are Hispanic/Latino as well as a statistically significant 14 percentage point decrease in the proportion of students who are EL in Grade 1 at BCS. As with TK/K, the proportion of enrollment in Grade 1 for students who are SED and for SWD in Grade 1 was not calculated due to the unavailability of data for the small sample size in order to protect student privacy.

A comparison of the proportion of TK/K and Grade 1 enrollment at Bullis and LASD reveals the proportion of TK-K students who are Hispanic/Latino at LASD was statistically significantly higher than at BCS in both 2022-23 and 2023-24, from 5.7 percentage points higher in 2022-23 to 6.9 percentage points higher in 2023-24. When looking at grade 1, LASD had a statistically significantly higher proportion of Grade 1 students who are Hispanic/Latino in 2016-17 and 2021-22. Since 2022-23 there has been no statistically significant difference in Grade 1 enrollment between BCS and LASD for this subgroup. There was no comparison for grades TK/K and Grade 1 due to the unavailability of data for the small sample sizes in order to protect student privacy.

Additionally, there was no statistically significant difference in the proportion of students who are English learners in TK-K at BCS compared to LASD in 2016-17, 2021-22, or 2022-23. Moreover, in 2023-24, BCS had a statistically significantly higher proportion of students who are English learners in TK-K than LASD, with a proportion that is 22.7 percentage points higher than LASD. However, the proportion of Grade 1 ELs at LASD was statistically significantly higher than at BCS in 2021-22 and 2022-23, by a difference of about 10 percentage points.

Overall, the TK/K and Grade 1 data excluding interdistrict transfer students demonstrates that, although the proportion of enrollment for Bullis students who are Hispanic /Latino and ELs has fluctuated between statistically significantly different and not statistically significantly different from LASD across the years analyzed, there is not currently a predictable pattern of increase in enrollment. The fact that the population of students who are SED and SWD in TK/K and Grade 1 at Bullis are too small to be reported by CDE indicates there is work yet to be done to recruit and enroll students from these groups.

Transitional Kindergarten/Kindergarten and First Grade, excluding Interdistrict Transfer Students

This analysis was conducted using datasets provided by Bullis for 2021-22, 2022-23, and 2023-24; datasets provided LASD for 2021-22, 2022-23, and 2023-24. SCCOE did not compare datasets for 2016. The Bullis datasets for some years did not include a field for SED, and Superintendent Israel informed SCCOE that combining the fields for the variables used to determine SED would provide Bullis' total count of students who are SED. Therefore, SCCOE calculated Bullis' total count of students who are SED by determining the unduplicated count of students who met any of the following conditions: Socioeconomically disadvantaged as indicated by the 'Socioeconomically' variable, FRL eligible (FRL variable), Title I Part C eligible (Title I Part C variable), homeless (Homeless variable), and/or parent not a high school graduate (Parent High School Graduate variable). Further, SED counts traditionally include variables such as foster students and directly certified students which are not included in the SCCOE calculation. As a result, the counts do not match those on DataQuest and may represent an undercount. All other aspects of the analysis remain the same as the analysis conducted with interdistrict transfer students included.

When excluding interdistrict transfer students for the LASD enrollment counts, the proportion of TK-K students who are Hispanic/Latino at LASD was statistically significantly higher than at BCS in both 2022-23 and 2023-24, from 6.1 percentage points higher in 2022-23 to 8.1 percentage points higher in 2023-24. Whereas there was no statistically significant difference between the TK-K enrollment at Bullis and LASD for

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students who are SED in 2022-23, LASD had an enrollment of students who are SED that was 4.8 and 6.0 percentage points higher than Bullis' in 2021-22 and 2023-24, respectively. Additionally, there was no statistically significant difference in the proportion of TK-K students who are EL in 2021-22 and 2022-23, and in 2023-24 the proportion of TK-K students who are EL at Bullis was 21.4 percentage points higher than the proportion at LASD. Moreover, there was no statistically significant difference in the proportion of TK-K SWD at Bullis and LASD in 2021-22, 2022-23, and 2023-24.

A comparison of Bullis and LASD Grade 1 data, excluding interdistrict transfers from LASD, shows the proportion of students who are Hispanic/Latino were 7.0 percentage points higher at LASD than at Bullis in 2021-22. Contrarily, in 2022-23 and 2023-24 there was no significant difference in the proportion of Grade 1 students who Hispanic/Latino at Bullis and LASD. The proportion of Grade 1 students who are EL was statistically significantly higher at LASD than at Bullis in 2021-22, 2022-23, and 2023-24 by 40.9, 40.1, and 9.0 percentage points, respectively. The proportion of Grade 1 students who are SED at LASD was statistically significantly higher by 6.7 percentage points than the proportion at Bullis in 2021-22, but in 2022-23 and 2023-24 there was no statistically significant difference. The proportion of SWD at Bullis and LASD was not statistically significantly different in 201-22 and 2022-23 but was 5.9 percentage points lower at Bullis than at LASD in 2023-24.

Taken altogether, the TK-K and Grade 1 data for Bullis and LASD, excluding interdistrict transfers, demonstrates that similar to the comparison including interdistrict transfer, for the three years reviewed, there is no statistically consistent pattern of increase in the enrollment of the four student groups at Bullis.

Thus, based on the facts and evidence, including the data provided by CDE, there continues to be underrepresentation of some historically underserved student groups at Bullis, to a statistically significant degree when compared to LASD. In some areas there has not been statistically significant improvement over the course of the current charter term or since issuance of the initial Notice and submission of Bullis' corrective action plan in response thereto. Thus, the corrective action plan has not yet been successful.

Considering the facts and evidence as a whole, however, CSD Staff believes that there are areas of improvement and there has been incremental progress in Bullis' service of students from historically underserved student groups. Most notably, there currently is not a statistically significant difference in the proportions of students who are English learners enrolled at Bullis as compared to LASD. Additionally, the proportion of students who are SED enrolled at Bullis has statistically significantly increased, though it is still statistically significantly lower than the proportion enrolled at LASD. There is more work that Bullis can and must do in this area to remediate this issue and serve all students who wish to attend the school.

CSD Staff also recognizes that Bullis provides a valuable, high quality educational program to its students who benefit therefrom. As such, CSD Staff believes that, on balance, it is not in the best interests of students to nonrenew Bullis's Charter and for the school to close, ***provided that*** Bullis commits to and is required to comply with the obligation to continuing improving and implementing its corrective action plan, including by complying with each of the conditions and requirements listed below to help address this issue so that Bullis serves all students who wish to attend. CSD Staff believes that conditional approval, subject to the conditions described herein and in the proposed resolution, is consistent with sound educational practice.

RENEWAL TERM

The SCCBOE has discretion to renew the Bullis Charter for five to seven years. As detailed in this staff analysis, the issue of Bullis serving all students continues to be a concern that requires monitoring and ongoing work by Bullis. Additionally, communication and promptly obtaining reasonable, necessary, and appropriate information and documentation from Bullis presents a challenge that SCCOE hopes will improve during any renewal term. Considering the current facts and circumstances as described in this staff analysis, CSD Staff recommends that any renewal be for a period of five years.

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CONCLUSION

The Charter Schools Department Staff reviewed Bullis' Renewal Petition, in conjunction with Bullis' Responses to the Notice and Reaffirmation, including its corrective action plan in responses to the Notice and Reaffirmation, and assessed the effectiveness of Bullis' corrective action plan in response to the Notice and Reaffirmation, utilizing the criteria for charter renewal set forth in *EC* Sections 47605 and 47607.

The Charter Schools Department Staff recommends the SCCBOE conditionally approve the request for renewal of the Charter for a term of five years (July 1, 2025-June 30, 2030) on the condition that Bullis Charter School, The Bullis-Purissima Elementary School, and SCCOE enter into an MOU and/or addendum to the MOU on or before December 6, 2024, or such later deadline as may be agreed to by the County Superintendent or designee, that includes all the provisions listed below, as well as any additional conditions or requirements identified by the SCCBOE, and adopt the Board Resolution Conditionally Approving for the period of July 1, 2025, through June 30, 2030, the Charter Renewal for Bullis Charter School, and, Alternatively, Making Written Factual Findings Supporting Denial and Denying the Bullis Charter School Charter Renewal if the Conditions Are Not Met.

The MOU and/or addendum thereto shall address all of the following requirements on terms acceptable to the County Superintendent:

1. Addresses/remediates each of the items identified as "requiring" remediation/correction/updating and/or identified as a condition of renewal in the Staff Analysis and Recommended Findings of Fact.

2. Specifies that Bullis will continue its efforts in accordance with its Enrollment Action Plan/plan to address the issue of serving all students who wish to attend, as the same may be updated from time to time, to ensure equitable access to attendance at Bullis and to increase its enrollment of historically underserved student groups who are underrepresented at Bullis as compared to LASD.

3. Bullis shall announce the number of openings at each grade level ***prior*** to commencing the open enrollment period each year in order to avoid the possibility or perception that the number of openings is affected based on who applied (e.g. how many students are in each preference group and/or the number of in-District versus out-of-District applicants). If the number of openings would result in an overall decrease in enrollment spaces from the prior year, Bullis shall explain in writing to SCCOE the reason for the enrollment reduction. After that announcement, Bullis may increase the number of openings in any grade level but may not decrease the number of seats at any grade level for that open enrollment and lottery period. Bullis shall inform SCCOE should it increase the number of openings after the original announcement, including providing a written explanation as to the basis for the increase.

4. Bullis shall unequivocally commit to offer students each of the announced open seats at each grade level, in the order drawn in the lottery (in accordance with all requirements as described in the portion of the staff analysis addressing the Admissions Policies and Procedures element of the Charter) until all such openings have been filled and/or there are no more applicants for the seat(s).

5. Bullis' updated plan shall include metrics for measuring the success/effectiveness of the plan and its components. This section of the plan will include the following information, which may be summarized in a table:

    a. Identified Metric – measures that will provide actionable data related to enrollment

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(e.g., Students who are socioeconomically disadvantaged)

b. Methodology – how the metric will be measured to ensure valid and reliable results

(e.g., Number/Percent of students who are socioeconomically disadvantaged who enrolled in the last open enrollment period)

c. Data Source – the origin of the data (i.e., from where will the data come)

(e.g., School's student data system)

d. Baseline Calculation –the initial, or starting, enrollment data

(e.g., 3.71%)

e. Annual target(s) and plan for achieving the target – where do you want the metric to be after implementing the Enrollment Action Plan for the current year. (Consider past trend and comparable growth rates

(e.g., 4.91%)

f. Progress Monitoring – interim measures that will monitor progress toward annual target(s)

(e.g., number of applications received in advance of lottery that qualify for the FRPM preference)

6. At least annually, Bullis shall review and audit the results of its open enrollment process, including an assessment of the effectiveness of the various components of the Enrollment Action Plan/plan to address the issue of serving all students who wish to attend. The assessment shall not simply assume that the plan is or is not working as a whole based on who enrolled, but it shall include a more specific analysis of facts and factors indicating effectiveness. Bullis shall provide SCCOE a written report of this analysis and any changes/updates to its plan by April 1 each year.

7. Bullis shall annually provide SCCOE a report (including a data file setting forth the backup data) within 10 days of each public random drawing for admission (lottery) setting forth the results of the lottery, including at least the information below. Bullis shall provide an update to this report within 10 days following Census Day each year:

a. How many openings at each grade level were announced prior to commencement of the open enrollment period (and an update if Bullis subsequently increased that number).

b. How many applicants there were for each grade level, disaggregated by preference group.

c. How many applicants were initially offered admission from each preference group at each grade level based on the original lottery results.

d. How many applicants were subsequently offered admission from each preference group at each grade level based on their position on the waitlist because an applicant(s) before them declined enrollment.

e. How many applicants from each preference group on are the wait list for each grade level.

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f. In the post-Census Day update, how many students from each preference group at each grade level enrolled at and are attending Bullis.

Bullis is also strongly encouraged to work cooperatively with SCCOE to address through the MOU or an addendum to the MOU, the other issues and recommendations noted by SCCOE Staff in the Staff Analysis and Proposed Findings of Fact.

Student Impact

The Charter School Department provides oversight and monitoring for 21 County Board of Education authorized charter schools. Bullis was authorized in 2003 and currently serves approximately 1,000 students.

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EXHIBITS

1. 47607(e) Notification – May 21, 2021, and Accompanying Documents
2. Bullis Responses to Notification and Accompanying Documents
3. Reaffirmation of 47607(e) Notification – August 5, 2023, and Accompanying Documents
4. Bullis Responses to Reaffirmation and Accompanying Documents
5. SCCOE Statistical Analysis

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EXHIBIT 1

47607(e) Notification – May 21, 2021, and Accompanying Documents

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Santa Clara County Office of Education
Mary Ann Dewan, Ph.D.
County Superintendent of Schools

May 21, 2021

SENT VIA EMAIL (MISRAEL@BULLISCHARTERSCHOOL.COM)

Bullis Charter School
c/o Maureen Israel, Superintendent
102 West Portola Ave.
Los Altos, CA 94022

Re: Notice in Accordance with Education Code Section 47607(e) and Notice of Concern

Dear Members of the Board and Ms. Israel:

The Santa Clara County Board of Education[1] initially authorized Bullis Charter School in or about November 2003, and its current term runs through June 30, 2022. Bullis Charter School is governed by The Bullis-Purissima Elementary School, a nonprofit public benefit corporation. In this Notice, for all purposes, a reference to "Bullis Charter School" or "Bullis" or "BCS" or "School" or "Charter School" shall constitute a reference to The Bullis-Purissima Elementary School and its Board of Directors, and a reference to "The Bullis-Purissima Elementary School" or "Bullis-Purissima" shall constitute a reference to Bullis Charter School. The School, the corporation, and the corporate Board will be referred to herein collectively and/or individually and interchangeably as "BCS." Without regard to the terminology used, throughout this Notice, all references are intended to and do apply to the nonprofit corporation, its Board of Directors, and the School and, to the extent the School and corporation are separate entities, SCCOE holds both responsible for all matters.

SCCOE is sending this notice ("Notice") pursuant to Education Code Section 47607(e)[2] as notice of SCCOE's determination that BCS is demonstrably unlikely to successfully implement the program set forth in its expected charter renewal petition ("Charter") because BCS is not serving all pupils who wish to attend, and SCCOE is providing BCS a reasonable opportunity to cure the violations. If BCS fails to cure the violations set forth in this Notice, including providing and implementing a corrective action plan, SCCOE may deny BCS's renewal Charter in accordance with Section 47607(e). This Notice also serves as a general notice of concern consistent with SCCOE's general oversight obligations whereby SCCOE is notifying BCS of the concerns described herein and SCCOE's expectation and requirement that BCS will take all necessary and appropriate steps to remediate these concerns.

[1] The Santa Clara County Board of Education, the Santa Clara County Superintendent of Schools, and the Santa Clara County Office of Education are collectively referred to herein as "SCCOE."
[2] All further statutory references are to the Education Code unless otherwise indicated.

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I. BACKGROUND

BCS is expected to submit its renewal Charter during the 2021-22 school year. In addition to the other bases for denial of a charter renewal, a chartering authority may deny a renewal upon a finding that the school is demonstrably unlikely to successfully implement the program set forth in the petition due to substantial fiscal or governance factors, or because the charter school is not serving all pupils who wish to attend. In this context, "not serving all pupils who wish to attend" means situations in which a charter school is not serving all demographic groups, including but not limited to, historically underserved student groups and/or students based on their academic performance. To deny on this basis, SCCOE must first provide BCS with at least 30 days' notice of the violation(s) and a reasonable opportunity to cure the violation(s). (Ed. Code § 47607(e).) SCCOE desires to provide BCS as much time as possible to cure the violations detailed herein, including through development and implementation of a corrective action plan.

As BCS is aware, concerns about a lack of diversity in BCS's student body, has long been a concern of SCCOE. While not the first time this concern was raised by the Los Altos School District ("LASD"), members of the public, and/or SCCOE, during the fall and winter of 2019 a great deal of discussion was brought to SCCOE's attention concerning enrollment at BCS. In February 2020, SCCOE sent BCS correspondence about these issues, specifying that despite the disagreement among BCS, LASD, and members of the local community who had all provided SCCOE various information on this topic, at that juncture SCCOE wanted to focus on what SCCOE trusts are the shared expectations and priorities of ensuring fair and equal access to all schools for all students, without regard to any protected characteristics.

We believe that it is appropriate to repeat much of the information contained in that prior letter in the context of this Notice, as the concerns, motivations, and ideals remain consistent. Over the last few years, numerous changes have been made to the Charter Schools Act ("CSA") that have focused on ensuring that charter school admissions are fair, open, equal, and non-discriminatory; that no students are discouraged from enrolling in any charter school for any reason; and that charter school admissions do not result in limiting charter school enrollment on the basis of protected characteristics. These revisions to the law governing charter schools have been far-reaching, impacting enrollment preferences and practices, mandating that charter schools define the means by which they will ensure that their student enrollment is reflective of the racial and ethnic, special education, and English learner populations of their local community, and including consideration of whether a charter school is serving all pupils who wish to attend when determining whether to renew a charter. In light of these changes, there can be no doubt that the Legislature and Governor, as well as the public education advocates who provided input into these statutory changes – which included advocates from the charter school community – perceived unequal access to all charter schools, and high performing charter schools in particular, to be a substantial concern requiring remediation by charter schools and authorizers.

SCCOE expressed concern about the percentages of BCS's enrolled students who are socio-economically disadvantaged, English Learners, and students with special needs, being smaller than their counterpart percentages at LASD. SCCOE also noted that through the years, it has consistently expressed concern about BCS's enrollment of socio-economically disadvantaged

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students, and the BCS administration has expressed a desire to serve a broader spectrum of students, including increasing enrollment of socio-economically disadvantaged students.

LASD and individual members of the local community have made a variety of allegations about the causes for the enrollment disparities. SCCOE has received anecdotal reports that, in the past, BCS employees have improperly informed potential families that BCS does not provide the full continuum of services to students with disabilities. There have been concerns with the manner in which BCS has marketed its requests for substantial financial donations and whether, even when specifically noting that donations are voluntary, the way the requests are conveyed to potential families implies that donations are required or that the children of families who cannot or will not donate may not be offered initial or continued enrollment at BCS.

SCCOE is also aware that BCS has attempted to counter these allegations, including through comparisons to the enrollment percentages at a number of individual LASD schools and disagreement over the significance of the disparities. BCS has also asserted that it has experienced substantial growth in enrollment of students with special needs in recent years. Additionally, in December 2019, BCS cooperated with the County and entered into a First Amended Memorandum of Understanding terminating the previous admission preference for residents of the former Bullis-Purissima Elementary School, which was a major source of concern relative to enrollment of socio-economically disadvantaged students.

Just as expressed in the February 2020 correspondence, while there is an unfortunate history of tension and disputes between LASD and BCS, rather than continuing to focus on those disagreements, SCCOE's goal is for BCS and SCCOE to work cooperatively with an emphasis on serving student needs, ensuring equal access, and stopping the cycle of allegations, counter-arguments and defenses that are not serving our students or community. SCCOE continues to want to provide assistance to BCS to create and implement an effective plan whereby BCS can increase its efforts and successes in enrolling a more diverse student population consistent with the letter and spirit of the law.

At that time, the County endeavored to initiate a cooperative and creative dialogue with BCS to develop an effective plan consistent with what we believe to be our shared desires and priorities of ensuring equal access and continuing BCS's strong educational program. The County requested that BCS develop a results-oriented plan, consistent with the revised provisions of the CSA. As SCCOE explained, we believed that this plan must include, but is not limited to, concrete means of increasing outreach efforts and the dissemination of information targeted at addressing any lingering misapprehensions about enrollment at BCS, including relative to donation expectations/requirements and assurances that BCS welcomes and serves all students, including by providing the full continuum of placements and services to students with special needs. As before, SCCOE stands ready to support BCS in the development and implementation of this plan.

We were pleased that BCS received SCCOE's correspondence in the manner in which it was intended, as an invitation to move forward in a strong, productive, and collaborative fashion to implement the mission of educating and serving all students and to alleviate any and all real or perceived disparities in the educational opportunities and services afforded by BCS. Notably, on

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March 4, 2020, BCS "warmly" accepted SCCOE's "forward-looking invitation to collaborate and develop a strong plan to educate and serve all students in our community." BCS expressed a desire to work with SCCOE "to develop an effective plan consistent with our shared desires and priorities of ensuring equal access and continuing BCS's strong educational program."

To be clear, SCCOE continues to believe that our mutual focus should be educating students, and SCCOE continues to look forward to working with BCS in furthering the statewide mandate to expand access to charter schools. That purpose and focus have not changed.

SCCOE recognizes that BCS objected to the County Board's May 5, 2021, agenda item whereby the County Board authorized the issuance of this Notice, and delegated authority to the County Superintendent or designee to send this Notice. (A response to BCS's specific objections is set forth below.) However, the CSA has been revised to include a finding that the charter school is demonstrably unlikely to successfully implement the program set forth in its charter because it is not serving all students who wish to attend as a separate cause for denying renewal of any charter school. That cause for denial is clearly and directly related to the concerns with access and diversity in BCS's enrollment that BCS itself previously agreed to work with SCCOE to correct. The CSA mandates specific procedures be followed when this is an issue or finding facing a charter school that could affect the renewal of the school's charter. The first step in that procedure is the issuance of at least 30 days' notice to the charter school, and the provision of a reasonable opportunity to cure the violation, including by creating and implementing a corrective action plan. Thus, this Notice, and the corresponding opportunity to cure and correct these concerns, are clearly and explicitly for BCS's benefit and provide BCS added protections and opportunity to resolve matters that could negatively impact BCS's request to have its Charter renewed.

Issuing notice pursuant to Section 47607(e) is a formal legal procedure mandated by law that directly relates to renewal or nonrenewal of BCS's renewal Charter. This Notice is consistent with SCCOE's prior clearly stated concerns and the need for BCS to remediate those concerns. As noted during the May 5 SCCOE public meeting, this Notice is not a decision to deny BCS's Charter. Rather, it is a clear statement and notice to BCS that this is an issue of serious concern that BCS is expected to rectify. This is entirely consistent with our February 2020 letter and invitation to BCS to work collaboratively to develop and implement meaningful changes necessary to ensure access and inclusivity at BCS. Once again, SCCOE hopes that BCS takes these matters seriously, and also understands and accepts that this Notice is a continuation of the opportunity for BCS to take significant steps to implement our shared priorities and the mandates of the CSA in collaboration with SCCOE.

II. FINDINGS

SCCOE hereby notifies BCS of evidence that BCS is not serving all students who wish to attend. This evidence constitutes cause for denying BCS's renewal if not remedied and affords BCS a reasonable opportunity to address these concerns. The CSA has always required that charters include a description of the means by which the charter school will achieve a balance of racial and

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ethnic pupils reflective of the general population of the school district in which they are located. As of July 1, 2020, the requirement has been expanded such that charter schools are to provide the means by which they will also achieve a balance of special education pupils and English learner pupils reflective of the district in which they operate. Moreover, the CSA includes a variety of other requirements and prohibitions mandating equal access and nondiscrimination in access to and ongoing enrollment at charter schools. Section 47607(d) and (e) make clear that equity in access and a charter school's success in ensuring this equity and that it enrolls and serves all students is fundamental and necessary to a determination whether to renew a charter school petition. Importantly, Section 47607(e) explicitly specifies that notwithstanding the multi-tiered approach to renewal decisions based on a particular charter school's performance on the California State Dashboard, any charter school, even those with the highest Dashboard performance, may be denied renewal if they are not serving all students who wish to attend. Consistent with these requirements of the CSA, SCCOE has been and continues to monitor BCS's enrollment and demographic data.

It appears that BCS has misconstrued the statutory language that a charter school "is not serving all students who wish to attend" in the context of this Notice. In a May 5, 2021, letter to SCCOE, BCS asserted that it "cannot serve all students and families who wish to attend" because it receives more applications than it has spaces, so must admit students on the basis of a public random drawing. The language that a charter school "is not serving all pupils who wish to attend" is taken directly from Section 47607(e) and does not refer to BCS's inability to enroll all applicants because of capacity considerations. In fact, the public random drawing process for selecting students when a charter school has more applicants than spaces is a fundamental legal requirement of the CSA. Clearly, this additional cause for nonrenewal is not directed at penalizing charter schools that are successful enough to have more applicants than spaces, which then follow the CSA's admissions lottery mandates. The fact that this is not what the statute means by "failing to serve all students who wish to attend" is also clear from the provisions of Section 47607(d) and (e) that link this finding to data about charter school enrollment patterns disaggregated by race, ethnicity, and pupil groups; other data from CDE; and substantial complaints that a charter school is not complying with the due process protections required to be provided prior to suspending, expelling, or otherwise involuntarily removing a student from attendance at a charter school.

Rather, this is the language that the Legislature used to refer to situations in which a charter school is not serving all demographic groups, including but not limited to historically underserved student groups and/or students based on their academic performance. As such, the fact that BCS cannot accommodate all applicants because it does not have space is not a defense to or a correction of the concerns detailed in this Notice. It is important to recognize, however, that BCS is able to seek approval of admissions preferences to be implemented in the public random drawing process that are designed to assist in remediating these concerns. Thus, despite being at capacity and unable accept all applicants, BCS can modify not only to its outreach and recruitment efforts, but also its public random drawing process to assist in these efforts.

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A. BCS Enrollment and Demographic Data.

At the commencement of the 2020-21 school year, SCCOE requested from the California Department of Education ("CDE") all the demographic data for the SCCOE-authorized charter schools in their last year of their charter term that Section 47607(d) specifies CDE will provide to charter school authorizers. CDE provided some demographic data for every charter school authorized by SCCOE, including BCS and all the charter schools that were not in the last year of their terms. Contrary to Section 47607(d), however, the data provided by CDE did not include all the information specified in that statute. Section 47605(d) specifies that CDE is to provide a variety of "aggregate data reflecting pupil enrollment patterns at the charter school" during the school's current term, and "cumulative data" is specifically defined as "the total number of pupils, disaggregated by race, ethnicity, and pupil subgroups, who enrolled in school at any time during the school year." The data provided by CDE was not disaggregated by race, ethnicity, or any other pupil group. Thus, while the data indicated some information about total enrollment, how many students left BCS at different times, and the respective CAASPP results for students who remained enrolled at BCS and those who left, it did not provide any information relevant to enrollment at BCS relative to race, ethnicity, or any other pupil group. As such the data provide by CDE at that time is not pertinent to SCCOE's consideration of whether BCS is serving all pupils who wish to attend or this Notice.

SCCOE has reviewed the verified CALPADS data on the demographic breakdown of the enrollment at BCS and at LASD, the school district in which BCS is located, for the period 2016-17 through 2020-21 (thereby including the last year of BCS's prior charter term through the first four of the five years of BCS's current charter term). The data is from census day data for each respective year, and CDE reports of this data can be found at the following link: https://dq.cde.ca.gov/dataquest/. This demographic data is summarized below. The percentage for each student group is listed first, with the actual number of students in each group listed below the percentage:

NUMBER AND PERCENTAGE OF TOTAL ENROLLMENT AT BCS AND LASD FOR 2017-2021

STUDENT GROUP	2016-17	2017-18	2018-19	2019-20	2020-21
BCS TOTAL ENROLLMENT	825	879	915	1,039	1,093
LASD TOTAL ENROLLMENT	4,527	4,403	4,246	3,999	3,576
BCS ENGLISH LEARNERS	10.9% 90	10.1% 89	4.5% 41	5.7% 59	6.7% 73
LASD ENGLISH LEARNERS	12.7% 575	13.1% 577	12.9% 548	11.1% 444	9.5% 337
BCS RECLASSIFIED FLUENT ENGLISH PROFICIENT	6.7% 55	9.0% 79	14.3% 131	14.0% 145	12.8% 140

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Student Group	2016-17	2017-18	2018-19	2019-20	2020-21
LASD Reclassified Fluent English Proficient	8.3% 374	9.3% 411	8.9% 380	10.6% 423	11.0% 392
BCS Students w/Disabilities	5.6% 46	6.9% 61	7.0% 64	6.7% 70	6.7% 73
LASD Students w/Disabilities	9.0% 407	8.7% 383	9.20% 391	9.50% 380	9.34% 334
BCS Socio-Economically Disadvantaged	0.8% 7	1.6% 14	1.2% 11	1.4% 15	1.7% 19
LASD Socio-Economically Disadvantaged	5.5% 249	6.2% 273	6.1% 259	6.0% 240	6.7% 240
BCS African American	1.2% 10	1.1% 10	1.0% 9	0.5% 5	0.4% 4
LASD African American	0.5% 23	0.5% 22	0.5% 21	0.6% 24	0.6% 20
BCS Asian	45.9% 379	47.0% 416	50.0% 460	52.0% 539	55.1% 602
LASD Asian	31.9% 1,444	33.6% 1,479	34.2% 1,452	34.4% 1,376	34.8% 1,246
BCS Hispanic	4.4% 36	4.2% 37	3.8% 35	3.9% 41	3.3% 36
LASD Hispanic	8.0% 362	7.6% 335	7.9% 335	8.0% 320	8.4% 300
BCS White	27.6% 228	25.8% 227	25.5% 233	22.5% 234	21.3% 233
LASD White	47.3% 2,141	45.4% 1,999	44.0% 1,868	43.2% 1,728	41.1% 1,470
BCS Two or More Races	17.5% 144	18.5% 163	18.3% 167	16.7% 174	15.4% 168
LASD Two or More Races	11.4% 516	11.7% 515	12.0% 510	12.4% 496	12.7% 453

SCCOE also reviewed the following information that BCS provided concerning the results of its public random admissions drawing for its kindergarten class of 2021-22 (which is reportedly the only grade level at which BCS experienced any meaningful new enrollment for 2021-22 due to BCS's capacity limits). BCS informed SCCOE that it had admitted 102 kindergarteners and provided the available demographic data for the 81 kindergarteners who had completed their registration as of the date that BCS provided the data.[3] (This means that more than 20 percent of

[3] At this time BCS has not provided SCCOE additional information for the remaining newly admitted kindergartens.

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the newly admitted kindergarteners are not accounted for by this data.) BCS did not have any information about how many of the incoming kindergarteners are socioeconomically disadvantaged because that determination is based on qualification for free and reduced price meals, which information is not gathered until the beginning of the school year. The demographic data for these 81 kindergarten students is summarized below.

DEMOGRAPHIC DATA FOR 81 OF 102 KINDERGARTEN STUDENTS ADMITTED FOR THE 2021-22 SCHOOL YEAR

STUDENT GROUP	# OF STUDENTS	PERCENTAGE OF 81 STUDENT KINDER ENROLLMENT
ASIAN	39	48.1%
WHITE	15	18.58%
TWO OR MORE RACES	29	35.8%
HISPANIC	5	6.2%
AFRICAN AMERICAN	0	0%
STUDENTS WITH DISABILITIES*	1*	1.2%*
POTENTIAL ENGLISH LEARNERS	35**	43.2%**

* This is the number of students who self-identified as having a current IEP, but this information is limited because incoming kindergarten students may have not yet been identified as qualifying for services pursuant to the Individuals with Disabilities Education Act ("IDEA").

** This is the number of students who have a home language survey indicating a language other than English, but do not have initial ELPAC test results confirming their status as English learners.

B. Analysis of Demographic Data

SCCOE staff that specializes in statistical analysis conducted statistical analyses of the above-described demographic data for the following four student groups: Hispanic students; students who are English learners; students who are socioeconomically disadvantaged; and students with disabilities. The specific results of these statistical analyses are attached as Exhibit 1 and can be summarized as follows:

- As of the 2020-21 academic year, the proportions of LASD's student body who are Hispanic, English learners, socioeconomically disadvantaged, and with disabilities are all statistically significantly higher than the proportions of the student body in those student groups at BCS

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- There is no meaningful difference in the proportion of Hispanic students enrolled at BCS from 2016-17 to 2020-21
- The proportion of English learners enrolled at BCS in 2020-21 is statistically significantly lower than the proportion enrolled in 2016/17
- The proportion of students who are socioeconomically disadvantaged enrolled at BCS in 2020-21 is statistically significantly higher than the proportion enrolled in 2016-17
- There is no meaningful difference in the proportion of students with disabilities enrolled at BCS from 2016-17 to 2020-21
- There is no meaningful difference in the proportion of Hispanic students enrolled at LASD from 2016-17 to 2020-21
- The proportion of English learners enrolled at LASD in 2020-21 is statistically significantly lower than the proportion enrolled in 2016/17
- The proportion of socioeconomically disadvantaged students enrolled at LASD in 2020-21 is statistically significantly higher than the proportion enrolled in 2016-17
- There is no meaningful difference in the proportion of students with disabilities enrolled at LASD from 2016-17 to 2020-21
- From 2016-17 to 2020-21, the proportions of English learners enrolled at BCS and at LASD both statistically significantly decreased; however, the rate of decline was twice as great for LASD, though in 2021, the proportion of English learners at LASD remains statistically significantly higher than the proportion enrolled at BCS
- From 2016-17 to 2020-21, the proportions of socioeconomically disadvantaged students enrolled at BCS and at LASD both statistically significantly increased
- From 2016-17 to 2020-21, both BCS and LASD observed no meaningful difference in the proportions of Hispanic and students with disabilities served

- From 2016-17 to 2020-21, the proportion of Hispanic students at both BCS and LASD did not change significantly; however, as of 2020-21, the proportion of students who are Hispanic is statistically, significantly higher at LASD than at BCS
- From 2016-17 to 2020-21, the proportion of students who are socioeconomically disadvantaged increased significantly at both BCS and LASD, and in 2020-21, the proportion of socioeconomically disadvantaged students enrolled is statistically, significantly higher at LASD than at BCS.

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- From 2016-17 to 2020-21, both BCS and LASD experienced a significant decrease in the proportion of English learner enrollment, and in 2020-21, the proportion of English learners at LASD is statistically, significantly higher than the proportion enrolled at BCS; however, the rate of decline from 2016-17 to 2020-21 in the number of English learners enrolled was twice as great for LASD

- From 2016-17 to 2020-21, the proportion of Students with Disabilities at both BCS and LASD did not change significantly; however, as of 2020-21, the proportion of Students with Disabilities is statistically, significantly higher at LASD than at BCS

Overall, it is clear that BCS is serving statistically significantly lower proportions of all four of these student groups than is LASD. While the proportion of Hispanic students and students with disabilities at BCS remained steady during this period, and the proportion of socioeconomically disadvantaged students at BCS increased significantly at the same time, in all three cases BCS continues to remain statistically significantly below LASD. Similarly, while the proportion of English learners enrolled at both LASD and BCS declined significantly, and the decline at LASD was two times greater than at BCS, nevertheless, BCS continues to serve a statistically significantly lower proportion of English learners than does LASD.

These statistics establish underrepresentation in all four student groups at BCS, evidencing that BCS continues to not serve all students who wish to attend BCS. BCS must address this concern, including the creation and implementation of a corrective action plan that will result in increasing the proportions of the BCS student body who are members of each of these student groups. Any such plan must also build in means by which BCS will continue to monitor its successes and, if necessary, pivot and enhance its methods to make real progress.

C. BCS's Efforts to Increase Enrollment Access and Diversity

As noted above, BCS readily agreed to SCCOE's request to develop a results-oriented plan to increase equity in access and inclusivity at BCS. BCS also indicated that it has been working on that goal for several years. On March 5, 2021, in response to SCCOE's request for information, Superintendent Israel provided SCCOE with BCS's revised outreach plan, including details on additional steps that BCS planned to take. Ms. Israel also provided examples from BCS's outreach efforts, including a document entitled "Tips for Inviting Friends and Neighbors to Consider BCS;" "revised FAQ" (SCCOE is unsure whether this was newly revised or if it was used during the most recent open enrollment period); and some examples of advertising efforts. Those documents are attached as Exhibit 2.

While the documents speak for themselves, and we will not attempt to summarize all of the information contained therein, we will note a few highlights. BCS established a new Superintendent's Task Force, comprised of representatives from the BCS administration, staff Board, and Bullis Boosters Club (PTO) "focused on improving outreach to students and families who were underserved by [BCS] in the past." BCS, with the Task Force, developed a new campaign with a focus on welcoming students/families from across the community, including students with socioeconomic disadvantages, English learners, students with disabilities, and

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students of all races and ethnic backgrounds. BCS reported that the campaign strengthened BCS's outreach in key areas, including the San Antonio neighborhood (north of El Camino Real). BCS made the following "three major additions" to its outreach efforts:

- Recruiting current families and staff as Parent Ambassadors and providing them support with coaching and information resources. Materials were developed in English, Spanish, and Mandarin

- Hiring a part-time Community Outreach Coordinator, who has focused on expanding BCS's contact lists with programs/organizations that might be a source of new students; engaging new and potential parents through social media and parent chat rooms; and discussing volunteer opportunities for current families to build long-term connections between BCS and other programs and networks in the community

- Updating all resources (including print, online, and in social media) to reflect the children and families of BCS's community

BCS also explained that the COVID-19 pandemic impacted and limited some of its planned outreach efforts, particularly in-person outreach efforts. BCS pivoted to online efforts in light of the impacts of COVID-19 and plans to conduct more in-person outreach as public health restrictions allow.

Over the course of the last year, BCS has also had a number of conversations and virtual meetings with SCCOE Charter Schools Department Staff to discuss plans and means of increasing the effectiveness of its outreach efforts in recruiting students from the underrepresented student groups. While SCCOE believes that those conversations have been valuable, SCCOE notes that BCS declined to take SCCOE's strongest suggestion for making change, which was, prior to BCS's open enrollment period for the 2021-22 school year, seeking to add an enrollment preference for students who qualify for free or reduced price meals.

SCCOE acknowledges these efforts by BCS but believes that they are inadequate without more to result in the necessary progress in diversifying BCS's enrollment.

III. REMEDIAL/CORRECTIVE ACTION

Based on the substantial issues and concerns described above, SCCOE is issuing this Notice supporting a determination that BCS is demonstrably unlikely to successfully implement its program because it is not serving all pupils who wish to attend, and as a general notice of concern about the need to correct the fact that the Hispanic, students with disabilities, English learner, and socioeconomically disadvantaged student groups are underrepresented at BCS. Consistent with Section 47607(e), BCS is being provided a reasonable opportunity to cure the concerns identified in this Notice, including providing a corrective action plan.

BCS must determine how it will resolve the concerns, including the development, submission, and implementation of a corrective action plan, which should also include details and explanations of

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how the proposal(s) will cure the concern(s). Equity, inclusion, and diversity are complex issues, and determining the most effective means of resolving these concerns is complicated. As such, SCCOE expects that BCS will engage the services of a professional expert(s) to assist in the development of BCS's corrective action plan, based on the specific facts and circumstances. As noted above, BCS has undertaken some efforts and measures to attempt to remediate these issues, and SCCOE has worked to provide suggestions and insights, but the services of experts on these complex questions is important to the likelihood of success. SCCOE continues to be ready to collaborate and support BCS in these efforts, and anticipates that the plan and BCS's response will include, at a minimum, the following, though this is not intended to be and should not be interpreted as the scope of what is required in order for BCS to cure and correct these concerns:

1. Engagement or retention of outside professional experts to assist BCS, including the Superintendent's Task Force, in developing plans and creating change to diversify BCS's applicant pool and enrollment

2. Addition of admissions preference(s) for students who reside within the attendance areas of the Santa Rita and Almond Elementary schools and/or students in other underrepresented student groups as permitted by law

3. Specific strategies to proactively overcome any perceptions that may exist that BCS does not welcome/serve all students with disabilities or provide the full continuum of placements and services and/or that monetary donations are required or expected

Additionally, below are a variety of concepts for BCS's consideration in consultation with its professional expert to determine if they would be effective components of BCS's overall plan:.

1. Modification/limitation of existing admissions preferences

2. Simplify and provide assistance in understanding and completing the application process, including through information and application assistance meetings at times and locations convenient to the underrepresented communities and in multiple languages. Assist families to complete applications and paperwork required for enrollment after admission

3. Make hardcopies of applications and informational materials available at BCS, at each informational meeting, and at other locations throughout the community

4. Consider the word choice in FAQ and advertisements to ensure that it is accessible, clear, understandable, and welcoming

5. Consistently refer to the school and all of its programs as "free," rather than "tuition free," which may be clearer and cannot be misinterpreted to mean that there are costs aside from tuition

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6. Reintroduce BCS's summer kindergarten prep program for socioeconomically disadvantaged children and/or other programs that will engage the underrepresented student groups

7. Publicize more detailed information about how BCS provides the full continuum of placements and services for students with special needs

8. Implement school and community programs that celebrate diversity

9. Train staff members, volunteers, and parents who organize activities, run the Booster Club, seek donations, etc., on the requirements and prohibitions of the free schools guarantee and Education Code Section 49010 et seq. and prohibit any communications implying that donations or volunteerism are required or have any impact on a student's initial or continued enrollment or participation at BCS.

This is not intended to be a comprehensive list of actions that BCS should consider or implement but is provided as a resource to assist and support BCS in this process.

IV. RESPONSE TO MAY 5, 2021, CORRESPONDENCE FROM BCS

On May 5, 2021, BCS Superintendent Israel sent correspondence to the SCCOE opposing the County Board's authorization of the issuance of this Notice and delegation of the authority to the County Superintendent or designee to send this Notice, which was included on the agenda for that evening. SCCOE wants to take this opportunity to respond briefly to several assertions made by BCS in that correspondence. As an initial matter, SCCOE wants to note that contrary to the statement in the letter that this item came as a complete surprise to BCS, on April 22, 2021, SCCOE Charter Schools Department Director Fairley specifically mentioned to Ms. Israel the possibility of SCCOE issuing this notice, at which time Ms. Israel expressed no objection to such a course of action. BCS's apparent misunderstanding of the phrase "not serving all students who wish to attend" in the context of Section 47605(d) and (e) and this Notice is addressed above.

A. This Notice is Not Statutorily Premature

BCS incorrectly asserts that this Notice can only be based on data provided by the CDE "at the conclusion of the year immediately preceding the final year of the charter school's term." While it is true that Section 47607(d)(1) provides that at that point in the charter term SCCOE may request from CDE data about the students being served by BCS, this Notice is not limited only to that data or that timeline. Section 47607, subdivision (d)(1) makes the request for that data discretionary on the part of the charter authorizer; subdivision (d)(2) mandates that the chartering authority consider various data about whom the charter school is serving and how; and subdivision (d)(3) specifies that, as part of determining whether to renew a charter, the chartering authority "may make a finding that the charter school is not serving all pupils who wish to attend and, upon making such a finding, specifically identify the evidence supporting the finding." The data a chartering agency is required to review pursuant to subdivision (d)(2) is *not* limited only to the data that may

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Documentary Record 000670

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be requested pursuant to Section 47607(d)(1), but also *any* data that may be provided by CDE and substantial complaints that the charter did not comply with the requirements of Section 47605(c)(5)(J). Moreover, subdivision (d)(3) specifies that the chartering authority must identify the evidence on which it relies in making this finding but includes no limitation on the source(s) of that evidence. There are no time parameters on the data or evidence that may be considered, nor any time limit on when the chartering entity may consider the data. Similarly, Section 47607(e), which provides specific authority to deny renewal if the charter school is not serving all pupils who wish to attend and provides for the provision of notice and an opportunity for the charter school to correct this concern, does not include any time restrictions on when this process can be commenced, other than a minimum notice period of 30 days.

BCS argues that by providing this Notice prior to the end of the penultimate year of its current Charter term – thus farther in advance of BCS's request for renewal – SCCOE is "tainting what should be a fair renewal process, in violation of BCS' right to due process." While BCS does not explain precisely what it means by such claims, SCCOE disagrees. Due process is fundamentally notice and an opportunity to be heard. Rather than "tainting" or diminishing BCS's due process rights relative to renewal, by providing this Notice at an earlier time, SCCOE is expanding BCS's due process protections by providing extra notice and an additional opportunity to be heard and to remediate the issues raised herein. Having the County Board authorize issuance of the Notice in May 2021 rather than July 2021 in no way taints BCS's renewal procedures. As specified in Section 47607, and noted during the May 5, 2021, meeting, this Notice is not a decision to deny renewal of BCS's Charter. Rather, it is notice of concerns that could impact BCS's renewal, and it is being issued now in order to afford BCS as much time and opportunity as possible to respond to those concerns, including the development and implementation of a corrective action plan. Delaying the issuance of this Notice would not provide BCS any additional due process protections.

B. BCS Has Not Exceeded the Applicable Legal Requirements

SCCOE has not conflated "the obligation to admit all students" with the requirement that BCS describe the means by which it will achieve a pupil balance reflective of the population of LASD. While it is true that BCS is required to admit all students subject to capacity, the concern at issue in this Notice is that BCS is not *serving* all students who wish to attend. Again, this is not a question simply of BCS being unable to admit all students because there are more applicants than spaces, but, rather, that BCS is not serving an appropriate mix of students, specifically the underrepresented student groups identified above. The CSA requires charter schools to describe the means by which they will achieve a balance of pupils reflective of the district in which they are located. This pupil balance is inextricably linked with consideration of whether BCS is serving all pupils.

Contrary to BCS's assertion, BCS has not "exceeded" the requirements of the CSA because its Charter describes its "Outreach Recruitment Plan." This Outreach Recruitment Plan is a mandatory Charter element and simply including it does not "exceed" the legal requirements, but, rather, at most would constitute compliance with the CSA's requirements. Moreover, the CSA's requirement is that the Charter describe "[t]he *means* by which the charter school will *achieve* a

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balance of" pupils. (§ 47605(c)(5)(G), emphasis added.) BCS has *not* achieved the requisite pupil balance, so its Outreach Recruitment Plan has not yet been successful. It is incumbent on BCS to make changes to its plans and operations to improve those outcomes.

SCCOE also notes that BCS attempted to rely upon a portion of a sentence taken out of context from a communication issued by SCCOE in 2012, almost a decade ago, as proof in opposition to the serious concerns described herein. As noted, BCS has taken the sentence out of context and has implied that it was a far broader statement than was the case. Moreover, the CSA has been substantially and repeatedly revised since that 2012 communication, including regarding both charter schools' obligations relative to diversity in enrollment, specifically including for students with special needs, and the causes for nonrenewal of a charter, including for failure to serve all students who wish to attend.

C. BCS's Demographics

The demographic data is detailed above and will not be repeated here. However, SCCOE notes that it disagrees with BCS's description of the import of that data in its May 5, 2021, letter, and the above-described data evidences SCCOE's position. SCCOE agrees with BCS that continued engagement between SCCOE and BCS on diversity, access to enrollment, and actual enrollment at BCS is important. This Notice is neither superficial nor outside of the statutory parameters, and it is not intended as a source of contention between BCS and SCCOE. Rather, this Notice is an extension of the myriad prior communications between BCS and SCCOE about this important topic and the necessity of increasing diversity and access to BCS, to which BCS has been receptive. SCCOE has long made clear to BCS that these are vitally important issues, made even more so by the revisions to the CSA and the addition of failure to serve all pupils who desire to attend as a cause for denying charter renewal. The purpose and intent of this Notice is to comply with the procedural requirements of the CSA, and to provide BCS substantial notice and a meaningful and reasonable opportunity to remediate these concerns. As BCS is aware, these issues are not susceptible to quick or easy cures, which is why SCCOE has long been working with BCS on these matters and has now also afforded BCS the procedures and protections specified in the CSA.

V. CONCLUSION

In compliance with SCCOE's expectations in response to this notice of concern, and in accordance with Section 47607(e), please submit BCS's response, including its corrective action plan, **by the earlier of (1) the date of submission of BCS's renewal charter petition or (2) six weeks before commencement of BCS's open enrollment period for the 2022-23 school year**. This affords BCS a reasonable opportunity to cure and to commence implementation of the corrective action plan prior to open enrollment for the next school year and provides SCCOE an opportunity to evaluate and, if necessary, work with BCS on its corrective action plan prior to any action on a BCS renewal Charter. SCCOE encourages BCS to commence curing and correcting and providing responsive information to and discussing its plans with SCCOE as quickly as possible. As always,

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SCCOE stands ready to collaborate with BCS and provide support and assistance to BCS's efforts to increase equity and access in its applicant pool and enrollment.

SCCOE looks forward to BCS's response to the concerns identified in this Notice. Should you have any questions regarding the foregoing, please do not hesitate to contact me or Director Fairley.

Very truly yours,

DocuSigned by:
Dr. Mary Ann Dewan
72890FED1F52493...

Mary Ann Dewan, Ph.D.
County Superintendent

Attachments

cc: Santa Clara County Board of Education
Mefula Fairley, Director
Davina Harden, Esq.

Documentary Record 000673

Table 1. Percent Change in Bullis Charter School Enrollment for Select Student Groups (2016/17 to 2020/21)

	2016/17 Count	2020/21 Count	Difference	Percent Change	2016/17 Percent	2020/21 Percent	Z Score	p-value	Decision	Notes
Student Group										
Hispanic/Latino Students	36	36	0	0.0%	4.4%	3.3%	1.2517	0.10565	Not Significant	No significant difference in the proportion of Hispanic students enrolled at Bullis Charter School from 2016/17 to 2020/21.
Students who are English Learners	90	73	-17	-18.9%	10.9%	6.7%	3.2643	0.00056	Signficant	The proportion of English learners enrolled at Bullis Charter School in 2020/21 is significantly lower than the proportion enrolled in 2016/17.
Students who are Socioeconomically Disadvantaged	7	19	12	171.4%	0.8%	1.7%	1.7144	0.04363	Signficant	The proportion of socioeconomically disadvantaged students enrolled at Bullis Charter School in 2020/21 is significantly higher than the proportion enrolled in 2016/17.
Students with Disabilities	46	73	27	58.7%	5.6%	6.7%	0.0987	0.161109	Not Signficant	No significant difference in the proportion of students with disabilities enrolled at Bullis Charter School from 2016/17 to 2020/21.
Total Enrollment	825	1,093	268	32.5%	NA	NA	NA	NA	NA	

Notes: Z-Score proportion difference tests are one-tailed with *a priori* alpha level set at 0.05.

Table 2. Comparison of Bullis Charter School (BCS) and Los Altos School District (LASD) Student Enrollment for Select Student Groups (2020/21)

	BCS	LASD	Z Score	p-value	Decision	Notes
Student Group						
Hispanic/Latino Students	3.3%	8.4%	5.7063	<0.00001	Significant	The proportion of Hispanic students enrolled at LASD in 2020/21 is significantly higher than the proportion enrolled at BCS.
Students who are English Learners	6.7%	9.4%	2.7621	0.00578	Significant	The proportion of English learners enrolled at LASD in 2020/21 is significantly higher than the proportion enrolled at BCS.
Students who are Socioeconomically Disadvantaged	1.7%	6.7%	6.3296	<0.00001	Significant	The proportion of socioeconomically disadvantaged students enrolled at LASD in 2020/21 is significantly higher than the proportion enrolled at BCS.
Students with Disabilities	6.7%	9.3%	2.6704	0.00758	Significant	The proportion of students with disabilities enrolled at LASD in 2020/21 is significantly higher than the proportion enrolled at BCS.
Total Enrollment (Count)	1,093	3,576	NA	NA	NA	

Notes: Z-Score proportion difference tests are two-tailed with *a priori* alpha level set at 0.05.

Table 3. Percent Change in Los Altos Elementary School District Enrollment for Select Student Groups (2016/17 to 2020/21)

	2016/17 Count	2020/21 Count	Difference	Percent Change	2016/17 Percent	2020/21 Percent	Z Score	p-value	Decision	Notes
Student Group										
Hispanic/Latino Students	362	300	-62	-17.1%	8.0%	8.4%	0.6525	0.25785	Not Signficant	No significant difference in the proportion of Hispanic students enrolled at Los Altos Elementary School District from 2016/17 to 2020/21.
Students who are English Learners	575	336	-239	-41.6%	12.7%	9.4%	4.6692	<.00001	Significant	The proportion of English learners enrolled at Los Altos Elementary School District in 2020/21 is significantly lower than the proportion enrolled in 2016/17.
Students who are Socioeconomically Disadvantaged	249	240	-9	-3.6%	5.5%	6.7%	2.2533	0.0122	Significant	The proportion of socioeconomically disadvantaged students enrolled at Los Altos Elementary School District in 2020/21 is significantly higher than the proportion enrolled in 2016/17.
Students with Disabilities	407	334	-73	-17.9%	9.0%	9.3%	0.4655	0.31918	Not Significant	No significant difference in the proportion of students with disabilities enrolled at Los Altos Elementary School District from 2016/17 to 2020/21.
Total Enrollment	4,527	3,576	-951	-21.0%	NA	NA	NA	NA	NA	

Notes: Z-Score proportion difference tests are one-tailed with *a priori* alpha level set at 0.05.

Takeaways

As of the 2020/21 academic year the proportions of Los Altos Elementary School District's student body that are Hispanic, English learners, socioeconomically disdadvantaged, and with disabilities are all significantly higher than those of Bullis Charter School.

From 2016/17 to 2020/21, Bullis Charter School observed a significant increase in the proportions of its student body that are English learners and socioeconomically disadvantaged.

From 2016/17 to 2020/21, no meaningful differences were observed in the proportions of Bullis Charter School's student body that are Hispanic and with disabilities.

From 2016/17 to 2020/21, the number of Hispanic students, socioeconomically disadvantaged students, and students with disabilities enrolled in Los Altos Elementary School District declined while the numbers stayed the same (for Hispanics) or increased (for socioeconomically disadvantaged students and students with disabilities) at Bullis Charter School.

From 2016/17 to 2020/21, both Los Altos Elementary School District and Bullis Charter School observed a decrease in English learner enrollment, however, the rate of decline was 2x greater for Los Altos Elementary School District.

Documentary Record 000674

Expanding BCS Enrollment Outreach for 2021-22 and Beyond

For several years, BCS has dedicated time and energy to reaching and welcoming all families to our school. Some of our most significant efforts in past years included:

- The BCS Stretch to Kindergarten program, in partnership with the Family Engagement Institute (FEI) at Foothill College. This six-week, tuition-free summer program helped children from low-income families, many of whom had not attended preK, adapt to an academic setting.
- The Bullis Boosters Camp, a free, week-long language arts and science engineering day camp for incoming 2nd-6th graders from Los Altos and Mountain View.
- An effort to launch a new Bullis Mountain View school. While the effort did not come to fruition, we learned important lessons about the needs and interests of our neighboring community.

More recently, in collaboration with the Santa Clara County Office of Education, we have worked to expand and strengthen our efforts to ensure equity in access and diversity in enrollment. In April 2020, we created a new Superintendent's Task Force focused on improving outreach to students and families who were underserved by our school in the past. Our Task Force, which included representatives from the BCS administration and staff, Board, and our Bullis Boosters Club (PTO), meets monthly to discuss strategies and plans.

With the help of the Task Force, we developed a new campaign focused on attracting and welcoming new students and families across our community, including students of all races and ethnic backgrounds, English Learners, students with disabilities, and students with socioeconomic disadvantages.

We encourage all families to consider BCS, and this campaign has strengthened our outreach in key areas, including the San Antonio neighborhood (north of El Camino Real), and emphasizes several key strategies, including:

- Direct parent-to-parent and teacher-to-parent engagement.
    - Recruiting new BCS K3 parents.
    - Engaging BCS teachers living in the San Antonio neighborhood.
- Local information events, including asking apartment complex managers if we can host events for their residents.
- Developing key messages for parents to share on social media.

Our messages -- for all families -- highlight several key points:

- BCS is an excellent public school, open to all students and families,
- Individualized learning experiences help each child, and
- Great teachers and a highly engaged community build success.

Documentary Record 000675

Messengers are as important as messages, and this campaign encourages current parents to engage directly with other families and share how their children are thriving at BCS. Parents network with new families through:

- Faith communities, children's' sports, and community organizations,
- Child care or preschool programs their children attended,
- Block parties and neighborhood events, and
- Social media.

We recruit current parents and teachers:

- Primarily K-3 and new parents, including through survey and focus groups on their onboarding experiences.
- Parents and teachers who speak other languages (Spanish, Mandarin)
    - We also provide informational materials in Spanish and Mandarin.
- Coach parents and teachers on key messages and outreach strategies.

Communities for expanded outreach:

- Key streets in the San Antonio neighborhood include Del Medio Ave, Monroe Drive, Miller Ave, California St, Fayette Drive, San Antonio Circle
- Apartment complexes in the area include:
    - Fayette Town House, 2675 Fayette Drive
    - Palo Alto Plaza, 541 Del Medio Ave
    - Fayette Arms Apartments, 2680 Fayette Drive
    - Domus on the Boulevard, 2650 W El Camino Real
    - Franciscan Apartments, 439 Del Medio Ave
    - Camille Apartments, 2645 California Street
    - Del Medio Manor Apartments, 141 Del Medio Ave
    - Del Medio Park Apartments, 2700 Del Medio Court
    - Del Medio Gardens, 250 Del Medio Ave
    - Kentfield Apartments, 2650 California Street
    - California Apartments, 2320/2326 California Street

In our initial Task Force meetings, we discussed opportunities for providing in-person presentations in small neighborhood settings, including apartment complexes, preschool programs, churches, temples, and other community centers. As the COVID-19 pandemic grew, we revised plans to focus more on sharing information through social media and other distanced communications, in addition to advertising in local publications, and sharing flyers and information in high-traffic areas such as supermarkets, restaurants, and apartment complexes.

These communications encouraged families to participate in the three virtual Information Nights we held in November, December, and January -- and hundreds of parents participated in those events. We also contacted Los Altos School District leadership to ask if we could participate in their annual Parent Information Nights.

Documentary Record 000676

Whether face-to-face or digitally, we decided to make three major additions to our previous outreach efforts:

- Recruiting current BCS families (and staff) as Parent Ambassadors and supporting them with coaching and information resources. We developed materials (in English, Spanish, and Mandarin) to help our Parent Ambassadors engage with new families, share their experiences with BCS, and respond to questions or concerns.

- Hiring a part-time Community Outreach Coordinator, who has focused on
    - Expanding our contact list (preschools, churches, etc.) and reaching out directly to staff at those programs, encourage them to share information about BCS and our Open Enrollment Information Nights with their families. Our Coordinator found more than 40 new programs and organizations, and more than 15 of them agreed to share BCS flyers and information with their families.
    - Engaging new and potential parents directly through social media and online parent chat rooms (examples attached.)
    - Discussing volunteer opportunities for current BCS families that can help build more long-term connections between our school and other programs and networks in our community.

- Updating all resources -- print, online, social media, etc -- to reflect the children and families of our community.

Goals and evaluation:

- Reach more students and families who have been under-represented at BCS, and move toward a balance of English Learners, students with disabilities, and students of diverse race and ethnicity that is more reflective of the general population in the Los Altos School District.
- At the start of the 2021-22 school year, ask new families how they learned about BCS -- to evaluate how our new strategies worked.
    - Also ask for their advice on encouraging other new families to consider BCS for the 2022-23 school year.

Additional Steps to Strengthen Enrollment Outreach

- As public health conditions improve, we will conduct more in-person outreach activities, including Kickoff to Kinder events for teachers and families in local preschools, family child care programs, and other community centers. These events will help families prepare for their children's transition to kindergarten, and highlight BCS as one of their neighborhood options.

Attachments:

- *Tips for Connecting New Families to BCS (in English - also shared in Spanish, Mandarin)*
- *BCS FAQ for New Families (revised, in English - also shared in Spanish, Mandarin)*
- *Examples of BCS advertisements, flyers, social media*

Documentary Record 000677

BULLIS charter school
A CALIFORNIA K – 8 PUBLIC SCHOOL

Tips for Inviting Friends and Neighbors to Consider BCS

- Tell them your story. When did your family begin at BCS? What do you -- and your children -- like most about the school?

- Emphasize important facts all families should know about BCS.
    - BCS is an excellent **public** school, open to all students and families.
    - Teachers work with students and families to develop individualized learning goals. This helps each child take responsibility for their learning, and achieve their full potential.
    - One thing that helps BCS succeed is families who are active and engaged, and we'd like you to join us!

- Think about different ways to share your messages about BCS, especially since COVID-19 makes it harder to connect in person.
    - Email your neighbors who have children starting kindergarten next year.
    - Share messages about BCS and your family on Facebook, NextDoor, WeChat and other social media networks -- and encourage your neighbors to ask questions. (If they have questions you can't answer, send them to info@bullischarterschool.com)
    - Here's a sample email/text you can edit to include your family's experience:
      I know your kids are almost ready for school, and I wanted to tell you about our experience with Bullis Charter School. We've been at BCS for three years, it's great! The kids love all the creative activities and projects. The teachers are wonderful, and we've made a lot of new friends in the BCS community. BCS is a public school, and open to all students. Can you join us for an upcoming parent information event?

- If you live in an apartment building, ask the managers if we can share flyers about upcoming parent information events at BCS.

Documentary Record 000678

BULLIS charter school
A CALIFORNIA K – 8 PUBLIC SCHOOL

Frequently Asked Questions about Bullis Charter School (BCS)

(Revised)

Is BCS a public school?

Yes. BCS is a K-8 public school founded in 2003, with a charter authorized by the Santa Clara County Board of Education (SCCBOE). BCS offers a collaborative, experiential learning environment that emphasizes individual student growth, educational innovation, and a global perspective. BCS has earned numerous awards and has been recognized as a California Distinguished School, a National Blue Ribbon School, and a California Gold Ribbon School.

Can all children attend BCS?

BCS is a public school open to any K-8 student in California who would like to attend. Preference is given to students who reside in the Los Altos School District.

BCS is committed to meeting the needs of all students regardless of ability level or learning needs, including but not limited to: Special Education, Gifted & Talented, and English Language Learners. Our collaborative, experiential learning environment and our emphasis on individual student growth make BCS a great fit for all kinds of learners.

What makes BCS unique?

BCS offers many resources and opportunities and uses an individualized approach to inspire children to reach beyond themselves and achieve their full potential. We provide students with an innovative, empowering, rigorous and well-rounded learning environment that includes free extra-curricular courses, foreign language starting in kindergarten, and classes in drama, art, dance, music and physical education, taught by professional instructors.

Teachers work with each student and family to develop Focused Learning Goals based on the student's unique needs and interests. We create these goals every year, starting in kindergarten, and celebrate progress toward the goals every month. Goals include academic achievements as well as social and organizational skills, and help each student take responsibility for their learning and development.

Academic excellence and social and emotional growth are cornerstones of BCS, and we provide rich, deep learning experiences that nurture the whole child. We emphasize experiential and project-based learning so our students learn to think critically, work collaboratively, empathize, problem-solve, and communicate more effectively.

Documentary Record 000679

BCS provides an integrated curriculum, which fosters deeper learning by students studying topics across curriculum areas. In addition, our K-8 model allows students to mentor and collaborate with students of other grades, and helps educators know students well and nurture their long-term growth.

How does BCS support students who are English Language Learners?

Our support for each student begins with the understanding that learning is personal. BCS is committed to meeting students where they are, academically, socially, developmentally, and supporting their positive growth. For English Language Learners, that includes developing Focused Learning Goals with each student and family around specific areas of language development.

BCS provides specialized instruction in English in contextually rich small group settings. The goal is to facilitate English language acquisition that will allow each student to compare academically 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.

How does BCS support students with special needs or learning differences?

The BCS model was designed to meet the needs of students across a spectrum of learning styles and help every child reach their full potential. This includes individualized support, an inclusive setting, and teachers and specialists with experience helping students with a variety of special needs, including dyslexia and other learning differences, ADHD, autism, and many others.

BCS also provides many different opportunities for each student to build on their strengths and assets, including through art, drama, music, physical education and free extracurriculars. For more information about how we support every student and learning style, visit http://www.bullischarterschool.com/personalized_learning/

Why is BCS a K-8 school?

Our K-8 model enables students to work with students of other grades and mentor each other. The K-8 structure also provides for more real world learning experiences, and helps students learn and grow with a community of teachers and administrators over multiple years.

How has BCS adjusted to distance learning and social distancing?

BCS moved quickly in March 2020 to ensure that all students were able to continue learning when in-person learning was suspended. We've made free devices available to every student who needs one, and our distance learning and activities were very successful. Our staff has conducted surveys with students, parents, and teachers to ensure that we learn from this experience and continue to improve.

Documentary Record 000680

How does the registration process work? Why is there a lottery?

Each year, there are more students interested in BCS than we can enroll. So we hold a random drawing (a lottery) to determine which students will be admitted to BCS, and the order of students on the waiting list. The lottery is open to the public, and there is no fee to register, since BCS is a public school.

The Santa Clara County Board of Education has authorized BCS to give enrollment preference to students based on the following order:
1) Siblings of current BCS students who reside in the Los Altos School District;
2) Children of BCS staff members who reside in the Los Altos School District;
3) Children who reside in the Los Altos School District;
4) Siblings of current BCS students who reside outside the Los Altos School District;
5) Children of BCS staff members who reside outside the Los Altos School District;
6) All other applicants who reside in California.

BCS **does not discriminate or give preference** based on actual or perceived disability, English language proficiency, race or ethnicity, nationality, or any other protected characteristic. For more details about our enrollment process and preferences, please visit our BCS website.

How do you ensure that the lottery is fair?

In addition to the SCCOE-approved preferences, we use SchoolMint software to ensure that the lottery is run fairly, and to minimize any chance of human error. Thousands of public charter schools and school districts around the country use this software.

How many spaces are there each year? What are my child's chances?

The chances vary depending on how many families apply, and how many spaces we have available. Most new families apply for Kindergarten or Transitional Kindergarten (TK). Last year, for example, 382 families requested a space in TK/Kindergarten, and we had 134 spaces available.

Are there required contributions or donations?

No. BCS is a public school, and there is no tuition or required fees or donations.

We encourage all families to help support the BCS community by volunteering time, energy and ideas through the Bullis Boosters Club, and we are proud that the majority of BCS families make voluntary contributions to our BCS Foundation.

Documentary Record 000681

Do you have a preschool or preK program?

Not at this time. BCS does offer Transitional Kindergarten (TK), which is designed to be a bridge between preschool and kindergarten for four-year-olds who will turn five between Sept 2nd and Dec 2nd. TK students will be placed in Kindergarten classrooms as appropriate, but they will follow a modified curriculum that will be supported by their Focused Learning Goals.

Why is BCS a charter school?

Charter schools have freedom to be more innovative while being held accountable for advancing student achievement. BCS's founders chose the charter school model because of a deeply held belief not only that schools should be accountable for student learning, but also that infusing a school with entrepreneurial spirit would result in ongoing measurable improvements. As a public charter school, BCS is free to innovate and implement new programs and teaching methods in order to provide the best education possible for our students.

Documentary Record 000682

BCS 2020-2021 Enrollment Outreach - Advertising Examples



Alianza, November 2020



Alianza, December 2020



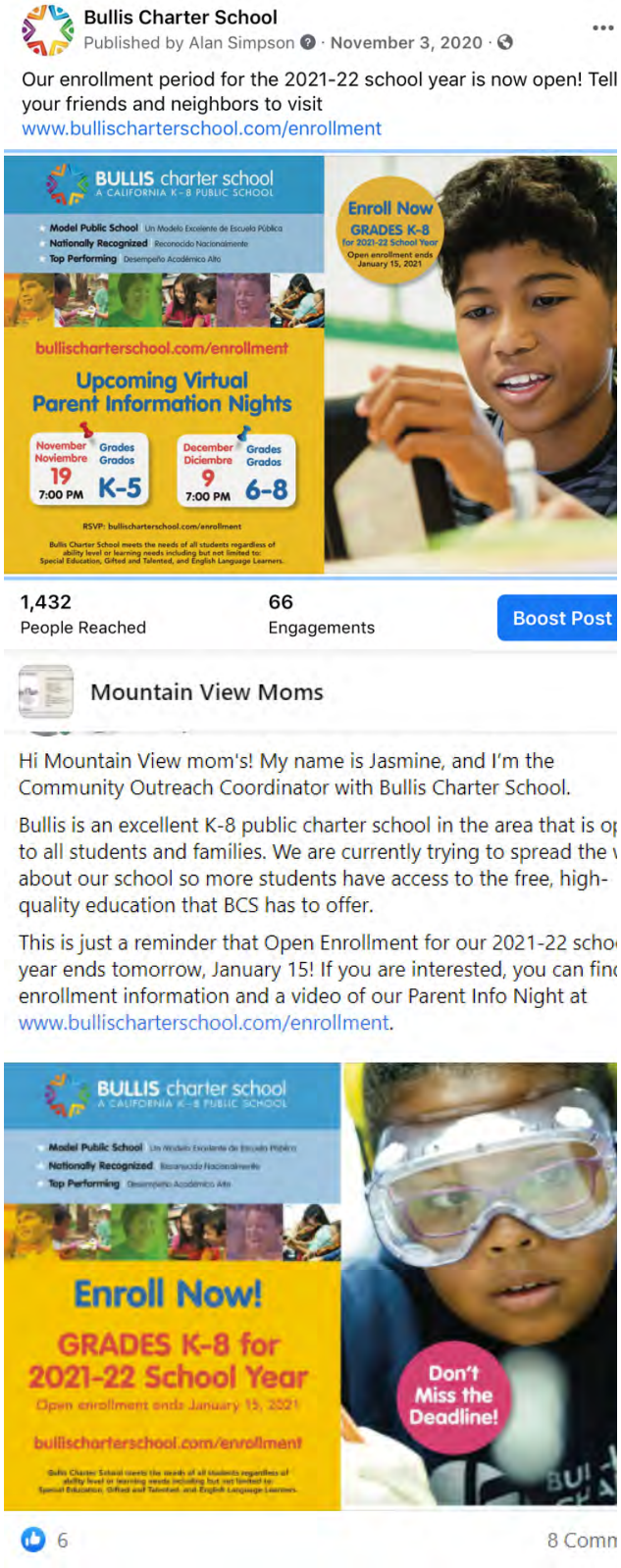
Mountain View Voice, November 2020

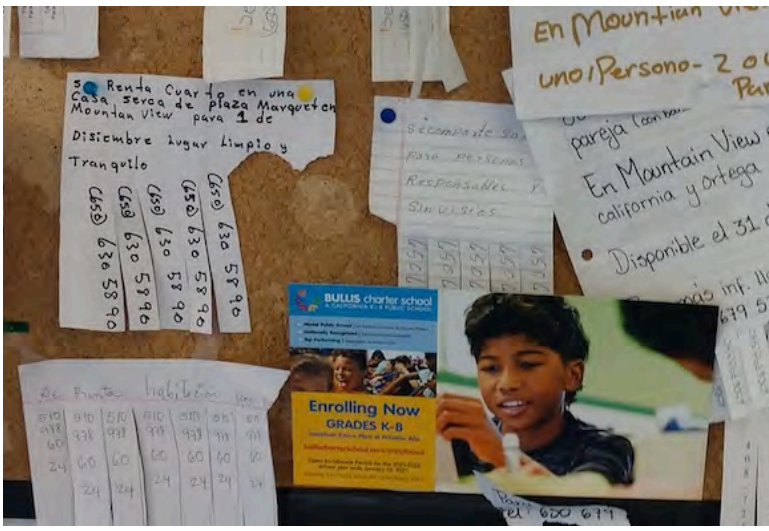


Los Altos Town Crier, November 2020

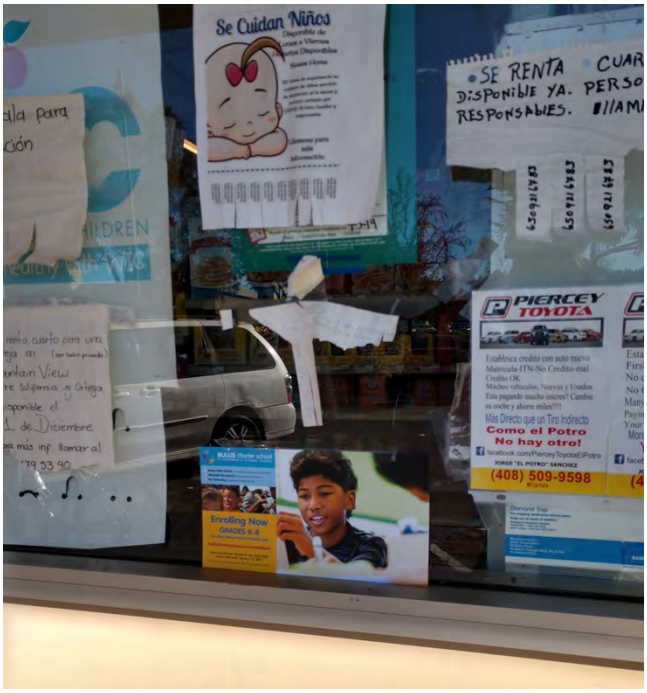
Documentary Record 000683

Examples of BCS Enrollment Outreach - Social Media and Flyers





Launderland, California Street, Mt. View



Joya Supermarket, California St, Mt. View

Documentary Record 000684

EXHIBIT 2

Bullis Responses to Notification and Accompanying Documents

Documentary Record 000685

BULLIS CHARTER SCHOOL
102 West Portola Avenue
Los Altos, CA 94022
Tel 650.947.4100Fax
650.947.4989
www.bullischarterschool.com

BULLIS
charter school
A CALIFORNIA
K - 8 PUBLIC SCHOOL

May 21, 2021

SENT VIA EMAIL

Mary Ann Dewan, Ph.D.
County Superintendent of Schools
Santa Clara County Office of Education
1290 Ridder Park Drive
San Jose, CA 95131

Dear Dr. Dewan,

Thank you for your letter of May 21. The Board and staff of Bullis Charter School look forward to collaborating with the County Office of Education to address the concerns raised in the County's letter in a timely, constructive, and effective manner.

Sincerely,

Francis La Poll, Board Chair

Maureen Israel, Superintendent

Documentary Record 000686

August 25, 2021

VIA EMAIL: MaryAnn_Dewan@sccoe.org
cc: MFairley@sccoe.org, MJohnson@sccoe.org

Mary Ann Dewan, Ph.D., County Superintendent of Schools
Santa Clara County Office of Education
1290 Ridder Park Drive
San Jose, CA 95131

Dear Dr. Dewan,

While the new California budget legislation provides an automatic two-year extension for all charter schools with terms expiring between January 1, 2022 and June 30, 2025, Bullis Charter School would like to continue working with you to improve our Enrollment Action Plan, as outlined in your letter of May 21, 2021.

As we have discussed previously with your staff -- and as noted in your letter -- one significant step would be revising our Admissions Policies and Procedures to add an admission preference for students who qualify for free and reduced-price meals and live within the Los Altos School District. BCS would like to establish such a preference for up to 10% of our open spaces by grade, which would be significantly more than the current percentage of socio-economically disadvantaged students making up the student population of either BCS or the Los Altos School District. We would like to work with the County staff to add this new admission preference, which we expect would help BCS increase the enrollment of certain targeted segments of the local student population.

This admission preference change would strengthen the BCS Enrollment Action Plan in two fundamental ways. First, it would improve the chances for students who qualify for free and reduced-price meals in our public random drawing ("the lottery") to be able to enroll in BCS. Secondly, the change would incentivize more underserved families to apply.

If approved, this admission preference change will complement other steps we are taking -- and expanding -- in our Enrollment Action Plan, which include:

- Bullis Summer Camp, which we expanded to two weeks this year – the first at Christopher Elementary School in San Jose, and the second at BCS. The camp emphasizes art, science, hands-on learning and fun, to help young learners prepare for the coming school year. Bullis Summer Camp is free for underserved families, and nearly 60 students attended this year.

Documentary Record 000687

- New outreach events with preschools and child care programs in the San Antonio neighborhood (north of El Camino Real) to help more families with young children see BCS as a great choice, and to invite them to our Parent Information Nights where they'll connect with other families.

- Updating our website and social media platforms to ensure they are accessible and welcoming to all families.

- Emphasizing in our communications that BCS is a free public charter school without any required fees or contributions.

We would like your help in expediting this admission preference change, so that it could take effect for our Open Enrollment Period for the 2022-2023 school year, which will begin in November 2021. We would like to work with the County to update our Admissions Policies and Procedures and clarify the preference change.

BCS continues to agree to comply at all times with laws which generally apply to charter schools and to comply with applicable federal or state laws. We appreciate your continued support and assistance to our efforts to increase equity and access in the BCS applicant pool and enrollment.

Sincerely,

Maureen Israel
Superintendent
Bullis Charter School

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EXHIBIT 3

Reaffirmation of 47607(e) Notification – August 5, 2023, and Accompanying Documents

Documentary Record 000689

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Santa Clara County Office of Education
Mary Ann Dewan, Ph.D.
County Superintendent of Schools

August 4, 2023

SENT VIA EMAIL (MISRAEL@BULLISCHARTERSCHOOL.COM)

Bullis Charter School
c/o Maureen Israel, Superintendent
102 West Portola Ave.
Los Altos, CA 94022

Re: Reaffirmation of Notice in Accordance with Education Code Section 47607(e) and Notice of Concern

Dear Members of the Board and Ms. Israel:

The Santa Clara County Board of Education[1] initially authorized Bullis Charter School in November 2003, and its current term runs through June 30, 2025. Bullis Charter School is governed by The Bullis-Purissima Elementary School, a nonprofit public benefit corporation. In this Reaffirmation of the Notice ("Reaffirmation"), for all purposes, a reference to "Bullis Charter School" or "Bullis" or "BCS" or "School" or "Charter School" shall constitute a reference to The Bullis-Purissima Elementary School and its Board of Directors, and a reference to "The Bullis-Purissima Elementary School" or "Bullis-Purissima" shall constitute a reference to Bullis Charter School. The School, the corporation, and the corporate Board will be referred to herein collectively and/or individually and interchangeably as "BCS." Without regard to the terminology used, throughout this Reaffirmation, all references are intended to and do apply to the nonprofit corporation, its Board of Directors, and the School and, to the extent the School and corporation are separate entities, SCCOE holds both responsible for all matters.

On May 21, 2021, SCCOE sent BCS a notice ("Notice," attached as Exhibit 1) pursuant to Education Code Section 47607(e)[2] as notice of SCCOE's determination that BCS is demonstrably unlikely to successfully implement the program set forth in its expected charter renewal petition[3] because BCS was not serving all pupils who wish to attend, and SCCOE was providing BCS a reasonable opportunity to cure the violations. That Notice specified that if BCS fails to cure the violations set forth in the Notice, including providing and implementing a corrective action plan, SCCOE may deny BCS's renewal Charter in

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[1] The Santa Clara County Board of Education, the Santa Clara County Superintendent of Schools, and the Santa Clara County Office of Education are collectively referred to herein as "SCCOE."
[2] All further statutory references are to the Education Code.
[3] For purposes of convenience, BCS's current charter and its anticipated renewal charter are both referred to herein as "Charter."

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Santa Clara County Office of Education
Mary Ann Dewan, Ph.D.
County Superintendent of Schools

accordance with Section 47607(e). That Notice also served as a general notice of concern consistent with SCCOE's general oversight obligations whereby SCCOE notified BCS of the concerns described therein and SCCOE's expectation and requirement that BCS take all necessary and appropriate steps to remediate those concerns.

At the time SCCOE issued the Notice, BCS's current charter term was set to run through June 30, 2022, and SCCOE anticipated BCS would submit its renewal Charter during the 2021-22 school year. However, since that time BCS's current charter term has been extended twice by operation of law, with the term now set to run through and including June 30, 2025. As a result of these term extensions, BCS has been granted three additional years in which to cure the violations set forth in the Notice, thereby extending BCS's reasonable opportunity to cure and correct the violations and implement (and revise and refine as necessary) its corrective action plan.

While not required by law, SCCOE has determined it is appropriate to issue this Reaffirmation of the Notice as a courtesy to BCS and to help ensure BCS serves all students who wish to attend BCS. On August 2, 2023, the County Board adopted a Resolution authorizing and delegating authority to the County Superintendent or designee to issue this Reaffirmation to BCS. This is not a new notice pursuant to Education Code Section 47607(e) or a new general notice of concern, and the information, concerns, and evidence provided with the Notice remain in full force and effect. However, given the time that has passed as well as the extended time remaining in BCS's current term, and recognizing BCS has submitted its corrective action plan and implemented at least some components of its plan, SCCOE desires to ensure BCS remains on notice of these concerns and the necessity for remediating them or risking denial of its renewal Charter. SCCOE is also including with this Reaffirmation an update on issues addressed in the Notice and some statistical data related to BCS's most recent demographic data. SCCOE requests that BCS continue to provide additional information responsive to these concerns and take appropriate steps to update is corrective action plan and its plan to achieve a student balance in accordance with Section 47605(c)(5)(G) in order to remediate these issues.

This Reaffirmation should not be interpreted as indicating SCCOE is not aware of or does not appreciate the work BCS has done and reported to SCCOE since issuance of the Notice. Nevertheless, the issues and concerns as set forth in the Notice and supported by the information in this Reaffirmation have not been fully resolved or remediated and there is substantial work to be done and progress yet to be made for BCS to serve all students who wish to attend. Therefore, SCCOE is issuing this Reaffirmation to ensure BCS is afforded due process in accordance with the Charter Schools Act, specifically including Section 47607(e), and in an effort to achieve greater equity and access to BCS for all students.

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County Board of Education: Maimona Afzal Berta, Victoria Chon, Joseph Di Salvo, Raeena Lari, Grace H. Mah, Don Rocha, Tara Sreekrishnan

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Mary Ann Dewan, Ph.D.
County Superintendent of Schools

SCCOE believes it is worth repeating some information from the Notice to provide clarity as to the purpose, intent, and context of this Reaffirmation and its expectations of BCS. As SCCOE has repeatedly expressed, its "goal is for BCS and SCCOE to work cooperatively with an emphasis on serving student needs, ensuring equal access, and stopping the cycle of allegations, counter-arguments, and defenses that are not serving our students or community." SCCOE previously invited BCS, and BCS "warmly" accepted that invitation, to engage in a dialogue "to develop an effective plan consistent with what we believe to be our shared desires and priorities of ensuring equal access and continuing BCS's strong educational program." SCCOE reiterates its belief that our mutual focus should be educating students and doing so equitably. "SCCOE continues to look forward to working with BCS in furthering the statewide mandate to expand access to charter schools."

I. BACKGROUND

Issuing the Notice pursuant to Section 47607(e), and the corresponding opportunity to cure and correct the concerns therein, is a legally mandated formal procedure directly related to renewal or nonrenewal of BCS's Charter. This Reaffirmation is in furtherance of that purpose and is consistent with the Notice wherein SCCOE clearly stated its concerns and the need for BCS to remediate those concerns, and SCCOE's efforts to work collaboratively with BCS to develop and implement meaningful changes necessary to ensure access and inclusivity at BCS. Neither the Notice nor this Reaffirmation are a decision to deny BCS's anticipated request for renewal of its Charter. Rather, these actions provide clear notice to BCS that this is an issue of serious concern BCS is expected to rectify. Both the Notice and this Reaffirmation are for BCS's benefit by providing BCS additional information and protections and an opportunity to resolve matters that could negatively impact its future Charter renewal. SCCOE encourages BCS to understand this Reaffirmation is a continuation of BCS's opportunity to take significant steps to implement our shared priorities and the mandates of the Charter Schools Act, including by taking advantage of the extensions to its current charter term to make and implement effective plans to bring about change.

The following timeline is a broad overview of events and documents immediately preceding and following the issuance of the Notice related to the issues set forth in the Notice:

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County Board of Education: Maimona Afzal Berta, Victoria Chon, Joseph Di Salvo, Raeena Lari, Grace H. Mah, Don Rocha, Tara Sreekrishnan
1290 Ridder Park Drive, San José, CA 95131-2304 (408) 453-6500 www.sccoe.org
Transforming Education through Leadership, Service, and Advocacy

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Santa Clara County Office of Education
Mary Ann Dewan, Ph.D.
County Superintendent of Schools

Date	Event	Exhibit Number
3/5/21	BCS sends revised enrollment outreach plan based on meeting with SCCOE	2
4/22/21	Zoom meeting between SCCOE and BCS regarding concerns.	N/A
5/3/21	BCS sends email regarding County Board agenda item regarding Letter of Concern and 47607(e) Notice to Cure	3
5/3/21	SCCOE sends email response to BCS concerns	4
5/5/21	County Board authorizes issuance to BCS of Notice of Concern and Reasonable Opportunity to Cure Pursuant to Section 47607(e)	5
5/21/21	SCCOE sends the Notice to BCS	1
5/21/21	BCS acknowledges receipt of SCCOE Letter of Concern	6
2021-22	BCS hires consulting company to help with enrollment	N/A
8/25/21	BCS sends letter to SCCOE re proposed change to admissions preferences	7
9/8/21	SCCOE sends response to BCS's August 25, 2021, letter	8
9/15/21	BCS sends redline of proposed admissions preference adjustment	9
9/20/21	BCS sends response letter regarding updating BCS's admissions/lottery preferences and attached BCS's updated enrollment plan for 2021-22 to take effect in 2022-23	10
10/6/21	County Board approves BCS's admissions preference change	11
11/1/21-1/22	BCS open enrollment incorporating the new admissions preferences	N/A
11/18/21	SCCOE sends feedback on BCS Enrollment Action Plan	12
12/17/21	BCS sends response to SCCOE November 18, 2021 letter	13
3/2/22	SCCOE letter to BCS, including request for BCS enrollment data	14
3/31/22	BCS Board sends letter re clarification regarding data requested by SCCOE	15

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County Board of Education: Maimona Afzal Berta, Victoria Chon, Joseph Di Salvo, Raeena Lari, Grace H. Mah, Don Rocha, Tara Sreekrishnan

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Mary Ann Dewan, Ph.D.
County Superintendent of Schools

4/8/22	SCCOE sends response to BCS's March 31, 2022, letter	16
5/5/22	BCS provides updated 2021-22 enrollment information	17
2022-23	BCS hires Director of Outreach	N/A
2022-23	BCS institutes all day TK and Kinder program pilot with emphasis on serving students who are socioeconomically disadvantaged	N/A
9/7/22	SCCOE requests 2022-23 lottery data	18
10/10/22	BCS provides 2022-23 lottery data	19
10/17/22	BCS provides additional demographic data	20
11/16/22	SCCOE presentation to County Board on BCS Notice in Accordance with *Education Code* 47607(e) and Notice of Concern	21
11/1/22 - 1/23	Second BCS open enrollment including the new admissions preferences	N/A
Fall 2022 & Summer 2023	SCCOE conducts statistical analyses of BCS and Los Altos School District enrollment demographics	22
Current	BCS to provide update on 2023-24 enrollment at commencement of school year	N/A

II. DEMOGRAPHICS

Consistent with the issues raised in the Notice and the requirements of the Charter Schools Act, SCCOE continues to monitor BCS's enrollment and demographic data.

A. BCS Enrollment and Demographic Data.

SCCOE has reviewed the verified CALPADS data and self-reported school and district data on the demographic breakdown of the enrollment at BCS and at Los Altos School District ("LASD"), the school district in which BCS is located. The CALPADS data is from census day data for each respective year, and the California Department of Education ("CDE") data reports for this data can be found at the following link: https://dq.cde.ca.gov/dataquest/. The self-reported enrollment data is from internal enrollment records for both BCS and LASD, which has been disaggregated to include or exclude students attending LASD on inter-district transfers or who do not reside within LASD. The overall enrollment demographic data is summarized in the table below. In this table, the percentage for each student group is listed first, with the actual number of

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County Superintendent of Schools

students in each group listed below the percentage

STUDENT GROUPS	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
BCS TOTAL ENROLLMENT	879	915	1,039	1,093	1,067	1,031
LASD TOTAL ENROLLMENT	4,403	4,246	3,999	3,576	3,185	3,202
BCS ENGLISH LEARNERS	10.1% 89	4.5% 41	5.7% 59	6.7% 73	5.7% 61	5.9% 61
LASD ENGLISH LEARNERS	13.1% 577	12.9% 548	11.1% 444	9.5% 337	10.6% 339	10.26% 344
BCS RECLASSIFIED FLUENT ENGLISH PROFICIENT	9.0% 79	14.3% 131	14.0% 145	12.8% 140	14.2% 152	14.0% 144
LASD RECLASSIFIED FLUENT ENGLISH PROFICIENT	9.3% 411	8.9% 380	10.6% 423	11.0% 392	10.5% 336	11.1% 356
BCS STUDENTS W/DISABILITIES	6.9% 61	7.0% 64	6.7% 70	6.7% 73	7.0% 75	7.2% 74
LASD STUDENTS W/DISABILITIES	8.7% 383	9.2% 391	9.5% 380	9.4% 334	9.4% 298	9.5% 317
BCS SOCIO-ECONOMICALLY DISADVANTAGED	1.6% 14	1.2% 11	1.4% 15	1.7% 19	1.3% 14	1.9% 20
LASD SOCIO-ECONOMICALLY DISADVANTAGED	6.2% 273	6.1% 259	6.0% 240	6.7% 240	7.0% 235	7.6% 254

County Board of Education: Maimona Afzal Berta, Victoria Chon, Joseph Di Salvo, Raeena Lari, Grace H. Mah, Don Rocha, Tara Sreekrishnan
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Santa Clara County Office of Education
Mary Ann Dewan, Ph.D.
County Superintendent of Schools

Student Groups	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
BCS African American	1.1% 10	1.0% 9	0.5% 5	0.4% 4	0.2% 2	0.1% 1
LASD African American	0.5% 22	0.5% 21	0.6% 24	0.6% 20	0.5% 17	0.5% 18
BCS Asian	47.0% 416	50.0% 460	52.0% 539	55.1% 602	56.9% 607	58.4% 602
LASD Asian	33.6% 1,479	34.2% 1,452	34.4% 1,376	34.8% 1,246	36.3% 1,215	38.3% 1,283
BCS Hispanic/Latino	4.2% 37	3.8% 35	3.9% 41	3.3% 36	4.4% 47	4.3% 44
LASD Hispanic/Latino	7.6% 335	7.9% 335	8.0% 320	8.4% 300	9.6% 321	9.4% 315
BCS White	25.8% 227	25.5% 233	22.5% 234	21.3% 233	19.6% 209	18.3% 189
LASD White	45.4% 1,999	44.0% 1,868	43.2% 1,728	41.1% 1,470	38.4% 1,299	36.4% 1,221
BCS Two or More Races	18.5% 163	18.3% 167	16.7% 174	15.4% 168	14.6% 156	14.6% 150
LASD Two or More Races	11.7% 515	12.0% 510	12.4% 496	12.7% 453	12.8% 428	12.6% 422

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Mary Ann Dewan, Ph.D.
County Superintendent of Schools

B. Analysis of Demographic Data

SCCOE staff that specializes in statistical analysis extended the statistical analyses set forth in the Notice to the data for the 2021-22 and 2022-23 school years (the two years for which BCS has provided data since the issuance of the Notice). The demographic data analysis on which SCCOE concentrated was for the following four student groups: students who are Hispanic/Latino; students who are English learners; students who are socioeconomically disadvantaged; and students with disabilities. SCCOE's analysis included consideration of the demographics of BCS and LASD as a whole and an analysis when excluding any students at either school who do not reside within LASD's boundaries, and also comparing BCS's entire enrollment to LASD's enrollment excluding students who attend LASD pursuant to interdistrict attendance permits.[4] The results of these statistical analyses are attached in Exhibits 21 and 22, and key takeaways are summarized below:

- As of the 2022-23 academic year, the proportions of LASD's student body who are Hispanic/Latino, English learners, socioeconomically disadvantaged, and have disabilities are statistically significantly **higher** than those of BCS.

- From 2017-18 to 2022-23, BCS observed a significant **decrease** in the proportion of its student body who are English learners.

- From 2017-18 to 2022-23, **no meaningful differences** were observed in the proportion of BCS's students with disabilities, students who are Hispanic/Latino, or students who are socioeconomically disadvantaged.

- From 2017-18 to 2022-23, LASD observed a statistically significant **increase** in the proportion of students who are Hispanic/Latino and students who are socioeconomically disadvantaged, and a significant **decrease** in the proportion of students who are English learners.

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[4] BCS has asserted that its demographics should be compared to LASD excluding interdistrict attendance students at LASD because the requirement in Section 47605(c)(5)(G) is for the Charter to include the means by which BCS will achieve a pupil balance "reflective of the general population residing within the territorial jurisdiction of" LASD, rather than of the students who attend LASD schools. While, as SCCOE has previously noted, that is not the only standard of diversity and inclusion applicable to BCS or that affects a determination whether BCS is serving all students who wish to attend BCS, SCCOE agrees that it is a pertinent data point to consider in this overall analysis.

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- Excluding LASD students with interdistrict transfer agreements, the proportion of students who are Hispanic/Latino, English learners, and socioeconomically disadvantaged enrolled at LASD is statistically significantly **higher** than the proportion of these student groups enrolled at BCS in 2022-23.

- Excluding LASD students with interdistrict transfer agreements, there is **not** a statistically significant difference between the proportion of students with disabilities enrolled at LASD and the proportion of students with disabilities enrolled at BCS in 2022-23.

TK/kindergarten are reportedly the only grade levels at which BCS experienced any meaningful new enrollment due to the limited number of openings at other grade levels. As such, SCCOE looked specifically at the TK/kindergarten and first grade demographics at BCS and LASD in the 2021-22 and 2022-23 school years, as reflected in the update presented by the SCCOE Charter Schools Department during the County Board of Education's November 16, 2022, meeting. The specific data points available to SCCOE and reviewed at that time are reflected in the PowerPoint slide deck from that meeting (Exhibit 21.) As noted in the "Key Takeaways" from that presentation:

- The small data set makes strong conclusions difficult to draw;

- BCS's efforts appear to have made some impact at kindergarten; and

- Change will take time to impact other grade levels.

A review and analysis of the demographic data for the impending 2023-24 school year will be necessary in order to assess BCS's progress further. This must specifically include the data for new incoming TK and kindergarten students, as well as the current cohorts moving into kindergarten, first grade, and second grade, since those are the grade levels at which BCS has had the greatest ability to implement changes since receiving the Notice. SCCOE requests BCS provide all demographic data for 2023-24, including a breakdown by grade level, at its earliest opportunity.

These statistics establish ongoing underrepresentation of traditionally underserved student groups at BCS, evidencing that BCS continues not to serve all students who wish to attend BCS. BCS must address this concern, including making and implementing the updates to its corrective action plan necessary to result in increasing the proportions of the BCS student body who are members of each of these student groups. Any such plan must also build in the means by which BCS will continue to monitor its successes and, if necessary, pivot and enhance its methods to make meaningful progress.

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Mary Ann Dewan, Ph.D.
County Superintendent of Schools

III. REMEDIAL/CORRECTIVE ACTION

Based on the substantial issues and concerns described in the Notice and above, SCCOE is issuing this Reaffirmation supporting a determination that BCS is demonstrably unlikely to successfully implement its program because it is not serving all pupils who wish to attend and supporting the prior Notice's general concerns about the need to correct the under-representation at BCS of historically underserved student groups. SCCOE acknowledges work done by BCS since issuance of the Notice but reaffirms the concerns in the Notice and the fact that more progress is required in diversifying BCS's enrollment and serving all students who wish to attend.

BCS must determine how it will resolve the concerns, including updates to and implementation of its corrective action plan, which should also include details and explanations of how the proposal(s) and revision(s) will cure the concern(s). Equity, inclusion, and diversity are complex issues, and determining the most effective means of resolving these concerns is complicated. As such, SCCOE continues to expect BCS will engage the services of a professional expert(s) to assist in the update and implementation of BCS's corrective action plan, based on the specific facts and circumstances. As recognized above, BCS has undertaken some efforts and measures to attempt to remediate these issues, and SCCOE has worked to provide suggestions and insights, but the services of experts on these complex questions is important to the likelihood of success. SCCOE continues to be ready to collaborate and support BCS in these efforts.

As part of BCS's work to address these issues, SCCOE requests that BCS provide all the following:

1. A comprehensive, point-by-point analysis of the provisions in Element G of the BCS Charter and BCS's current corrective action plan/Enrollment Action Plan. This should include each specific provision/item, a description of if and how BCS has implemented each item, an analysis of how effective each item has been, and any revisions BCS has made or is making to each item.

    a. Please include a clear explanation of how BCS has assessed and measured the effectiveness of the plan components and determined which were successful and which may need to be modified or replaced.

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County Board of Education: Maimona Afzal Berta, Victoria Chon, Joseph Di Salvo, Raeena Lari, Grace H. Mah, Don Rocha, Tara Sreekrishnan

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Mary Ann Dewan, Ph.D.
County Superintendent of Schools

b. The Charter specifies that BCS's recruitment strategy includes "[a]n enrollment process that is scheduled and adopted to include a timeline that allows for a broad-based recruiting and enrollment process." Please specifically include an analysis of whether and how BCS's recruitment and open enrollment schedule – which appears to be earlier than that of most schools – comports with this provision of the Charter, and whether and how BCS has considered if modifying its recruitment and open enrollment schedule might increase its effectiveness.

2. Within the first month of school, a detailed demographic breakdown for 2023-24, including a breakdown of the results of the public random drawing for admission for 2023-24 for newly admitted students, total BCS enrollment, and enrollment by grade level. Please provide any pertinent updates to this information no later than Census Day for 2023-24. The breakdown should include all the following:

   a. A comparison to prior years' enrollment;

   b. Information about how many students applied for admission using the preferences for students who qualify for free or reduced price meals (distinguishing between the preferences for students who do and who do not reside within LASD), and including for those students:

      i. how many were offered admission;

      ii. how many were placed on the waiting list;

      iii. how many have enrolled; and

      iv. how many are attending BCS.

3. A detailed assessment of the effectiveness of the TK pilot program in increasing diversity in enrollment.

This is not a comprehensive list of actions BCS should consider or implement or information BCS should provide to SCCOE, but it is a request for information relevant to SCCOE's ongoing monitoring and support of BCS's progress in addressing these concerns.

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Santa Clara County Office of Education
Mary Ann Dewan, Ph.D.
County Superintendent of Schools

IV. CONCLUSION

As BCS is aware, and as noted in the Notice, the issues set forth in the Notice and this Reaffirmation are not susceptible to quick or easy cures, which is why SCCOE has long been working with BCS on these matters and continues to afford BCS the procedures and protections specified in the Charter Schools Act. SCCOE trusts that issuance of this Reaffirmation – including the additional information, evidence, and data analyses – supports BCS's understanding and efforts to remediate the concerns in the Notice by providing further notice and additional meaningful opportunity to respond to these issues.

In compliance with SCCOE's expectations in response to this Reaffirmation, and in accordance with Section 47607(e), please submit BCS's response, including any updates to its corrective action plan, by **October 10, 2023**. SCCOE encourages BCS to review and update its corrective action plan and plan for achieving a student balance in accordance with Section 47605(c)(5)(G). This should include reviewing its past and current practices with a critical eye and working with professional experts, to make greater progress towards resolving and remediating these concerns as quickly as possible, including during BCS's next open enrollment period for the 2024-25 school year. SCCOE also specifies its expectation – consistent with BCS's Charter and Enrollment Acton Plan – that at least annually BCS will formally evaluate the effectiveness of these means and plans and adjust them accordingly. SCCOE hereby requests that, at least annually, BCS provide SCCOE a written report of this annual evaluation process and any changes it makes in response thereto. SCCOE also specifically requests that BCS provide reports of the results of its open enrollment process within **two** weeks of the completion of each public random drawing for admission and updated reports by Census Day each year for the remainder of BCS's Charter term, including for 2023-24.[5]

SCCOE hopes to maintain frank and open communications with BCS regarding these issues in the best interests of all students. As always, SCCOE stands ready to collaborate with BCS and to support and assist BCS in its efforts to increase equity and access in its applicant pool and enrollment.

SCCOE looks forward to BCS's response to the concerns identified in the Notice and reaffirmed in this Reaffirmation. Should you have any questions regarding the foregoing, please do not hesitate to contact Executive Director Fairley or me.

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[5] BCS should also include a commitment to provide such reports in any future material revision or renewal Charter petition it may submit to SCCOE.

County Board of Education: Maimona Afzal Berta, Victoria Chon, Joseph Di Salvo, Raeena Lari, Grace H. Mah, Don Rocha, Tara Sreekrishnan

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Santa Clara County Office of Education
Mary Ann Dewan, Ph.D.
County Superintendent of Schools

Very truly yours,

DocuSigned by:
Dr. Mary Ann Dewan
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Mary Ann Dewan, Ph.D.
County Superintendent

Exhibits

cc: Santa Clara County Board of Education
Mefula Fairley, Executive Director, Charter Schools Department
Davina Harden, Esq.

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EXHIBIT 1

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Santa Clara County Office of Education
Mary Ann Dewan, Ph.D.
County Superintendent of Schools

May 21, 2021

SENT VIA EMAIL (MISRAEL@BULLISCHARTERSCHOOL.COM)

Bullis Charter School
c/o Maureen Israel, Superintendent
102 West Portola Ave.
Los Altos, CA 94022

Re: Notice in Accordance with Education Code Section 47607(e) and Notice of Concern

Dear Members of the Board and Ms. Israel:

The Santa Clara County Board of Education[1] initially authorized Bullis Charter School in or about November 2003, and its current term runs through June 30, 2022. Bullis Charter School is governed by The Bullis-Purissima Elementary School, a nonprofit public benefit corporation. In this Notice, for all purposes, a reference to "Bullis Charter School" or "Bullis" or "BCS" or "School" or "Charter School" shall constitute a reference to The Bullis-Purissima Elementary School and its Board of Directors, and a reference to "The Bullis-Purissima Elementary School" or "Bullis-Purissima" shall constitute a reference to Bullis Charter School. The School, the corporation, and the corporate Board will be referred to herein collectively and/or individually and interchangeably as "BCS." Without regard to the terminology used, throughout this Notice, all references are intended to and do apply to the nonprofit corporation, its Board of Directors, and the School and, to the extent the School and corporation are separate entities, SCCOE holds both responsible for all matters.

SCCOE is sending this notice ("Notice") pursuant to Education Code Section 47607(e)[2] as notice of SCCOE's determination that BCS is demonstrably unlikely to successfully implement the program set forth in its expected charter renewal petition ("Charter") because BCS is not serving all pupils who wish to attend, and SCCOE is providing BCS a reasonable opportunity to cure the violations. If BCS fails to cure the violations set forth in this Notice, including providing and implementing a corrective action plan, SCCOE may deny BCS's renewal Charter in accordance with Section 47607(e). This Notice also serves as a general notice of concern consistent with SCCOE's general oversight obligations whereby SCCOE is notifying BCS of the concerns described herein and SCCOE's expectation and requirement that BCS will take all necessary and appropriate steps to remediate these concerns.

[1] The Santa Clara County Board of Education, the Santa Clara County Superintendent of Schools, and the Santa Clara County Office of Education are collectively referred to herein as "SCCOE."
[2] All further statutory references are to the Education Code unless otherwise indicated.

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I. BACKGROUND

BCS is expected to submit its renewal Charter during the 2021-22 school year. In addition to the other bases for denial of a charter renewal, a chartering authority may deny a renewal upon a finding that the school is demonstrably unlikely to successfully implement the program set forth in the petition due to substantial fiscal or governance factors, or because the charter school is not serving all pupils who wish to attend. In this context, "not serving all pupils who wish to attend" means situations in which a charter school is not serving all demographic groups, including but not limited to, historically underserved student groups and/or students based on their academic performance. To deny on this basis, SCCOE must first provide BCS with at least 30 days' notice of the violation(s) and a reasonable opportunity to cure the violation(s). (Ed. Code § 47607(e).) SCCOE desires to provide BCS as much time as possible to cure the violations detailed herein, including through development and implementation of a corrective action plan.

As BCS is aware, concerns about a lack of diversity in BCS's student body, has long been a concern of SCCOE. While not the first time this concern was raised by the Los Altos School District ("LASD"), members of the public, and/or SCCOE, during the fall and winter of 2019 a great deal of discussion was brought to SCCOE's attention concerning enrollment at BCS. In February 2020, SCCOE sent BCS correspondence about these issues, specifying that despite the disagreement among BCS, LASD, and members of the local community who had all provided SCCOE various information on this topic, at that juncture SCCOE wanted to focus on what SCCOE trusts are the shared expectations and priorities of ensuring fair and equal access to all schools for all students, without regard to any protected characteristics.

We believe that it is appropriate to repeat much of the information contained in that prior letter in the context of this Notice, as the concerns, motivations, and ideals remain consistent. Over the last few years, numerous changes have been made to the Charter Schools Act ("CSA") that have focused on ensuring that charter school admissions are fair, open, equal, and non-discriminatory; that no students are discouraged from enrolling in any charter school for any reason; and that charter school admissions do not result in limiting charter school enrollment on the basis of protected characteristics. These revisions to the law governing charter schools have been far-reaching, impacting enrollment preferences and practices, mandating that charter schools define the means by which they will ensure that their student enrollment is reflective of the racial and ethnic, special education, and English learner populations of their local community, and including consideration of whether a charter school is serving all pupils who wish to attend when determining whether to renew a charter. In light of these changes, there can be no doubt that the Legislature and Governor, as well as the public education advocates who provided input into these statutory changes – which included advocates from the charter school community – perceived unequal access to all charter schools, and high performing charter schools in particular, to be a substantial concern requiring remediation by charter schools and authorizers.

SCCOE expressed concern about the percentages of BCS's enrolled students who are socio-economically disadvantaged, English Learners, and students with special needs, being smaller than their counterpart percentages at LASD. SCCOE also noted that through the years, it has consistently expressed concern about BCS's enrollment of socio-economically disadvantaged

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students, and the BCS administration has expressed a desire to serve a broader spectrum of students, including increasing enrollment of socio-economically disadvantaged students.

LASD and individual members of the local community have made a variety of allegations about the causes for the enrollment disparities. SCCOE has received anecdotal reports that, in the past, BCS employees have improperly informed potential families that BCS does not provide the full continuum of services to students with disabilities. There have been concerns with the manner in which BCS has marketed its requests for substantial financial donations and whether, even when specifically noting that donations are voluntary, the way the requests are conveyed to potential families implies that donations are required or that the children of families who cannot or will not donate may not be offered initial or continued enrollment at BCS.

SCCOE is also aware that BCS has attempted to counter these allegations, including through comparisons to the enrollment percentages at a number of individual LASD schools and disagreement over the significance of the disparities. BCS has also asserted that it has experienced substantial growth in enrollment of students with special needs in recent years. Additionally, in December 2019, BCS cooperated with the County and entered into a First Amended Memorandum of Understanding terminating the previous admission preference for residents of the former Bullis-Purissima Elementary School, which was a major source of concern relative to enrollment of socio-economically disadvantaged students.

Just as expressed in the February 2020 correspondence, while there is an unfortunate history of tension and disputes between LASD and BCS, rather than continuing to focus on those disagreements, SCCOE's goal is for BCS and SCCOE to work cooperatively with an emphasis on serving student needs, ensuring equal access, and stopping the cycle of allegations, counter-arguments and defenses that are not serving our students or community. SCCOE continues to want to provide assistance to BCS to create and implement an effective plan whereby BCS can increase its efforts and successes in enrolling a more diverse student population consistent with the letter and spirit of the law.

At that time, the County endeavored to initiate a cooperative and creative dialogue with BCS to develop an effective plan consistent with what we believe to be our shared desires and priorities of ensuring equal access and continuing BCS's strong educational program. The County requested that BCS develop a results-oriented plan, consistent with the revised provisions of the CSA. As SCCOE explained, we believed that this plan must include, but is not limited to, concrete means of increasing outreach efforts and the dissemination of information targeted at addressing any lingering misapprehensions about enrollment at BCS, including relative to donation expectations/requirements and assurances that BCS welcomes and serves all students, including by providing the full continuum of placements and services to students with special needs. As before, SCCOE stands ready to support BCS in the development and implementation of this plan.

We were pleased that BCS received SCCOE's correspondence in the manner in which it was intended, as an invitation to move forward in a strong, productive, and collaborative fashion to implement the mission of educating and serving all students and to alleviate any and all real or perceived disparities in the educational opportunities and services afforded by BCS. Notably, on

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March 4, 2020, BCS "warmly" accepted SCCOE's "forward-looking invitation to collaborate and develop a strong plan to educate and serve all students in our community." BCS expressed a desire to work with SCCOE "to develop an effective plan consistent with our shared desires and priorities of ensuring equal access and continuing BCS's strong educational program."

To be clear, SCCOE continues to believe that our mutual focus should be educating students, and SCCOE continues to look forward to working with BCS in furthering the statewide mandate to expand access to charter schools. That purpose and focus have not changed.

SCCOE recognizes that BCS objected to the County Board's May 5, 2021, agenda item whereby the County Board authorized the issuance of this Notice, and delegated authority to the County Superintendent or designee to send this Notice. (A response to BCS's specific objections is set forth below.) However, the CSA has been revised to include a finding that the charter school is demonstrably unlikely to successfully implement the program set forth in its charter because it is not serving all students who wish to attend as a separate cause for denying renewal of any charter school. That cause for denial is clearly and directly related to the concerns with access and diversity in BCS's enrollment that BCS itself previously agreed to work with SCCOE to correct. The CSA mandates specific procedures be followed when this is an issue or finding facing a charter school that could affect the renewal of the school's charter. The first step in that procedure is the issuance of at least 30 days' notice to the charter school, and the provision of a reasonable opportunity to cure the violation, including by creating and implementing a corrective action plan. Thus, this Notice, and the corresponding opportunity to cure and correct these concerns, are clearly and explicitly for BCS's benefit and provide BCS added protections and opportunity to resolve matters that could negatively impact BCS's request to have its Charter renewed.

Issuing notice pursuant to Section 47607(e) is a formal legal procedure mandated by law that directly relates to renewal or nonrenewal of BCS's renewal Charter. This Notice is consistent with SCCOE's prior clearly stated concerns and the need for BCS to remediate those concerns. As noted during the May 5 SCCOE public meeting, this Notice is not a decision to deny BCS's Charter. Rather, it is a clear statement and notice to BCS that this is an issue of serious concern that BCS is expected to rectify. This is entirely consistent with our February 2020 letter and invitation to BCS to work collaboratively to develop and implement meaningful changes necessary to ensure access and inclusivity at BCS. Once again, SCCOE hopes that BCS takes these matters seriously, and also understands and accepts that this Notice is a continuation of the opportunity for BCS to take significant steps to implement our shared priorities and the mandates of the CSA in collaboration with SCCOE.

II. FINDINGS

SCCOE hereby notifies BCS of evidence that BCS is not serving all students who wish to attend. This evidence constitutes cause for denying BCS's renewal if not remedied and affords BCS a reasonable opportunity to address these concerns. The CSA has always required that charters include a description of the means by which the charter school will achieve a balance of racial and

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ethnic pupils reflective of the general population of the school district in which they are located. As of July 1, 2020, the requirement has been expanded such that charter schools are to provide the means by which they will also achieve a balance of special education pupils and English learner pupils reflective of the district in which they operate. Moreover, the CSA includes a variety of other requirements and prohibitions mandating equal access and nondiscrimination in access to and ongoing enrollment at charter schools. Section 47607(d) and (e) make clear that equity in access and a charter school's success in ensuring this equity and that it enrolls and serves all students is fundamental and necessary to a determination whether to renew a charter school petition. Importantly, Section 47607(e) explicitly specifies that notwithstanding the multi-tiered approach to renewal decisions based on a particular charter school's performance on the California State Dashboard, any charter school, even those with the highest Dashboard performance, may be denied renewal if they are not serving all students who wish to attend. Consistent with these requirements of the CSA, SCCOE has been and continues to monitor BCS's enrollment and demographic data.

It appears that BCS has misconstrued the statutory language that a charter school "is not serving all students who wish to attend" in the context of this Notice. In a May 5, 2021, letter to SCCOE, BCS asserted that it "cannot serve all students and families who wish to attend" because it receives more applications than it has spaces, so must admit students on the basis of a public random drawing. The language that a charter school "is not serving all pupils who wish to attend" is taken directly from Section 47607(e) and does not refer to BCS's inability to enroll all applicants because of capacity considerations. In fact, the public random drawing process for selecting students when a charter school has more applicants than spaces is a fundamental legal requirement of the CSA. Clearly, this additional cause for nonrenewal is not directed at penalizing charter schools that are successful enough to have more applicants than spaces, which then follow the CSA's admissions lottery mandates. The fact that this is not what the statute means by "failing to serve all students who wish to attend" is also clear from the provisions of Section 47607(d) and (e) that link this finding to data about charter school enrollment patterns disaggregated by race, ethnicity, and pupil groups; other data from CDE; and substantial complaints that a charter school is not complying with the due process protections required to be provided prior to suspending, expelling, or otherwise involuntarily removing a student from attendance at a charter school.

Rather, this is the language that the Legislature used to refer to situations in which a charter school is not serving all demographic groups, including but not limited to historically underserved student groups and/or students based on their academic performance. As such, the fact that BCS cannot accommodate all applicants because it does not have space is not a defense to or a correction of the concerns detailed in this Notice. It is important to recognize, however, that BCS is able to seek approval of admissions preferences to be implemented in the public random drawing process that are designed to assist in remediating these concerns. Thus, despite being at capacity and unable accept all applicants, BCS can modify not only to its outreach and recruitment efforts, but also its public random drawing process to assist in these efforts.

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A. BCS Enrollment and Demographic Data.

At the commencement of the 2020-21 school year, SCCOE requested from the California Department of Education ("CDE") all the demographic data for the SCCOE-authorized charter schools in their last year of their charter term that Section 47607(d) specifies CDE will provide to charter school authorizers. CDE provided some demographic data for every charter school authorized by SCCOE, including BCS and all the charter schools that were not in the last year of their terms. Contrary to Section 47607(d), however, the data provided by CDE did not include all the information specified in that statute. Section 47605(d) specifies that CDE is to provide a variety of "aggregate data reflecting pupil enrollment patterns at the charter school" during the school's current term, and "cumulative data" is specifically defined as "the total number of pupils, disaggregated by race, ethnicity, and pupil subgroups, who enrolled in school at any time during the school year." The data provided by CDE was not disaggregated by race, ethnicity, or any other pupil group. Thus, while the data indicated some information about total enrollment, how many students left BCS at different times, and the respective CAASPP results for students who remained enrolled at BCS and those who left, it did not provide any information relevant to enrollment at BCS relative to race, ethnicity, or any other pupil group. As such the data provide by CDE at that time is not pertinent to SCCOE's consideration of whether BCS is serving all pupils who wish to attend or this Notice.

SCCOE has reviewed the verified CALPADS data on the demographic breakdown of the enrollment at BCS and at LASD, the school district in which BCS is located, for the period 2016-17 through 2020-21 (thereby including the last year of BCS's prior charter term through the first four of the five years of BCS's current charter term). The data is from census day data for each respective year, and CDE reports of this data can be found at the following link: https://dq.cde.ca.gov/dataquest/. This demographic data is summarized below. The percentage for each student group is listed first, with the actual number of students in each group listed below the percentage:

NUMBER AND PERCENTAGE OF TOTAL ENROLLMENT AT BCS AND LASD FOR 2017-2021

STUDENT GROUP	2016-17	2017-18	2018-19	2019-20	2020-21
BCS TOTAL ENROLLMENT	825	879	915	1,039	1,093
LASD TOTAL ENROLLMENT	4,527	4,403	4,246	3,999	3,576
BCS ENGLISH LEARNERS	10.9% 90	10.1% 89	4.5% 41	5.7% 59	6.7% 73
LASD ENGLISH LEARNERS	12.7% 575	13.1% 577	12.9% 548	11.1% 444	9.5% 337
BCS RECLASSIFIED FLUENT ENGLISH PROFICIENT	6.7% 55	9.0% 79	14.3% 131	14.0% 145	12.8% 140

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Student Group	2016-17	2017-18	2018-19	2019-20	2020-21
LASD Reclassified Fluent English Proficient	8.3% 374	9.3% 411	8.9% 380	10.6% 423	11.0% 392
BCS Students w/Disabilities	5.6% 46	6.9% 61	7.0% 64	6.7% 70	6.7% 73
LASD Students w/Disabilities	9.0% 407	8.7% 383	9.20% 391	9.50% 380	9.34% 334
BCS Socio-Economically Disadvantaged	0.8% 7	1.6% 14	1.2% 11	1.4% 15	1.7% 19
LASD Socio-Economically Disadvantaged	5.5% 249	6.2% 273	6.1% 259	6.0% 240	6.7% 240
BCS African American	1.2% 10	1.1% 10	1.0% 9	0.5% 5	0.4% 4
LASD African American	0.5% 23	0.5% 22	0.5% 21	0.6% 24	0.6% 20
BCS Asian	45.9% 379	47.0% 416	50.0% 460	52.0% 539	55.1% 602
LASD Asian	31.9% 1,444	33.6% 1,479	34.2% 1,452	34.4% 1,376	34.8% 1,246
BCS Hispanic	4.4% 36	4.2% 37	3.8% 35	3.9% 41	3.3% 36
LASD Hispanic	8.0% 362	7.6% 335	7.9% 335	8.0% 320	8.4% 300
BCS White	27.6% 228	25.8% 227	25.5% 233	22.5% 234	21.3% 233
LASD White	47.3% 2,141	45.4% 1,999	44.0% 1,868	43.2% 1,728	41.1% 1,470
BCS Two or More Races	17.5% 144	18.5% 163	18.3% 167	16.7% 174	15.4% 168
LASD Two or More Races	11.4% 516	11.7% 515	12.0% 510	12.4% 496	12.7% 453

SCCOE also reviewed the following information that BCS provided concerning the results of its public random admissions drawing for its kindergarten class of 2021-22 (which is reportedly the only grade level at which BCS experienced any meaningful new enrollment for 2021-22 due to BCS's capacity limits). BCS informed SCCOE that it had admitted 102 kindergarteners and provided the available demographic data for the 81 kindergarteners who had completed their registration as of the date that BCS provided the data.[3] (This means that more than 20 percent of

[3] At this time BCS has not provided SCCOE additional information for the remaining newly admitted kindergartens.

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the newly admitted kindergarteners are not accounted for by this data.) BCS did not have any information about how many of the incoming kindergarteners are socioeconomically disadvantaged because that determination is based on qualification for free and reduced price meals, which information is not gathered until the beginning of the school year. The demographic data for these 81 kindergarten students is summarized below.

DEMOGRAPHIC DATA FOR 81 OF 102 KINDERGARTEN STUDENTS ADMITTED FOR THE 2021-22 SCHOOL YEAR

STUDENT GROUP	# OF STUDENTS	PERCENTAGE OF 81 STUDENT KINDER ENROLLMENT
ASIAN	39	48.1%
WHITE	15	18.58%
TWO OR MORE RACES	29	35.8%
HISPANIC	5	6.2%
AFRICAN AMERICAN	0	0%
STUDENTS WITH DISABILITIES*	1*	1.2%*
POTENTIAL ENGLISH LEARNERS	35**	43.2%**

* This is the number of students who self-identified as having a current IEP, but this information is limited because incoming kindergarten students may have not yet been identified as qualifying for services pursuant to the Individuals with Disabilities Education Act ("IDEA").

** This is the number of students who have a home language survey indicating a language other than English, but do not have initial ELPAC test results confirming their status as English learners.

B. Analysis of Demographic Data

SCCOE staff that specializes in statistical analysis conducted statistical analyses of the above-described demographic data for the following four student groups: Hispanic students; students who are English learners; students who are socioeconomically disadvantaged; and students with disabilities. The specific results of these statistical analyses are attached as Exhibit 1 and can be summarized as follows:

- As of the 2020-21 academic year, the proportions of LASD's student body who are Hispanic, English learners, socioeconomically disadvantaged, and with disabilities are all statistically significantly higher than the proportions of the student body in those student groups at BCS

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- There is no meaningful difference in the proportion of Hispanic students enrolled at BCS from 2016-17 to 2020-21
- The proportion of English learners enrolled at BCS in 2020-21 is statistically significantly lower than the proportion enrolled in 2016/17
- The proportion of students who are socioeconomically disadvantaged enrolled at BCS in 2020-21 is statistically significantly higher than the proportion enrolled in 2016-17
- There is no meaningful difference in the proportion of students with disabilities enrolled at BCS from 2016-17 to 2020-21
- There is no meaningful difference in the proportion of Hispanic students enrolled at LASD from 2016-17 to 2020-21
- The proportion of English learners enrolled at LASD in 2020-21 is statistically significantly lower than the proportion enrolled in 2016/17
- The proportion of socioeconomically disadvantaged students enrolled at LASD in 2020-21 is statistically significantly higher than the proportion enrolled in 2016-17
- There is no meaningful difference in the proportion of students with disabilities enrolled at LASD from 2016-17 to 2020-21
- From 2016-17 to 2020-21, the proportions of English learners enrolled at BCS and at LASD both statistically significantly decreased; however, the rate of decline was twice as great for LASD, though in 2021, the proportion of English learners at LASD remains statistically significantly higher than the proportion enrolled at BCS
- From 2016-17 to 2020-21, the proportions of socioeconomically disadvantaged students enrolled at BCS and at LASD both statistically significantly increased
- From 2016-17 to 2020-21, both BCS and LASD observed no meaningful difference in the proportions of Hispanic and students with disabilities served

- From 2016-17 to 2020-21, the proportion of Hispanic students at both BCS and LASD did not change significantly; however, as of 2020-21, the proportion of students who are Hispanic is statistically, significantly higher at LASD than at BCS
- From 2016-17 to 2020-21, the proportion of students who are socioeconomically disadvantaged increased significantly at both BCS and LASD, and in 2020-21, the proportion of socioeconomically disadvantaged students enrolled is statistically, significantly higher at LASD than at BCS.

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- From 2016-17 to 2020-21, both BCS and LASD experienced a significant decrease in the proportion of English learner enrollment, and in 2020-21, the proportion of English learners at LASD is statistically, significantly higher than the proportion enrolled at BCS; however, the rate of decline from 2016-17 to 2020-21 in the number of English learners enrolled was twice as great for LASD

- From 2016-17 to 2020-21, the proportion of Students with Disabilities at both BCS and LASD did not change significantly; however, as of 2020-21, the proportion of Students with Disabilities is statistically, significantly higher at LASD than at BCS

Overall, it is clear that BCS is serving statistically significantly lower proportions of all four of these student groups than is LASD. While the proportion of Hispanic students and students with disabilities at BCS remained steady during this period, and the proportion of socioeconomically disadvantaged students at BCS increased significantly at the same time, in all three cases BCS continues to remain statistically significantly below LASD. Similarly, while the proportion of English learners enrolled at both LASD and BCS declined significantly, and the decline at LASD was two times greater than at BCS, nevertheless, BCS continues to serve a statistically significantly lower proportion of English learners than does LASD.

These statistics establish underrepresentation in all four student groups at BCS, evidencing that BCS continues to not serve all students who wish to attend BCS. BCS must address this concern, including the creation and implementation of a corrective action plan that will result in increasing the proportions of the BCS student body who are members of each of these student groups. Any such plan must also build in means by which BCS will continue to monitor its successes and, if necessary, pivot and enhance its methods to make real progress.

C. BCS's Efforts to Increase Enrollment Access and Diversity

As noted above, BCS readily agreed to SCCOE's request to develop a results-oriented plan to increase equity in access and inclusivity at BCS. BCS also indicated that it has been working on that goal for several years. On March 5, 2021, in response to SCCOE's request for information, Superintendent Israel provided SCCOE with BCS's revised outreach plan, including details on additional steps that BCS planned to take. Ms. Israel also provided examples from BCS's outreach efforts, including a document entitled "Tips for Inviting Friends and Neighbors to Consider BCS;" "revised FAQ" (SCCOE is unsure whether this was newly revised or if it was used during the most recent open enrollment period); and some examples of advertising efforts. Those documents are attached as Exhibit 2.

While the documents speak for themselves, and we will not attempt to summarize all of the information contained therein, we will note a few highlights. BCS established a new Superintendent's Task Force, comprised of representatives from the BCS administration, staff Board, and Bullis Boosters Club (PTO) "focused on improving outreach to students and families who were underserved by [BCS] in the past." BCS, with the Task Force, developed a new campaign with a focus on welcoming students/families from across the community, including students with socioeconomic disadvantages, English learners, students with disabilities, and

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students of all races and ethnic backgrounds. BCS reported that the campaign strengthened BCS's outreach in key areas, including the San Antonio neighborhood (north of El Camino Real). BCS made the following "three major additions" to its outreach efforts:

- Recruiting current families and staff as Parent Ambassadors and providing them support with coaching and information resources. Materials were developed in English, Spanish, and Mandarin

- Hiring a part-time Community Outreach Coordinator, who has focused on expanding BCS's contact lists with programs/organizations that might be a source of new students; engaging new and potential parents through social media and parent chat rooms; and discussing volunteer opportunities for current families to build long-term connections between BCS and other programs and networks in the community

- Updating all resources (including print, online, and in social media) to reflect the children and families of BCS's community

BCS also explained that the COVID-19 pandemic impacted and limited some of its planned outreach efforts, particularly in-person outreach efforts. BCS pivoted to online efforts in light of the impacts of COVID-19 and plans to conduct more in-person outreach as public health restrictions allow.

Over the course of the last year, BCS has also had a number of conversations and virtual meetings with SCCOE Charter Schools Department Staff to discuss plans and means of increasing the effectiveness of its outreach efforts in recruiting students from the underrepresented student groups. While SCCOE believes that those conversations have been valuable, SCCOE notes that BCS declined to take SCCOE's strongest suggestion for making change, which was, prior to BCS's open enrollment period for the 2021-22 school year, seeking to add an enrollment preference for students who qualify for free or reduced price meals.

SCCOE acknowledges these efforts by BCS but believes that they are inadequate without more to result in the necessary progress in diversifying BCS's enrollment.

III. REMEDIAL/CORRECTIVE ACTION

Based on the substantial issues and concerns described above, SCCOE is issuing this Notice supporting a determination that BCS is demonstrably unlikely to successfully implement its program because it is not serving all pupils who wish to attend, and as a general notice of concern about the need to correct the fact that the Hispanic, students with disabilities, English learner, and socioeconomically disadvantaged student groups are underrepresented at BCS. Consistent with Section 47607(e), BCS is being provided a reasonable opportunity to cure the concerns identified in this Notice, including providing a corrective action plan.

BCS must determine how it will resolve the concerns, including the development, submission, and implementation of a corrective action plan, which should also include details and explanations of

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how the proposal(s) will cure the concern(s). Equity, inclusion, and diversity are complex issues, and determining the most effective means of resolving these concerns is complicated. As such, SCCOE expects that BCS will engage the services of a professional expert(s) to assist in the development of BCS's corrective action plan, based on the specific facts and circumstances. As noted above, BCS has undertaken some efforts and measures to attempt to remediate these issues, and SCCOE has worked to provide suggestions and insights, but the services of experts on these complex questions is important to the likelihood of success. SCCOE continues to be ready to collaborate and support BCS in these efforts, and anticipates that the plan and BCS's response will include, at a minimum, the following, though this is not intended to be and should not be interpreted as the scope of what is required in order for BCS to cure and correct these concerns:

1. Engagement or retention of outside professional experts to assist BCS, including the Superintendent's Task Force, in developing plans and creating change to diversify BCS's applicant pool and enrollment

2. Addition of admissions preference(s) for students who reside within the attendance areas of the Santa Rita and Almond Elementary schools and/or students in other underrepresented student groups as permitted by law

3. Specific strategies to proactively overcome any perceptions that may exist that BCS does not welcome/serve all students with disabilities or provide the full continuum of placements and services and/or that monetary donations are required or expected

Additionally, below are a variety of concepts for BCS's consideration in consultation with its professional expert to determine if they would be effective components of BCS's overall plan:.

1. Modification/limitation of existing admissions preferences

2. Simplify and provide assistance in understanding and completing the application process, including through information and application assistance meetings at times and locations convenient to the underrepresented communities and in multiple languages. Assist families to complete applications and paperwork required for enrollment after admission

3. Make hardcopies of applications and informational materials available at BCS, at each informational meeting, and at other locations throughout the community

4. Consider the word choice in FAQ and advertisements to ensure that it is accessible, clear, understandable, and welcoming

5. Consistently refer to the school and all of its programs as "free," rather than "tuition free," which may be clearer and cannot be misinterpreted to mean that there are costs aside from tuition

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6. Reintroduce BCS's summer kindergarten prep program for socioeconomically disadvantaged children and/or other programs that will engage the underrepresented student groups

7. Publicize more detailed information about how BCS provides the full continuum of placements and services for students with special needs

8. Implement school and community programs that celebrate diversity

9. Train staff members, volunteers, and parents who organize activities, run the Booster Club, seek donations, etc., on the requirements and prohibitions of the free schools guarantee and Education Code Section 49010 et seq. and prohibit any communications implying that donations or volunteerism are required or have any impact on a student's initial or continued enrollment or participation at BCS.

This is not intended to be a comprehensive list of actions that BCS should consider or implement but is provided as a resource to assist and support BCS in this process.

IV. RESPONSE TO MAY 5, 2021, CORRESPONDENCE FROM BCS

On May 5, 2021, BCS Superintendent Israel sent correspondence to the SCCOE opposing the County Board's authorization of the issuance of this Notice and delegation of the authority to the County Superintendent or designee to send this Notice, which was included on the agenda for that evening. SCCOE wants to take this opportunity to respond briefly to several assertions made by BCS in that correspondence. As an initial matter, SCCOE wants to note that contrary to the statement in the letter that this item came as a complete surprise to BCS, on April 22, 2021, SCCOE Charter Schools Department Director Fairley specifically mentioned to Ms. Israel the possibility of SCCOE issuing this notice, at which time Ms. Israel expressed no objection to such a course of action. BCS's apparent misunderstanding of the phrase "not serving all students who wish to attend" in the context of Section 47605(d) and (e) and this Notice is addressed above.

A. This Notice is Not Statutorily Premature

BCS incorrectly asserts that this Notice can only be based on data provided by the CDE "at the conclusion of the year immediately preceding the final year of the charter school's term." While it is true that Section 47607(d)(1) provides that at that point in the charter term SCCOE may request from CDE data about the students being served by BCS, this Notice is not limited only to that data or that timeline. Section 47607, subdivision (d)(1) makes the request for that data discretionary on the part of the charter authorizer; subdivision (d)(2) mandates that the chartering authority consider various data about whom the charter school is serving and how; and subdivision (d)(3) specifies that, as part of determining whether to renew a charter, the chartering authority "may make a finding that the charter school is not serving all pupils who wish to attend and, upon making such a finding, specifically identify the evidence supporting the finding." The data a chartering agency is required to review pursuant to subdivision (d)(2) is *not* limited only to the data that may

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be requested pursuant to Section 47607(d)(1), but also *any* data that may be provided by CDE and substantial complaints that the charter did not comply with the requirements of Section 47605(c)(5)(J). Moreover, subdivision (d)(3) specifies that the chartering authority must identify the evidence on which it relies in making this finding but includes no limitation on the source(s) of that evidence. There are no time parameters on the data or evidence that may be considered, nor any time limit on when the chartering entity may consider the data. Similarly, Section 47607(e), which provides specific authority to deny renewal if the charter school is not serving all pupils who wish to attend and provides for the provision of notice and an opportunity for the charter school to correct this concern, does not include any time restrictions on when this process can be commenced, other than a minimum notice period of 30 days.

BCS argues that by providing this Notice prior to the end of the penultimate year of its current Charter term – thus farther in advance of BCS's request for renewal – SCCOE is "tainting what should be a fair renewal process, in violation of BCS' right to due process." While BCS does not explain precisely what it means by such claims, SCCOE disagrees. Due process is fundamentally notice and an opportunity to be heard. Rather than "tainting" or diminishing BCS's due process rights relative to renewal, by providing this Notice at an earlier time, SCCOE is expanding BCS's due process protections by providing extra notice and an additional opportunity to be heard and to remediate the issues raised herein. Having the County Board authorize issuance of the Notice in May 2021 rather than July 2021 in no way taints BCS's renewal procedures. As specified in Section 47607, and noted during the May 5, 2021, meeting, this Notice is not a decision to deny renewal of BCS's Charter. Rather, it is notice of concerns that could impact BCS's renewal, and it is being issued now in order to afford BCS as much time and opportunity as possible to respond to those concerns, including the development and implementation of a corrective action plan. Delaying the issuance of this Notice would not provide BCS any additional due process protections.

B. BCS Has Not Exceeded the Applicable Legal Requirements

SCCOE has not conflated "the obligation to admit all students" with the requirement that BCS describe the means by which it will achieve a pupil balance reflective of the population of LASD. While it is true that BCS is required to admit all students subject to capacity, the concern at issue in this Notice is that BCS is not *serving* all students who wish to attend. Again, this is not a question simply of BCS being unable to admit all students because there are more applicants than spaces, but, rather, that BCS is not serving an appropriate mix of students, specifically the underrepresented student groups identified above. The CSA requires charter schools to describe the means by which they will achieve a balance of pupils reflective of the district in which they are located. This pupil balance is inextricably linked with consideration of whether BCS is serving all pupils.

Contrary to BCS's assertion, BCS has not "exceeded" the requirements of the CSA because its Charter describes its "Outreach Recruitment Plan." This Outreach Recruitment Plan is a mandatory Charter element and simply including it does not "exceed" the legal requirements, but, rather, at most would constitute compliance with the CSA's requirements. Moreover, the CSA's requirement is that the Charter describe "[t]he *means* by which the charter school will *achieve* a

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balance of" pupils. (§ 47605(c)(5)(G), emphasis added.) BCS has *not* achieved the requisite pupil balance, so its Outreach Recruitment Plan has not yet been successful. It is incumbent on BCS to make changes to its plans and operations to improve those outcomes.

SCCOE also notes that BCS attempted to rely upon a portion of a sentence taken out of context from a communication issued by SCCOE in 2012, almost a decade ago, as proof in opposition to the serious concerns described herein. As noted, BCS has taken the sentence out of context and has implied that it was a far broader statement than was the case. Moreover, the CSA has been substantially and repeatedly revised since that 2012 communication, including regarding both charter schools' obligations relative to diversity in enrollment, specifically including for students with special needs, and the causes for nonrenewal of a charter, including for failure to serve all students who wish to attend.

C. BCS's Demographics

The demographic data is detailed above and will not be repeated here. However, SCCOE notes that it disagrees with BCS's description of the import of that data in its May 5, 2021, letter, and the above-described data evidences SCCOE's position. SCCOE agrees with BCS that continued engagement between SCCOE and BCS on diversity, access to enrollment, and actual enrollment at BCS is important. This Notice is neither superficial nor outside of the statutory parameters, and it is not intended as a source of contention between BCS and SCCOE. Rather, this Notice is an extension of the myriad prior communications between BCS and SCCOE about this important topic and the necessity of increasing diversity and access to BCS, to which BCS has been receptive. SCCOE has long made clear to BCS that these are vitally important issues, made even more so by the revisions to the CSA and the addition of failure to serve all pupils who desire to attend as a cause for denying charter renewal. The purpose and intent of this Notice is to comply with the procedural requirements of the CSA, and to provide BCS substantial notice and a meaningful and reasonable opportunity to remediate these concerns. As BCS is aware, these issues are not susceptible to quick or easy cures, which is why SCCOE has long been working with BCS on these matters and has now also afforded BCS the procedures and protections specified in the CSA.

V. CONCLUSION

In compliance with SCCOE's expectations in response to this notice of concern, and in accordance with Section 47607(e), please submit BCS's response, including its corrective action plan, **by the earlier of (1) the date of submission of BCS's renewal charter petition or (2) six weeks before commencement of BCS's open enrollment period for the 2022-23 school year**. This affords BCS a reasonable opportunity to cure and to commence implementation of the corrective action plan prior to open enrollment for the next school year and provides SCCOE an opportunity to evaluate and, if necessary, work with BCS on its corrective action plan prior to any action on a BCS renewal Charter. SCCOE encourages BCS to commence curing and correcting and providing responsive information to and discussing its plans with SCCOE as quickly as possible. As always,

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SCCOE stands ready to collaborate with BCS and provide support and assistance to BCS's efforts to increase equity and access in its applicant pool and enrollment.

SCCOE looks forward to BCS's response to the concerns identified in this Notice. Should you have any questions regarding the foregoing, please do not hesitate to contact me or Director Fairley.

Very truly yours,

DocuSigned by:
Dr. Mary Ann Dewan
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Mary Ann Dewan, Ph.D.
County Superintendent

Attachments

cc: Santa Clara County Board of Education
Mefula Fairley, Director
Davina Harden, Esq.

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Table 1. Percent Change in Bullis Charter School Enrollment for Select Student Groups (2016/17 to 2020/21)

	2016/17 Count	2020/21 Count	Difference	Percent Change	2016/17 Percent	2020/21 Percent	Z Score	p-value	Decision	Notes
Student Group										
Hispanic/Latino Students	36	36	0	0.0%	4.4%	3.3%	1.2517	0.10565	Not Significant	No significant difference in the proportion of Hispanic students enrolled at Bullis Charter School from 2016/17 to 2020/21.
Students who are English Learners	90	73	-17	-18.9%	10.9%	6.7%	3.2643	0.00056	Signficant	The proportion of English learners enrolled at Bullis Charter School in 2020/21 is significantly lower than the proportion enrolled in 2016/17.
Students who are Socioeconomically Disadvantaged	7	19	12	171.4%	0.8%	1.7%	1.7144	0.04363	Signficant	The proportion of socioeconomically disadvantaged students enrolled at Bullis Charter School in 2020/21 is significantly higher than the proportion enrolled in 2016/17.
Students with Disabilities	46	73	27	58.7%	5.6%	6.7%	0.0987	0.161109	Not Signficant	No significant difference in the proportion of students with disabilities enrolled at Bullis Charter School from 2016/17 to 2020/21.
Total Enrollment	825	1,093	268	32.5%	NA	NA	NA	NA	NA	

Notes: Z-Score proportion difference tests are one-tailed with *a priori* alpha level set at 0.05.

Table 2. Comparison of Bullis Charter School (BCS) and Los Altos School District (LASD) Student Enrollment for Select Student Groups (2020/21)

	BCS	LASD	Z Score	p-value	Decision	Notes
Student Group						
Hispanic/Latino Students	3.3%	8.4%	5.7063	<0.00001	Significant	The proportion of Hispanic students enrolled at LASD in 2020/21 is significantly higher than the proportion enrolled at BCS.
Students who are English Learners	6.7%	9.4%	2.7621	0.00578	Significant	The proportion of English learners enrolled at LASD in 2020/21 is significantly higher than the proportion enrolled at BCS.
Students who are Socioeconomically Disadvantaged	1.7%	6.7%	6.3296	<0.00001	Significant	The proportion of socioeconomically disadvantaged students enrolled at LASD in 2020/21 is significantly higher than the proportion enrolled at BCS.
Students with Disabilities	6.7%	9.3%	2.6704	0.00758	Significant	The proportion of students with disabilities enrolled at LASD in 2020/21 is significantly higher than the proportion enrolled at BCS.
Total Enrollment (Count)	1,093	3,576	NA	NA	NA	

Notes: Z-Score proportion difference tests are two-tailed with *a priori* alpha level set at 0.05.

Table 3. Percent Change in Los Altos Elementary School District Enrollment for Select Student Groups (2016/17 to 2020/21)

	2016/17 Count	2020/21 Count	Difference	Percent Change	2016/17 Percent	2020/21 Percent	Z Score	p-value	Decision	Notes
Student Group										
Hispanic/Latino Students	362	300	-62	-17.1%	8.0%	8.4%	0.6525	0.25785	Not Signficant	No significant difference in the proportion of Hispanic students enrolled at Los Altos Elementary School District from 2016/17 to 2020/21.
Students who are English Learners	575	336	-239	-41.6%	12.7%	9.4%	4.6692	<.00001	Significant	The proportion of English learners enrolled at Los Altos Elementary School District in 2020/21 is significantly lower than the proportion enrolled in 2016/17.
Students who are Socioeconomically Disadvantaged	249	240	-9	-3.6%	5.5%	6.7%	2.2533	0.0122	Significant	The proportion of socioeconomically disadvantaged students enrolled at Los Altos Elementary School District in 2020/21 is significantly higher than the proportion enrolled in 2016/17.
Students with Disabilities	407	334	-73	-17.9%	9.0%	9.3%	0.4655	0.31918	Not Significant	No significant difference in the proportion of students with disabilities enrolled at Los Altos Elementary School District from 2016/17 to 2020/21.
Total Enrollment	4,527	3,576	-951	-21.0%	NA	NA	NA	NA	NA	

Notes: Z-Score proportion difference tests are one-tailed with *a priori* alpha level set at 0.05.

Takeaways

As of the 2020/21 academic year the proportions of Los Altos Elementary School District's student body that are Hispanic, English learners, socioeconomically disdadvantaged, and with disabilities are all significantly higher than those of Bullis Charter School.

From 2016/17 to 2020/21, Bullis Charter School observed a significant increase in the proportions of its student body that are English learners and socioeconomically disadvantaged.

From 2016/17 to 2020/21, no meaningful differences were observed in the proportions of Bullis Charter School's student body that are Hispanic and with disabilities.

From 2016/17 to 2020/21, the number of Hispanic students, socioeconomically disadvantaged students, and students with disabilities enrolled in Los Altos Elementary School District declined while the numbers stayed the same (for Hispanics) or increased (for socioeconomically disadvantaged students and students with disabilities) at Bullis Charter School.

From 2016/17 to 2020/21, both Los Altos Elementary School District and Bullis Charter School observed a decrease in English learner enrollment, however, the rate of decline was 2x greater for Los Altos Elementary School District.

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BULLIS charter school
A CALIFORNIA K – 8 PUBLIC SCHOOL

Expanding BCS Enrollment Outreach for 2021-22 and Beyond

For several years, BCS has dedicated time and energy to reaching and welcoming all families to our school. Some of our most significant efforts in past years included:

- The BCS Stretch to Kindergarten program, in partnership with the Family Engagement Institute (FEI) at Foothill College. This six-week, tuition-free summer program helped children from low-income families, many of whom had not attended preK, adapt to an academic setting.
- The Bullis Boosters Camp, a free, week-long language arts and science engineering day camp for incoming 2nd-6th graders from Los Altos and Mountain View.
- An effort to launch a new Bullis Mountain View school. While the effort did not come to fruition, we learned important lessons about the needs and interests of our neighboring community.

More recently, in collaboration with the Santa Clara County Office of Education, we have worked to expand and strengthen our efforts to ensure equity in access and diversity in enrollment. In April 2020, we created a new Superintendent's Task Force focused on improving outreach to students and families who were underserved by our school in the past. Our Task Force, which included representatives from the BCS administration and staff, Board, and our Bullis Boosters Club (PTO), meets monthly to discuss strategies and plans.

With the help of the Task Force, we developed a new campaign focused on attracting and welcoming new students and families across our community, including students of all races and ethnic backgrounds, English Learners, students with disabilities, and students with socioeconomic disadvantages.

We encourage all families to consider BCS, and this campaign has strengthened our outreach in key areas, including the San Antonio neighborhood (north of El Camino Real), and emphasizes several key strategies, including:

- Direct parent-to-parent and teacher-to-parent engagement.
    - Recruiting new BCS K3 parents.
    - Engaging BCS teachers living in the San Antonio neighborhood.
- Local information events, including asking apartment complex managers if we can host events for their residents.
- Developing key messages for parents to share on social media.

Our messages -- for all families -- highlight several key points:

- BCS is an excellent public school, open to all students and families,
- Individualized learning experiences help each child, and
- Great teachers and a highly engaged community build success.

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Messengers are as important as messages, and this campaign encourages current parents to engage directly with other families and share how their children are thriving at BCS. Parents network with new families through:

- Faith communities, children's' sports, and community organizations,
- Child care or preschool programs their children attended,
- Block parties and neighborhood events, and
- Social media.

We recruit current parents and teachers:

- Primarily K-3 and new parents, including through survey and focus groups on their onboarding experiences.
- Parents and teachers who speak other languages (Spanish, Mandarin)
    - We also provide informational materials in Spanish and Mandarin.
- Coach parents and teachers on key messages and outreach strategies.

Communities for expanded outreach:

- Key streets in the San Antonio neighborhood include Del Medio Ave, Monroe Drive, Miller Ave, California St, Fayette Drive, San Antonio Circle
- Apartment complexes in the area include:
    - Fayette Town House, 2675 Fayette Drive
    - Palo Alto Plaza, 541 Del Medio Ave
    - Fayette Arms Apartments, 2680 Fayette Drive
    - Domus on the Boulevard, 2650 W El Camino Real
    - Franciscan Apartments, 439 Del Medio Ave
    - Camille Apartments, 2645 California Street
    - Del Medio Manor Apartments, 141 Del Medio Ave
    - Del Medio Park Apartments, 2700 Del Medio Court
    - Del Medio Gardens, 250 Del Medio Ave
    - Kentfield Apartments, 2650 California Street
    - California Apartments, 2320/2326 California Street

In our initial Task Force meetings, we discussed opportunities for providing in-person presentations in small neighborhood settings, including apartment complexes, preschool programs, churches, temples, and other community centers. As the COVID-19 pandemic grew, we revised plans to focus more on sharing information through social media and other distanced communications, in addition to advertising in local publications, and sharing flyers and information in high-traffic areas such as supermarkets, restaurants, and apartment complexes.

These communications encouraged families to participate in the three virtual Information Nights we held in November, December, and January -- and hundreds of parents participated in those events. We also contacted Los Altos School District leadership to ask if we could participate in their annual Parent Information Nights.

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Whether face-to-face or digitally, we decided to make three major additions to our previous outreach efforts:

- Recruiting current BCS families (and staff) as Parent Ambassadors and supporting them with coaching and information resources. We developed materials (in English, Spanish, and Mandarin) to help our Parent Ambassadors engage with new families, share their experiences with BCS, and respond to questions or concerns.

- Hiring a part-time Community Outreach Coordinator, who has focused on
    - Expanding our contact list (preschools, churches, etc.) and reaching out directly to staff at those programs, encourage them to share information about BCS and our Open Enrollment Information Nights with their families. Our Coordinator found more than 40 new programs and organizations, and more than 15 of them agreed to share BCS flyers and information with their families.
    - Engaging new and potential parents directly through social media and online parent chat rooms (examples attached.)
    - Discussing volunteer opportunities for current BCS families that can help build more long-term connections between our school and other programs and networks in our community.

- Updating all resources -- print, online, social media, etc -- to reflect the children and families of our community.

Goals and evaluation:

- Reach more students and families who have been under-represented at BCS, and move toward a balance of English Learners, students with disabilities, and students of diverse race and ethnicity that is more reflective of the general population in the Los Altos School District.
- At the start of the 2021-22 school year, ask new families how they learned about BCS -- to evaluate how our new strategies worked.
    - Also ask for their advice on encouraging other new families to consider BCS for the 2022-23 school year.

Additional Steps to Strengthen Enrollment Outreach

- As public health conditions improve, we will conduct more in-person outreach activities, including Kickoff to Kinder events for teachers and families in local preschools, family child care programs, and other community centers. These events will help families prepare for their children's transition to kindergarten, and highlight BCS as one of their neighborhood options.

Attachments:

- *Tips for Connecting New Families to BCS (in English - also shared in Spanish, Mandarin)*
- *BCS FAQ for New Families (revised, in English - also shared in Spanish, Mandarin)*
- *Examples of BCS advertisements, flyers, social media*

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BULLIS charter school
A CALIFORNIA K – 8 PUBLIC SCHOOL

Tips for Inviting Friends and Neighbors to Consider BCS

- Tell them your story. When did your family begin at BCS? What do you -- and your children -- like most about the school?

- Emphasize important facts all families should know about BCS.
    - BCS is an excellent **public** school, open to all students and families.
    - Teachers work with students and families to develop individualized learning goals. This helps each child take responsibility for their learning, and achieve their full potential.
    - One thing that helps BCS succeed is families who are active and engaged, and we'd like you to join us!

- Think about different ways to share your messages about BCS, especially since COVID-19 makes it harder to connect in person.
    - Email your neighbors who have children starting kindergarten next year.
    - Share messages about BCS and your family on Facebook, NextDoor, WeChat and other social media networks -- and encourage your neighbors to ask questions. (If they have questions you can't answer, send them to info@bullischarterschool.com)
    - Here's a sample email/text you can edit to include your family's experience:
      I know your kids are almost ready for school, and I wanted to tell you about our experience with Bullis Charter School. We've been at BCS for three years, it's great! The kids love all the creative activities and projects. The teachers are wonderful, and we've made a lot of new friends in the BCS community. BCS is a public school, and open to all students. Can you join us for an upcoming parent information event?

- If you live in an apartment building, ask the managers if we can share flyers about upcoming parent information events at BCS.

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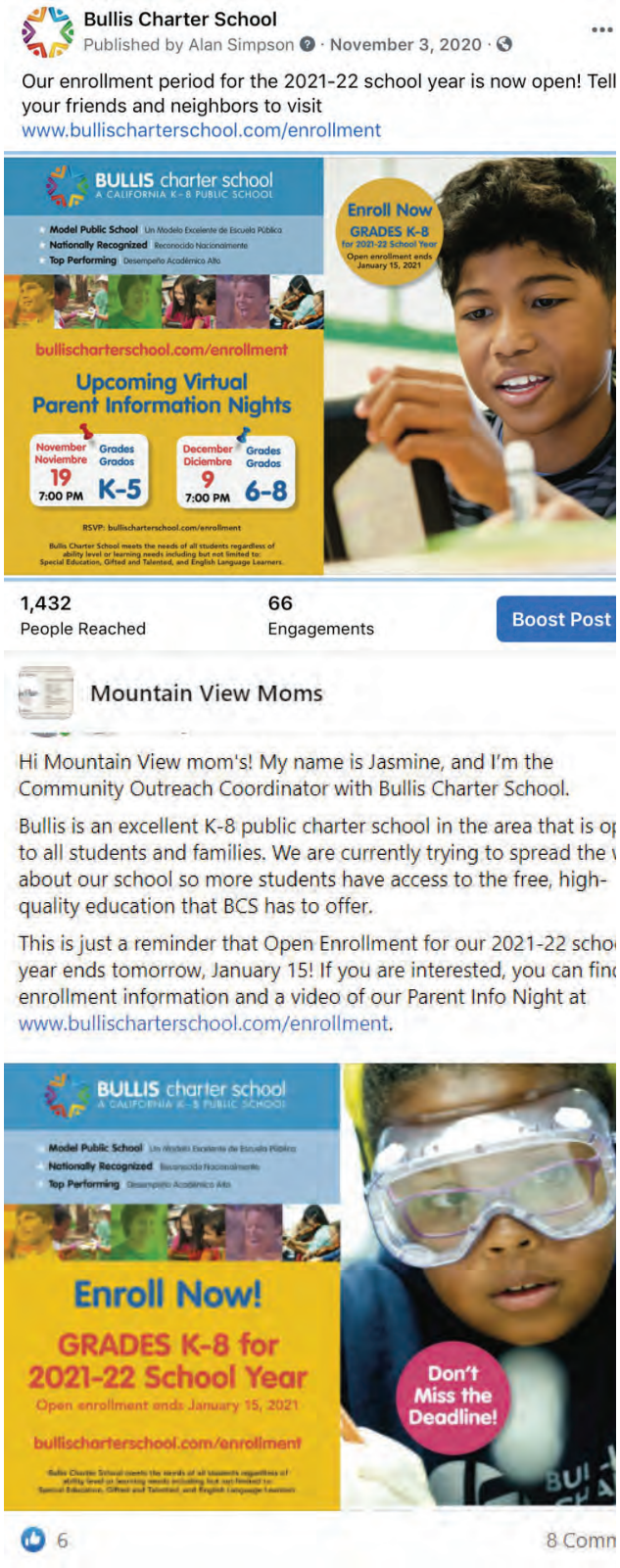
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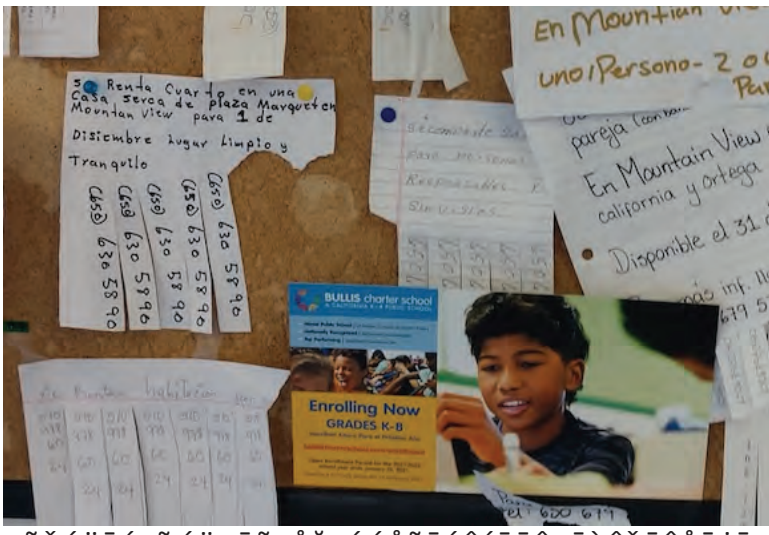
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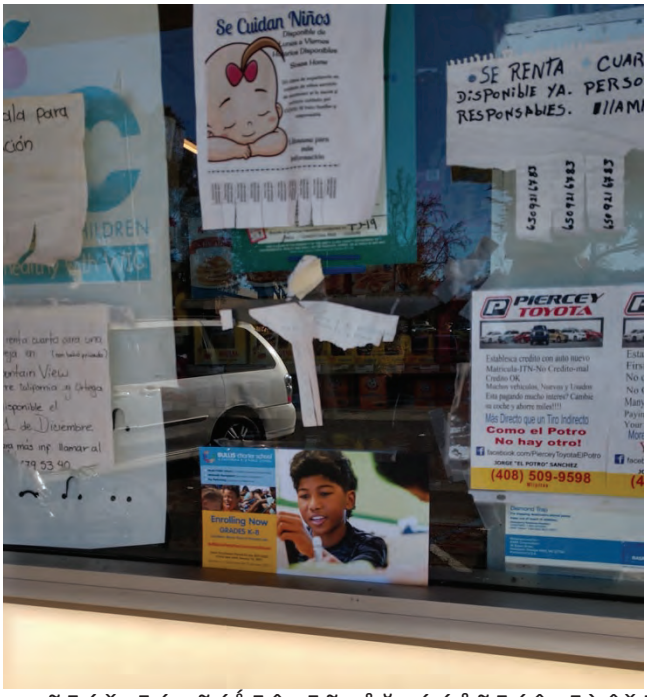
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EXHIBIT 2

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From:	Maureen Israel
To:	Mefula Fairley
Cc:	Michelle Johnson; Mary Ann Dewan; Alan Simpson
Subject:	BCS Enrollment Outreach and Data
Date:	Friday, March 5, 2021 4:04:50 PM
Attachments:	BCS preliminary kindergarten enrollment data 030521.pdf BCS current and recent enrollment data.pdf BCS 2020-21 Open Enrollment Advertising and Outreach examples.pdf BCS FAQ for New Families revised.pdf Tips for Connecting New Families to BCS.pdf Expanding BCS Enrollment Outreach.docx.pdf

Hi Mefula,

Following up on our conversation last week, here is the revised enrollment outreach plan for BCS, including details on additional steps we will take. I've also attached preliminary demographic data for new kindergarten students and for our current enrollment and recent years.

In addition, I've attached examples from our recent outreach efforts, including a revised FAQ.

I hope this information is helpful - let me know if you have any questions. We appreciate all the input and guidance SCCOE is providing as we continue to increase diversity in access to and enrollment at BCS.

Have a great weekend,
Maureen

--
Maureen Israel
Superintendent
Bullis Charter School
713.208.1545



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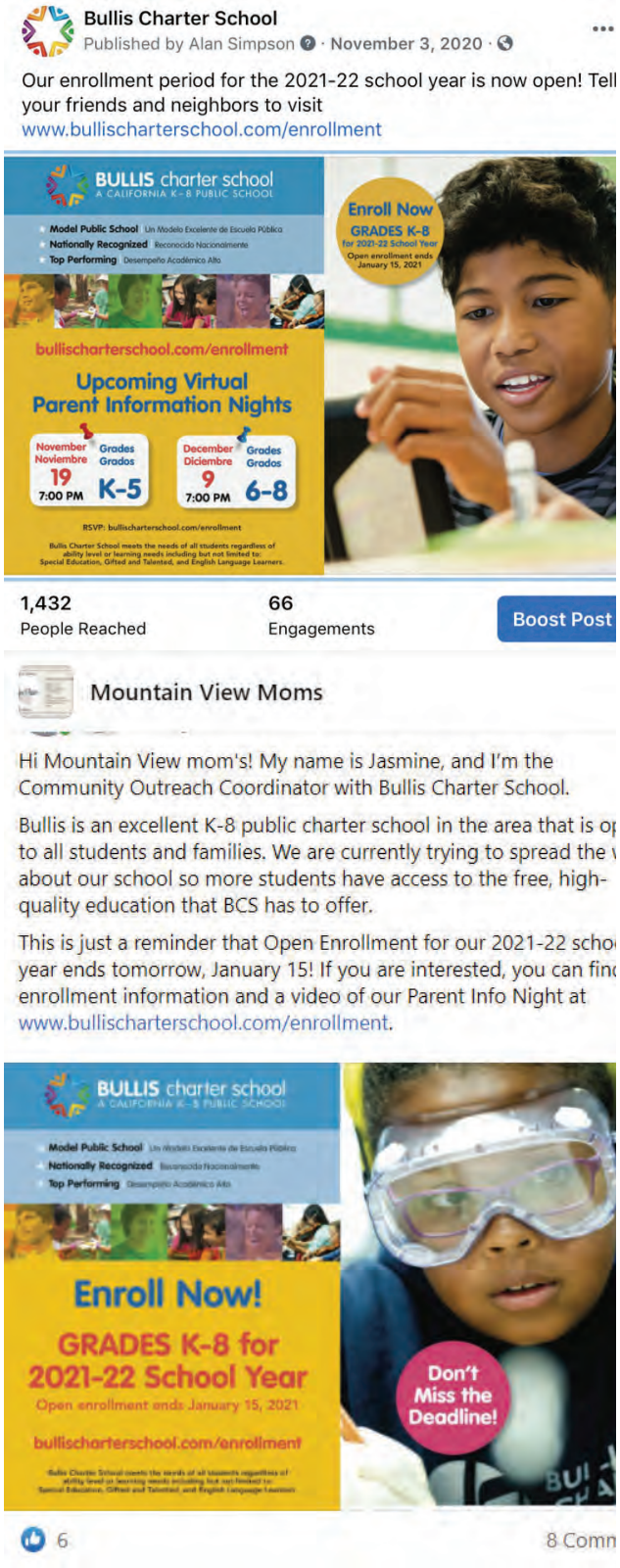
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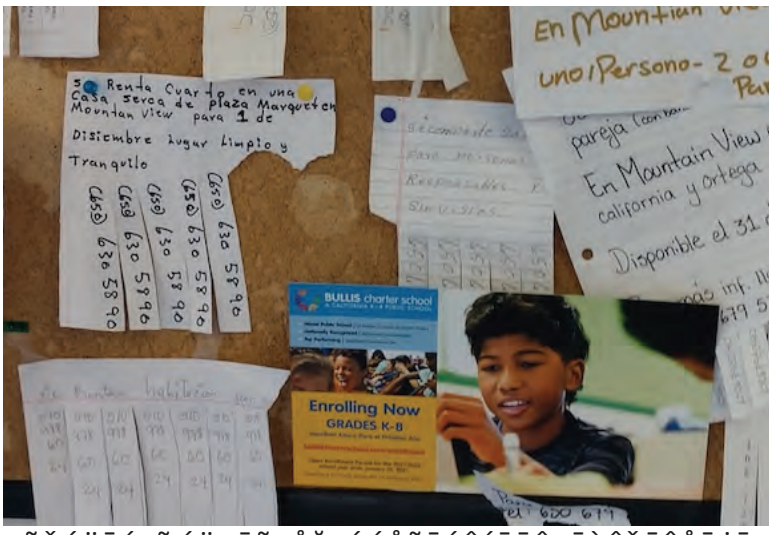
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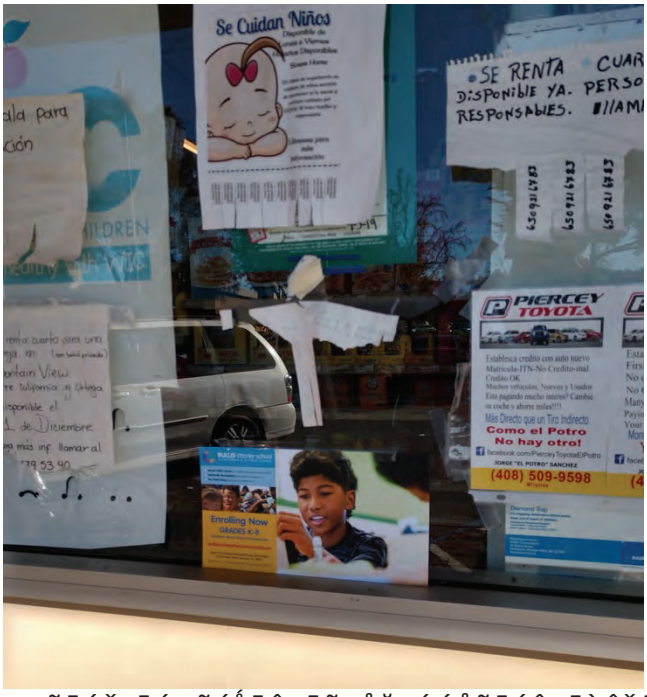
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BULLIS charter school
A CALIFORNIA K – 8 PUBLIC SCHOOL

Expanding BCS Enrollment Outreach for 2021-22 and Beyond

For several years, BCS has dedicated time and energy to reaching and welcoming all families to our school. Some of our most significant efforts in past years included:

- The BCS Stretch to Kindergarten program, in partnership with the Family Engagement Institute (FEI) at Foothill College. This six-week, tuition-free summer program helped children from low-income families, many of whom had not attended preK, adapt to an academic setting.
- The Bullis Boosters Camp, a free, week-long language arts and science engineering day camp for incoming 2nd-6th graders from Los Altos and Mountain View.
- An effort to launch a new Bullis Mountain View school. While the effort did not come to fruition, we learned important lessons about the needs and interests of our neighboring community.

More recently, in collaboration with the Santa Clara County Office of Education, we have worked to expand and strengthen our efforts to ensure equity in access and diversity in enrollment. In April 2020, we created a new Superintendent's Task Force focused on improving outreach to students and families who were underserved by our school in the past. Our Task Force, which included representatives from the BCS administration and staff, Board, and our Bullis Boosters Club (PTO), meets monthly to discuss strategies and plans.

With the help of the Task Force, we developed a new campaign focused on attracting and welcoming new students and families across our community, including students of all races and ethnic backgrounds, English Learners, students with disabilities, and students with socioeconomic disadvantages.

We encourage all families to consider BCS, and this campaign has strengthened our outreach in key areas, including the San Antonio neighborhood (north of El Camino Real), and emphasizes several key strategies, including:

- Direct parent-to-parent and teacher-to-parent engagement.
    - Recruiting new BCS K3 parents.
    - Engaging BCS teachers living in the San Antonio neighborhood.
- Local information events, including asking apartment complex managers if we can host events for their residents.
- Developing key messages for parents to share on social media.

Our messages -- for all families -- highlight several key points:

- BCS is an excellent public school, open to all students and families,
- Individualized learning experiences help each child, and
- Great teachers and a highly engaged community build success.

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Messengers are as important as messages, and this campaign encourages current parents to engage directly with other families and share how their children are thriving at BCS. Parents network with new families through:

- Faith communities, children's' sports, and community organizations,
- Child care or preschool programs their children attended,
- Block parties and neighborhood events, and
- Social media.

We recruit current parents and teachers:

- Primarily K-3 and new parents, including through survey and focus groups on their onboarding experiences.
- Parents and teachers who speak other languages (Spanish, Mandarin)
    - We also provide informational materials in Spanish and Mandarin.
- Coach parents and teachers on key messages and outreach strategies.

Communities for expanded outreach:

- Key streets in the San Antonio neighborhood include Del Medio Ave, Monroe Drive, Miller Ave, California St, Fayette Drive, San Antonio Circle
- Apartment complexes in the area include:
    - Fayette Town House, 2675 Fayette Drive
    - Palo Alto Plaza, 541 Del Medio Ave
    - Fayette Arms Apartments, 2680 Fayette Drive
    - Domus on the Boulevard, 2650 W El Camino Real
    - Franciscan Apartments, 439 Del Medio Ave
    - Camille Apartments, 2645 California Street
    - Del Medio Manor Apartments, 141 Del Medio Ave
    - Del Medio Park Apartments, 2700 Del Medio Court
    - Del Medio Gardens, 250 Del Medio Ave
    - Kentfield Apartments, 2650 California Street
    - California Apartments, 2320/2326 California Street

In our initial Task Force meetings, we discussed opportunities for providing in-person presentations in small neighborhood settings, including apartment complexes, preschool programs, churches, temples, and other community centers. As the COVID-19 pandemic grew, we revised plans to focus more on sharing information through social media and other distanced communications, in addition to advertising in local publications, and sharing flyers and information in high-traffic areas such as supermarkets, restaurants, and apartment complexes.

These communications encouraged families to participate in the three virtual Information Nights we held in November, December, and January -- and hundreds of parents participated in those events. We also contacted Los Altos School District leadership to ask if we could participate in their annual Parent Information Nights.

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Whether face-to-face or digitally, we decided to make three major additions to our previous outreach efforts:

- Recruiting current BCS families (and staff) as Parent Ambassadors and supporting them with coaching and information resources. We developed materials (in English, Spanish, and Mandarin) to help our Parent Ambassadors engage with new families, share their experiences with BCS, and respond to questions or concerns.

- Hiring a part-time Community Outreach Coordinator, who has focused on
    - Expanding our contact list (preschools, churches, etc.) and reaching out directly to staff at those programs, encourage them to share information about BCS and our Open Enrollment Information Nights with their families. Our Coordinator found more than 40 new programs and organizations, and more than 15 of them agreed to share BCS flyers and information with their families.
    - Engaging new and potential parents directly through social media and online parent chat rooms (examples attached.)
    - Discussing volunteer opportunities for current BCS families that can help build more long-term connections between our school and other programs and networks in our community.

- Updating all resources -- print, online, social media, etc -- to reflect the children and families of our community.

Goals and evaluation:

- Reach more students and families who have been under-represented at BCS, and move toward a balance of English Learners, students with disabilities, and students of diverse race and ethnicity that is more reflective of the general population in the Los Altos School District.
- At the start of the 2021-22 school year, ask new families how they learned about BCS -- to evaluate how our new strategies worked.
    - Also ask for their advice on encouraging other new families to consider BCS for the 2022-23 school year.

Additional Steps to Strengthen Enrollment Outreach

- As public health conditions improve, we will conduct more in-person outreach activities, including Kickoff to Kinder events for teachers and families in local preschools, family child care programs, and other community centers. These events will help families prepare for their children's transition to kindergarten, and highlight BCS as one of their neighborhood options.

Attachments:

- *Tips for Connecting New Families to BCS (in English - also shared in Spanish, Mandarin)*
- *BCS FAQ for New Families (revised, in English - also shared in Spanish, Mandarin)*
- *Examples of BCS advertisements, flyers, social media*

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EXHIBIT 3

Documentary Record 000744

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From: Maureen Israel
To: Mefula Fairley
Subject: Bullis Agenda Item
Date: Monday, May 3, 2021 3:07:49 PM

Hi Mefula,

I hope you are well. I wanted to reach out, as I was incredibly surprised to read the agenda item regarding Bullis for Wednesday's meeting. I wish we were notified that this was coming; the language in the agenda feels like an attempt to undermine our reputation. I would like to get on the phone with you to talk about this development. It is incredibly disappointing and contrary to the work we've done, after our multiple conversations and submissions of our plan for increasing outreach with you and your team.

As we shared with you and Michelle, we've seen an increase in many of the demographic groups noted. All indicators are showing that our Outreach Plan is continuing to increase these specific demographic groups, and continuing our progress toward achieving balance with the school district. This is true even though our intake point is mostly Kindergarten, due to our student retention and enrollment cap. As we've discussed, including a SED preference in our lottery would continue to support these efforts.

Please let me know when you can speak further before Wednesday.

Thanks,
Maureen

--
Maureen Israel
Superintendent
Bullis Charter School
713.208.1545



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EXHIBIT 4

Documentary Record 000746

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From: Mefula Fairley
To: "Maureen Israel"
Subject: RE: Bullis Agenda Item
Date: Monday, May 3, 2021 4:59:00 PM

Maureen,

I welcome a call with you. It was definitely not my intent to undermine the reputation of BCS. I truly appreciate the collaboration we've had with you and Alan.

As you know, your charter renewal petition must describe the means by which BCS will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including RFEP, that is reflective of the general population residing within LASD. The Charter Schools Department anticipates this will become an issue during the BCS renewal process. As a result, we are relying on *EC* 47607(e) - which provides additional procedures and opportunities for the charter school to resolve and remediate areas of concern that could negatively affect renewal - to help BCS demonstrate its commitment and plans to resolve this issue. The agenda item is consistent with the terms and requirements of 47607(e). When I mentioned issuance of a 47607(e) notice to cure during our Zoom call on April 22, I explained that this would give you an opportunity to think through and commit to an updated plan for bringing demographic groups into balance with LASD prior to the renewal process. Again, it is absolutely not my intent to undermine the reputation of BCS. In fact, my intention is to provide support and assistance to BCS relative to its operations and upcoming renewal.

I am available for a call tomorrow from 11:00 am to 1:00 pm or after 3:30. Please let me know if any of these times match you availability.

Sincerely,

Mefula

From: Maureen Israel <misrael@bullischarterschool.com>
Sent: Monday, May 3, 2021 3:08 PM
To: Mefula Fairley <mfairley@sccoe.org>
Subject: Bullis Agenda Item

Hi Mefula,

I hope you are well. I wanted to reach out, as I was incredibly surprised to read the agenda item regarding Bullis for Wednesday's meeting. I wish we were notified that this was coming; the language in the agenda feels like an attempt to undermine our reputation. I would like to get on the phone with you to talk about this development. It is incredibly disappointing and contrary to the work we've done, after our multiple conversations and submissions of our plan for increasing outreach with you and your team.

As we shared with you and Michelle, we've seen an increase in many of the demographic groups

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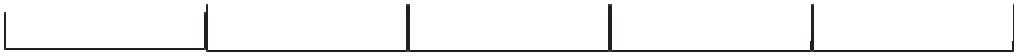
noted. All indicators are showing that our Outreach Plan is continuing to increase these specific demographic groups, and continuing our progress toward achieving balance with the school district. This is true even though our intake point is mostly Kindergarten, due to our student retention and enrollment cap. As we've discussed, including a SED preference in our lottery would continue to support these efforts.

Please let me know when you can speak further before Wednesday.

Thanks,
Maureen

--
Maureen Israel
Superintendent
Bullis Charter School
713.208.1545





CAUTION: This email originated from outside of the organization. Do not click links, open attachments or reply unless you recognize the sender and know the content is safe. Contact the Help Desk at 4357 if you need assistance.

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EXHIBIT 5

Documentary Record 000749

Bullis Charter School Petition

Agenda Item Details

Meeting	May 05, 2021 - Regular Board Agenda (#2281)
Category	7. ACTION ITEMS
Subject	A. Request Authorization to Issue to Bullis Charter School a Notice of Concern and Reasonable Opportunity to Cure Pursuant to Education Code Section 47607(e)
Type	Action
Recommended Action	Authorize and delegate authority to the Superintendent or designee to issue a notice(s) to Bullis Charter School pursuant to Education Code Section 47607(e).
Goals	Santa Clara County Office of Education Goal #1 Santa Clara County Office of Education Goal #2

Administrator
Mary Ann Dewan, Ph.D., County Superintendent of Schools
Mefula Fairley, Director of Charter Schools

Background
Pursuant to Education Code Section 47607(e), the County Board may nonrenew a charter if it finds that the charter school is demonstrably unlikely to successfully implement the program due to substantial fiscal factors, substantial governance factors, or it is not serving all pupils who wish to attend. Education Code Section 47607(e) also provides procedural steps to follow in such cases, including providing at least 30 days' notice to the charter school of the alleged violation(s) and providing the charter school with a reasonable opportunity to cure the violation(s), including submission of a corrective action plan proposed by the charter school.

Bullis Charter School (BCS) was initially approved in September 2003 for a three-year term as a grade K-6 school on appeal from Los Altos School District. Bullis opened fall 2004 with 187 students. Bullis' charter has been renewed three times in 2007, 2011, and 2016. The charter was also materially revised in 2007 to change the enrollment preferences and in 2008 to add grades seven and eight. Bullis operates as a school of the County Board for Special Education purposes. Current enrollment is approximately 1100 students. Bullis' current term expires June 30, 2022. Thus, the Charter is due for renewal in 2021-22.

The pupil balance at BCS has long been a concern of the County Board and the Santa Clara County Office of Education. County Staff has been working to collaborate with BCS and support its development and implementation of a plan to increase its efforts and successes in enrolling a more diverse student population, consistent with the letter and spirit of the Charter Schools Act.

BCS's enrollment data, as well as the data provided by BCS about the results of its open enrollment process for the 2021-2022 school year, continue to indicate that BCS is not serving all pupils who wish to attend. The demographic data indicate that the percentage of BCS's enrollment of some pupil groups has actually decreased, rather than increased. Pupil groups that are underrepresented at BCS include:

- English learners
- Hispanic
- Socioeconomically disadvantaged
- Students with disabilities

BCS has recently contacted County Staff to discuss additional means to increase its diversity and enrollment of underrepresented student groups, which is a positive development.

The additional procedures provided by Education Code Section 47607(e) in cases in which a charter school may not be renewed because it is not serving all pupils who wish to attend afford a charter school additional notice of this concern that could lead to nonrenewal of a charter, and an opportunity for the charter school to cure the issue, including by developing and implementing a corrective action plan. By authorizing the issuance of this notice in advance of receipt of BCS's renewal charter petition, BCS is provided additional time to cure these issues, including through a corrective action plan that could be incorporated into and/or otherwise be addressed as part of BCS's renewal charter petition.

County Staff recommends that the County Board authorize the issuance and delegate to the County Superintendent or designee authority to issue a notice to BCS pursuant to Education Code Section 47607(e) and provide BCS a reasonable opportunity to cure the matters raised in the notice(s).

Requested Action
Authorize and delegate authority to the Superintendent or designee to issue a notice to Bullis Charter School pursuant to Education Code Section 47607(e).

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Motion & Voting

Authorize and delegate authority to the Superintendent or designee to issue a notice(s) to Bullis Charter School pursuant to Education Code Section 47607(e).

Motion by Peter Ortiz, second by Claudia Rossi.
Final Resolution: Motion Carries
Yes: Claudia Rossi, Grace Mah, Rosemary Kamei, Kathleen King, Peter Ortiz, Victoria Chon
No: Joseph Di Salvo

Committed to serving, inspiring and promoting student and public school success

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EXHIBIT 6

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BULLIS CHARTER SCHOOL
102 West Portola Avenue
Los Altos, CA 94022
Tel 650.947.4100Fax
650.947.4989
www.bullischarterschool.com

BULLIS
charter school
A CALIFORNIA
K - 8 PUBLIC SCHOOL

May 21, 2021

SENT VIA EMAIL

Mary Ann Dewan, Ph.D.
County Superintendent of Schools
Santa Clara County Office of Education
1290 Ridder Park Drive
San Jose, CA 95131

Dear Dr. Dewan,

Thank you for your letter of May 21. The Board and staff of Bullis Charter School look forward to collaborating with the County Office of Education to address the concerns raised in the County's letter in a timely, constructive, and effective manner.

Sincerely,

Francis La Poll, Board Chair

Maureen Israel, Superintendent

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EXHIBIT 7

Documentary Record 000754

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August 25, 2021

VIA EMAIL: MaryAnn_Dewan@sccoe.org
cc: MFairley@sccoe.org, MJohnson@sccoe.org

Mary Ann Dewan, Ph.D., County Superintendent of Schools
Santa Clara County Office of Education
1290 Ridder Park Drive
San Jose, CA 95131

Dear Dr. Dewan,

While the new California budget legislation provides an automatic two-year extension for all charter schools with terms expiring between January 1, 2022 and June 30, 2025, Bullis Charter School would like to continue working with you to improve our Enrollment Action Plan, as outlined in your letter of May 21, 2021.

As we have discussed previously with your staff -- and as noted in your letter -- one significant step would be revising our Admissions Policies and Procedures to add an admission preference for students who qualify for free and reduced-price meals and live within the Los Altos School District. BCS would like to establish such a preference for up to 10% of our open spaces by grade, which would be significantly more than the current percentage of socio-economically disadvantaged students making up the student population of either BCS or the Los Altos School District. We would like to work with the County staff to add this new admission preference, which we expect would help BCS increase the enrollment of certain targeted segments of the local student population.

This admission preference change would strengthen the BCS Enrollment Action Plan in two fundamental ways. First, it would improve the chances for students who qualify for free and reduced-price meals in our public random drawing ("the lottery") to be able to enroll in BCS. Secondly, the change would incentivize more underserved families to apply.

If approved, this admission preference change will complement other steps we are taking -- and expanding -- in our Enrollment Action Plan, which include:

- Bullis Summer Camp, which we expanded to two weeks this year – the first at Christopher Elementary School in San Jose, and the second at BCS. The camp emphasizes art, science, hands-on learning and fun, to help young learners prepare for the coming school year. Bullis Summer Camp is free for underserved families, and nearly 60 students attended this year.

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- New outreach events with preschools and child care programs in the San Antonio neighborhood (north of El Camino Real) to help more families with young children see BCS as a great choice, and to invite them to our Parent Information Nights where they'll connect with other families.

- Updating our website and social media platforms to ensure they are accessible and welcoming to all families.

- Emphasizing in our communications that BCS is a free public charter school without any required fees or contributions.

We would like your help in expediting this admission preference change, so that it could take effect for our Open Enrollment Period for the 2022-2023 school year, which will begin in November 2021. We would like to work with the County to update our Admissions Policies and Procedures and clarify the preference change.

BCS continues to agree to comply at all times with laws which generally apply to charter schools and to comply with applicable federal or state laws. We appreciate your continued support and assistance to our efforts to increase equity and access in the BCS applicant pool and enrollment.

Sincerely,



Maureen Israel
Superintendent
Bullis Charter School

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EXHIBIT 8

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Santa Clara County Office of Education
Mary Ann Dewan, Ph.D.
County Superintendent of Schools

September 8, 2021

*SENT VIA EMAIL (**MISRAEL@BULLISCHARTERSCHOOL.COM**)*

Maureen Israel, Superintendent
Bullis Charter School
102 W. Portola Ave
Los Altos, CA 94022

RE: Bullis Charter School Admission Preferences

Dear Ms. Israel,

This correspondence is in response to your correspondence of August 25, 2021, concerning proposed changes to Bullis Charter School's ("BCS") admissions preferences. In that correspondence you expressed a desire to work with Santa Clara County Office of Education ("SCCOE") Staff to add an admission preference for socioeconomically disadvantaged students in an effort that BCS expects to assist in increasing the enrollment of target student groups.

BCS has specified that it is proposing the change to its admission preferences as part of an ongoing effort by SCCOE to work with BCS on increasing enrollment access and diversity at BCS, and specifically in response to the Notice in Accordance with Education Code Section 47607(e) and Notice of Concern sent to BCS on May 21, 2021 ("Notice"). Without repeating all of the information in that Notice, it described serious concerns about the lack of diversity at BCS, and specifically that students who are socioeconomically disadvantaged, who have disabilities, who are English learners, and who are Hispanic are underrepresented at BCS, and the need for BCS to establish and implement a corrective action plan to address these issues. SCCOE specifically recommended in the Notice that BCS consider adding to and revising its admission preferences as appropriate as one of its actions to remediate these concerns.

Your letter specifies:

> As we have discussed previously with your staff – and as noted in your letter – one significant step would be revising our Admissions Policies and Procedures to add an admission preference for students who qualify for free and reduced-price meals and live within the Los Altos School District. BCS would like to establish such a preference for up to 10% of our open spaces by

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County Board of Education: Victoria Chon, Joseph Di Salvo, Rosemary Kamei, Grace H. Mah, Peter Ortiz, Claudia Rossi, Tara Sreekrishnan

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> grade, which would be significantly more than the current percentage of socio-economically disadvantaged students making up the student population of either BCS or Los Altos School District. . . .
>
> * * *
>
> We would like your help in expediting this admission preference change, so that it could take effect for our Open Enrollment Period for the 2022-2023 school year, which will begin in November 2021. We would like to work with the County to update our Admissions Policies and Procedures and clarify the preference change.

As you are aware, the First Amended Memorandum of Understanding between BCS and SCCOE ("MOU") specifies that BCS's preferences may not be amended or deviated from without prior approval of a material revision by the Santa Clara County Board of Education. However, we understand that BCS is proposing the change to its admission preferences in response to the Notice and SCCOE's specific requirement that BCS take prompt and effective action to implement changes to increase access to admission and diversity in BCS's student population, effective with the 2022-23 open enrollment process. Moreover, SCCOE also recognizes the ongoing impacts of the COVID-19 pandemic and the need to meet the educational and health and safety needs of our students, staffs, and community during this unprecedented time, and their corresponding impacts on our collective resources and time. As such, I hereby agree to waive the provision of the MOU specifying that any changes to BCS's admission preferences require approval of a material revision, and instead agree that BCS may on this occasion seek County Board approval of changes to its preferences to increase diversity and equity in access to admission to BCS by submitting a request that the County Board consider and act on such request at a public hearing in accordance with Education Code Section 47605(e)(2)(B).

This waiver of the MOU requirement that proposed changes to BCS's approved admission preferences require approval of a material revision to its charter is based on the particular facts and circumstances at this time, and is limited exclusively to a request from BCS to revise its preferences on this occasion in response to the Notice. This waiver shall not serve as an ongoing waiver of this or any other provision of the MOU and shall not be a waiver of any breach or default concerning the same or any other provision of the MOU.

As detailed in the Notice, there are multiple student groups that are underrepresented at BCS. SCCOE encourages BCS to consider carefully whether there are additional and/or different admission preferences or changes to its existing preferences for which BCS might concurrently seek County Board approval in order to further advance the goals of increasing

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access to and diversity in enrollment at Bullis. This is an important opportunity for BCS to take meaningful steps to address the concerns described in the Notice.

In order for BCS's request to modify its admission preferences to be included on a County Board agenda, BCS will need to submit the clear and specific terms of the admission preference(s) it is requesting to change/add, including the full list of preferences that specifies where the additional preference(s) fits. Please ensure clarity and specificity in the language proposed by BCS. With respect to the description of the contemplated preference in your August 25th letter, quoted above, the language would need to be clear that the 10% determination is based on the number of open spaces at each grade level prior to drawing any names in the lottery, and that any students who qualify for this preference who are not admitted pursuant to this preference will continue to have their names included in any subsequent lottery pools for which they qualify (e.g. all residents of Los Altos School District). We request that you submit this specific preference language by end of business on Monday, **September 13, 2020**, in order for the request to be included on the County Board's October 6, 2021, agenda.

We would appreciate BCS providing some additional information on how many students BCS anticipates being able to enroll pursuant to this new proposed preference for 2022-23. We recognize that BCS cannot be certain at this time, but we are hoping for some insight regarding what BCS anticipates as far as the potential impact of this proposed preference. Please also provide information about how BCS plans to advertise and recruit students who would qualify for the preference should it be approved in order to ensure it has the greatest possible impact.

We note that no other admission preferences at BCS are capped at a specified percentage, so we were wondering what BCS's rationale is for capping the proposed preference for students who qualify for free or reduced-price meals. Similarly, we wondered why BCS has not proposed a corresponding preference for students who reside outside of the Los Altos School District given that there is an out-of-district preference that corresponds to each of BCS's current in-district preferences.

I also wanted to take this opportunity to follow up on the Charter Schools Department's prior request that BCS provide a detailed explanation of how it conducts its admissions drawing. We are seeking further clarity on precisely how the lottery is structured and how BCS actually implements the various preference levels. One particular question is whether, and if so by what process, the sibling preference is implemented when applicants do not have a sibling who currently attends BCS, but multiple siblings are applying for admission in the same year, and one of the siblings is admitted. It would be helpful to SCCOE's understanding if BCS would supplement its explanations with examples. Please also specify

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how BCS publicly announces the number of openings at each grade level prior to commencing the drawing of names in the lottery.

Please provide all of above-requested additional information – beyond the actual preference language that BCS is seeking to have approved – by **September 20, 2021**. SCCOE also looks forward to receipt of BCS's full response and corrective action plan as required by the Notice.

Please do not hesitate to contact Charter Schools Department Director Mefula Fairley or me if you have any questions.

Very truly yours,

DocuSigned by:
Dr. Mary Ann Dewan
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Mary Ann Dewan, Ph.D.
County Superintendent

cc: Mefula Fairley, Director

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EXHIBIT 9

Documentary Record 000762

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September 15, 2021

VIA EMAIL: MaryAnn_Dewan@sccoe.org
cc: MFairley@sccoe.org, MJohnson@sccoe.org

Mary Ann Dewan, Ph.D., County Superintendent of Schools
Santa Clara County Office of Education
1290 Ridder Park Drive
San Jose, CA 95131

Dear Dr. Dewan,

Below is the redline version of the proposed admissions preference adjustment for Bullis Charter School. We will provide additional information and response to your questions by Monday, September 20, 2021.

Sincerely,

Maureen Israel
Superintendent
Bullis Charter School

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H. ADMISSION REQUIREMENTS

Admission requirements, if applicable.
- California Education Code Section 47605(b)(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.

Admission Requirements

Bullis Charter School shall require students who wish to attend Bullis Charter School to complete an enrollment form. Enrollment forms are available on-line or in hard copy form in both English and Spanish. After admission, students will be required to submit a registration packet, which shall include the following:

Student registration form
Proof of Immunization
Home Language Survey
Proof of minimum age requirements, e.g. birth certificate
Release of records

Immunizations

California law requires that parents/guardians of all children must submit completed immunization records, or exemption materials, prior to admission 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).

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 enrollment form are

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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 Bullis Charter School students who reside within the boundaries of the Los Altos School District.

~~2. For no more than half the total available openings for each grade level, students who reside within the boundaries of the former Bullis-Purissima Elementary School attendance area, as drawn by Los Altos School District in the 2002-2003 school year, limited as follows:~~
   - ~~For incoming kindergarten classes for the 2017-2018 school year, limited to 20% of total available openings.~~
   - ~~For incoming kindergarten classes for the 2018-2019 school year, limited to 10% of total available openings.~~

   ~~For incoming kindergarten classes for the 2019-2020 school year and following, there will be no preference for this category.~~

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. Siblings of Bullis Charter School students who reside outside the boundaries of the Los Altos School District but within California.

6. Children of BCS staff members 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, limited to 10% of the total openings at each grade level.

8. All other applicants who reside within California.

Any student who qualifies for a preference but is not chosen in the drawing for that preference shall be included in the drawing for each subsequent preference for which he or she qualifies until his or her name is drawn or the sooner conclusion of the lottery. At the conclusion of the public random drawing, any student not granted admission due to lack of capacity shall be given the option to put his or her name on a wait list according to the student's draw in the lottery. This wait list will allow students the option of enrollment in the case of an opening during the current school year. The wait list will not carry over to the following school year.

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Enrollment paperwork is accepted year round. Enrollment forms received after the close of an Open Enrollment Period will be offered admission if a spot is available. If a wait list is already in place, the student will be added to the proper wait list according to the admission preferences.

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EXHIBIT 10

Documentary Record 000768

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September 20, 2021

VIA EMAIL: MaryAnn_Dewan@sccoe.org
cc: MFairley@sccoe.org, MJohnson@sccoe.org

Mary Ann Dewan, Ph.D., County Superintendent of Schools
Santa Clara County Office of Education
1290 Ridder Park Drive
San Jose, CA 95131-2304

RE: Bullis Charter School Admission Preferences

Dear Dr. Dewan:

In response to your letter of September 8, 2021, thank you for working with us to facilitate the change to our list of enrollment preferences. We greatly appreciate the County's willingness to help us through this process. You raised several enrollment-related questions and our answers are as follows:

1. Considering additional admission preferences or changes.

BCS is willing to consider further changes to its admission preferences. It is important to note our concerns with relying too heavily on this path. We worry about the legality as a matter of state law and constitutional jurisprudence if we were to institute preferences for Hispanic students (race/ethnicity-based) or based on being an English Language Learner (typically tied to ethnicity and/or national origin). We also have fears about unconstitutional disparate impact on enrollment of Blacks and Asians, who as we all know have been subject to centuries of de jure discrimination at the state and federal levels. We also want to avoid changes that would create conflict within the community, for example replicating a geographic favoritism such as we had before and which BCS eliminated in response to community and County displeasure with it, not to mention threats of legal action. Obviously, we cannot institute a preference based on disability because (1) we cannot ask during the enrollment process whether a child has a disability and (2) many children with disabilities are not identified as such until after they begin to attend school. That said, we would appreciate suggestions and approaches that might help BCS achieve the desired diversity, including changes to enrollment preferences, and would like to continue to work with County staff on possible ways to achieve common goals.

I can confirm that students who do not qualify for a preference continue to have their names included in subsequent lottery pools for which they qualify. This has always been the case and will continue to be.

2. How many students BCS anticipates enrolling with the new FRPM preferences.

We cannot reliably estimate how many students we will enroll with the proposed new preferences, but we expect the change to be statistically significant. Notice of the new preference is already being carried in the local newspapers. We also shall incorporate notice in our greatly expanded media and grassroots multilingual outreach efforts. We are putting boots on the ground in those neighborhoods where we believe the new preference will have the greatest meaning. We also are contacting organizations with ties to these neighborhoods to further disseminate the message. The mere fact of a preference should also help spur those otherwise discouraged by the lottery and waitlist to apply. We more fully describe our efforts to elicit a broader set of enrollment applications in our response to the May 21, 2021 Notice of Concern.

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3. Why we proposed a percentage for these new admission preferences.

The only prior unusual preference, for those from the former Bullis-Purissima attendance area, always had a specified attendance cap (ten percent in its final year) so placing a cap on this new preference is not out of the ordinary. It is also sensible since the goal is to approximate the percentage of FRPM-eligible students in the area encompassed by the Los Altos School District. The figure of ten percent is significantly higher than that of the District. It was chosen to give BCS quicker diversification and to be safely above the LASD figure.

(In this regard, we request the County's assistance in determining the actual percentage of in-District FRPM students. If BCS is to be compared to such a figure, it is necessary to know what it is. To date, the District has refused to provide any in-District figures for any of the demographic categories of students that we need to attract.)

We have included a FRPM preference for out-of-district students. That was always the intention. Our original submission and request to you was meant to convey the intent to give preference to FRPM students not the intended scope. We apologize for the lack of clarity.

4. Conducting a fair and transparent admission lottery.

With regard to the lottery, it is publicly noticed and always open to the public. Community members are usually in attendance. We note that one or members of the LASD board usually are present to observe as well. We advertise the number of Kindergarten classrooms that we intend to have in the coming year which sets the number of Kindergarten openings. Because current students legally have first priority for the coming year and our grades tend to be fully subscribed, we have very little idea how many openings we shall have in years after Kindergarten. We do encourage students to enroll in successive years but actual openings for any grade are usually in the low single digits.

With regard to the mechanics of the lottery, if a student chosen for a grade has a sibling then when we reach the grade in which the sibling is, that sibling will be included in the sibling lottery pool. An example: If family A has two children in grades K and 5, and the K child is chosen, when we reach the drawing for grade 5 the family's fifth grader will be in the sibling pool. BCS ensures that the lottery is fair and transparent by using a third-party vendor, SchoolMint -- an online registration, lottery, and enrollment system used by thousands of schools across the country.

I have also attached our Enrollment Action Plan, as required by the Notice sent on May 21, 2021. Please let me know if you have other questions or need additional information. We hope to continue working constructively with your office on these new admission preference changes, and on our overall efforts to improve our enrollment and outreach and serve all children and families in our community.

Sincerely,

Maureen Israel
Superintendent

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Bullis Charter School Enrollment Action Plan

BCS welcomes all children and families. As educators, we know that diversity is one of our strengths, and that all students benefit from learning and growing with friends from different backgrounds. As families who speak dozens of different languages at home, we know the importance of connecting with a strong and supportive school community. These are the foundations of our Enrollment Action Plan, which will ensure that all students can access the BCS experience, and that our enrollment reflects the demographics of the community we serve.

Our Enrollment Action Plan builds on efforts of our Superintendent's Task Force, created in 2019 to improve outreach to underserved students and families, as well as our collaborations with the Santa Clara County Office of Education. The Enrollment Action Plan is designed to attract and welcome new students and families across our community, especially students of all racial and ethnic backgrounds, English Learners, students with disabilities, and students with socioeconomic disadvantages.

There are several key components to our plan, and we'll begin by highlighting some of the steps we've taken since your letter on May 21, 2021:

- Hiring outside professional experts with extensive experience in education and meeting the needs and interests of underserved families in the Bay Area and other communities. Hawk Circle Consulting -- an organization recommended by CCSA -- is developing a comprehensive approach to making Bullis Charter School more inclusive and diversifying our applicant pool and enrollment, including:
    - Coaching and professional development for superintendent, principals and other leaders on centering inclusion in their management and school leadership, including in new student and family recruitment,
    - Engaging multiple stakeholders in developing a long-term vision for BCS rooted in a Theory of Change focused on inclusion and excellent student achievement for all,
    - Creating a robust organizational understanding of Bullis' strengths, weaknesses, opportunities, and threats, specifically related to student diversity, and
    - Providing training for staff and others as needed to ensure BCS continues to support all students and families.

- Expanding our Bullis Summer Camp, a week-long day camp for incoming 2nd-6th graders from Los Altos and Mountain View, which is free for families eligible for the Free and Reduced Price Meal Program. This summer we added a second week of camp as part of our growing partnership with Christopher Elementary School in San Jose. During the week of camp at BCS, we included a kindergarten readiness program to help younger learners prepare for school. This built on our experience running the BCS Stretch to Kindergarten program, in partnership with the Family Engagement Institute at Foothill College. We will stay connected with our Summer Camp families and encourage them to share about their experience at the Bullis Summer Camp with their neighbors and friends.

- Updating our website and related materials to clearly indicate that no monetary donations are required or expected, and to consistently refer to BCS and our programs as "free" rather than "tuition free."

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BULLIS charter school

In addition, we have trained staff and volunteers (including those working with the Bullis Boosters Club and the BCS Foundation) on the requirements and prohibitions of the free schools guarantee, and ensured that they will not communicate or imply that donating or volunteering are required, nor have any impact on a student's initial or continued enrollment or participation. BBC volunteers were trained in May, and Foundation volunteers and staff were trained in September.

Those new steps build on other efforts we will continue to improve, including:

- Engaging multiple Community Outreach Coordinators -- working with our Director of Outreach and Communications -- to expand our contact list (preschools, churches, etc.), and communicate directly with those programs to help spread the word about BCS Open Enrollment with their families. In the last year, we have added over 40 additional programs and organizations to our contact list, and many of them will continue to share BCS enrollment information with their families. We are also engaging potential new families directly through social media and online parent chat rooms.

  BCS will continue to welcome all families in the Los Altos School District area through advertising and direct mail, and will focus additional efforts in the San Antonio neighborhood, including apartment complexes, preschool programs, churches, temples, and other community centers, and high-visibility areas such as supermarkets, restaurants, and laundromats.

- Hosting new outreach events with preschools and child care programs in the San Antonio neighborhood to help more families with young children see BCS as a great choice, and to invite them to our Parent Information Nights where they'll connect with other families. We will begin our "Kickoff to Kindergarten" outreach with an event at BCS in October, followed by smaller events at preschools and other community programs in the neighborhood.

- Continuing to evaluate and improve our website, advertising, print materials, and social media platforms to demonstrate that BCS welcomes all students. Our images, messages and word choice will highlight the diversity of our community and show that we provide the full continuum of placements and services for students with special needs.

- Continuing to make our application process accessible, by providing a simple written application form (in English, Spanish and Mandarin) at BCS, at our Parent Information Nights and other locations throughout the community, and by hosting application assistance meetings (also in multiple languages) for underserved families.

- Recruiting current BCS families (and staff) as ambassadors, and supporting them with coaching and information resources. We will continue developing materials (in English, Spanish, and Mandarin) and training to help our Bear Guides (who welcome newly enrolled families) and other parent leaders connect with prospective families in many ways, including through:
  - Faith communities, childrens' sports, and community organizations,
  - Child care or preschool programs their children attended,
  - Neighborhood events, and
  - Social media and online parent groups.

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Parent leaders play key roles in recruiting and retaining new families by sharing their own BCS experiences, responding to questions, and helping new families fully engage with our school community.

Through our materials and networks, our Enrollment Action Plan emphasizes a few fundamental ideas:

- BCS welcomes ALL families,
- BCS is an excellent public school, FREE and open to ALL students, without any required fees or contributions, and
- Our focus on individualized learning can make a big difference for YOUR child.

As we have discussed with County staff on numerous occasions, and noted in our letters on August 25, 2021, and September 15, 2021, another significant step would be revising our Admissions Policies and Procedures and adding two admission preferences for students who qualify for free and reduced price meals -- one for those students residing within the Los Altos School District, and the second for those students residing outside the Los Altos School District but within California. BCS wants to establish these preferences for up to 10% of our available open spaces by grade, which would be significantly more than the current percentage of socio-economically disadvantaged students in the student population of either BCS or the Los Altos School District.

These admission preference changes would improve chances for students who qualify for FRPM in our public random drawing, and would also help BCS encourage more underserved families to apply. While we cannot reliably estimate how many students we will enroll with these new preferences, we expect them -- and other proactive steps we've outlined in this Enrollment Action Plan -- to make a statistically significant change, beginning in 2022-23 and continuing to grow over time.

We hope to work with the County in an expeditious manner so that these new admission preference changes could take effect with our next Open Enrollment Period, beginning this fall. BCS would develop marketing and communications materials to highlight the changes to prospective families to ensure that the changes have the greatest possible impact.

Ongoing Evaluations

BCS will continue to evaluate our Enrollment Action Plan in order to measure the progress we are making and adjust our strategies accordingly. We are already seeing progress in our current (2021-22) enrollment year:

- Over 40% of our new Kindergarten students are taking the initial English Language Proficiency Assessments for California (ELPAC)
- Students with identified disabilities are 7.2% of our current enrollment, compared to 6.7% last year
- Hispanic students are 4.1% of our current enrollment, compared to 3.3% last year

These initial numbers indicate that our efforts are making a difference, and we will continue to build on -- and evaluate -- that progress. While changes in enrollment are the final measure, we will also continue to track:

- The number of preschool, child care and other community programs that help share our enrollment information with underserved families

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BULLIS charter school

- The number of outreach events we host in the San Antonio neighborhood
- The number of new families who attend our outreach events and activities

We appreciate SCCOE's continued support for our efforts to maintain fair, open, equal, and non-discriminatory admissions at BCS, and we welcome additional suggestions as we implement and improve this Enrollment Action Plan.

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EXHIBIT 11

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Bullis Charter School Petition

Agenda Item Details

Meeting	Oct 06, 2021 - Regular Board Agenda (#2289)
Category	8. PUBLIC HEARING AND ACTION
Subject	A. Public Hearing and Approval of the Admission Preferences of the Bullis Charter School
Type	Action
Recommended Action	Staff reviewed the request to modify the admission preferences utilizing the criteria set forth in Education Code Sections 47605. Staff believes the proposed change will increase opportunities for underrepresented students to enroll at BCS as compared to the current preferences. Accordingly, staff recommends the SCCBOE approve the proposed revisions to the admission preferences with the understanding that additional actions and efforts must continue as outlined in BCS's action plan to address the Notice to increase access to and diversity in enrollment and to better align BCS's demographics with LASD and adopt Resolution No. 2289-1 approving and memorializing the revisions to BCS's admission preferences. Staff further recommends that if the SCCBOE adopts Resolution No. 2289-1 revising BCS's admission preferences, BCS should post a copy on its website and include this information in its recruiting and advertising materials in order to ensure the revised admission preferences are clearly memorialized and publicly available.
Goals	Santa Clara County Office of Education Goal #1 Santa Clara County Office of Education Goal #2

Background

On September 15, 2021, the Charter Schools Office of the Santa Clara County Office of Education received from Bullis Charter School (BCS) a request to revise the preferences for admission into BCS. BCS is seeking approval to revise its admission preferences in order to increase access to and diversity in enrollment and to better align its student population with that of Los Altos School District (LASD). The Santa Clara County Board of Education (SCCBOE) originally approved the BCS charter on appeal from Los Altos School District (LASD) in 2003, to serve students in grades K-8. BCS has been renewed several times and its current term expires June 30, 2024, due to the two-year term extension granted by recently added Education Code Section 47607.4.

Consideration for Board Decision

California Education Code Section 47605(e)(2)(A) states that "A charter school shall admit all pupils who wish to attend the charter school" and provides for admission preferences to be permitted by the chartering authority on an individual charter school basis. Section 47605(e)(2)(B) sets forth requirements for any such admission preferences, and specifies, "Each type of preference shall be approved by the chartering authority at a public hearing."

BCS has specified that it is proposing the change to its admission preferences as part of an ongoing effort by SCCOE to work with BCS on increasing enrollment access and diversity at BCS, and specifically in response to the Notice in Accordance with Education Code Section 47607(e) and Notice of Concern sent to BCS on May 21, 2021 ("Notice"). The Notice described serious concerns about the lack of diversity at BCS, and specifically that students who are socioeconomically disadvantaged, who have disabilities, who are English learners, and who are Hispanic are underrepresented at BCS, and the need for BCS to establish and implement a corrective action plan to address these issues. SCCOE specifically recommended in the Notice that BCS consider adding to and revising its admission preferences as appropriate among its actions to remediate these concerns.

BCS proposes that its admission preferences be changed to the following (*the proposed new preferences are indicated in bold font*):

- Siblings of Bullis Charter School students who reside within the boundaries of the Los Altos School District.
- **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.**
- Children of BCS Staff members who reside within the boundaries of the Los Altos School District.
- Children who reside within the boundaries of the Los Altos School District.
- Siblings of Bullis Charter School students who reside outside the boundaries of the Los Altos School District but with California.
- Children of BCS staff members who reside outside the boundaries of the Los Altos School District but within California.
- **Children who qualify for free or reduced priced meals who reside outside the boundaries of the Los Altos School District but within California.**
- All other applicants who reside within California.

BCS is requesting approval of these modifications so they may take effect for the 2022-23 Open Enrollment period, which begins November 1, 2021.

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BCS's request to modify its admission preferences is attached to this item.

Recommended Action:
Staff reviewed the request to modify the admission preferences utilizing the criteria set forth in Education Code Sections 47605. Staff believes the proposed change will increase opportunities for underrepresented students to enroll at BCS as compared to the current preferences. Accordingly, staff recommends the SCCBOE approve the proposed revisions to the admission preferences with the understanding that additional actions and efforts must continue as outlined in BCS's action plan to address the Notice to increase access to and diversity in enrollment and to better align BCS's demographics with LASD and adopt Resolution No. 2289-1 approving and memorializing the revisions to BCS's admission preferences.

Staff further recommends that if the SCCBOE adopts Resolution No. 2289-1 revising BCS's admission preferences, BCS should post a copy on its website and include this information in its recruiting and advertising materials in order to ensure the revised admission preferences are clearly memorialized and publicly available.

The Charter School Department provides oversight and monitoring for 22 SCCBOE-authorized charter schools. Bullis Charter School was authorized in 2003 and currently serves approximately 1100 students.

- BCS Enrollment Action Plan 2021-22.pdf (1,584 KB)
- LASD SCCoE Public Comment_06OCT21.pdf (40 KB)
- BCS Admission Preference Letter to SCCOE 9.20.21.pdf (947 KB)
- BCS Letter To Dr Dewan 9.15.21 - Preference Change.pdf (1,307 KB)
- Staff Analysis BCS Changes to Admission Preferences Oct. 6, 2021.pdf (209 KB)
- BCS Presentation to SCCBOE 10.6.21.pdf (210 KB)
- 100621 Resolution Approving Revisions to Bullis Admission Preferences.pdf (158 KB)

Motion & Voting

Staff reviewed the request to modify the admission preferences utilizing the criteria set forth in Education Code Sections 47605. Staff believes the proposed change will increase opportunities for underrepresented students to enroll at BCS as compared to the current preferences. Accordingly, staff recommends the SCCBOE approve the proposed revisions to the admission preferences with the understanding that additional actions and efforts must continue as outlined in BCS's action plan to address the Notice to increase access to and diversity in enrollment and to better align BCS's demographics with LASD and adopt Resolution No. 2289-1 approving and memorializing the revisions to BCS's admission preferences.
Staff further recommends that if the SCCBOE adopts Resolution No. 2289-1 revising BCS's admission preferences, BCS should post a copy on its website and include this information in its recruiting and advertising materials in order to ensure the revised admission preferences are clearly memorialized and publicly available.

Motion by Grace Mah, second by Joseph Di Salvo.
Final Resolution: Motion Carries
Yes: Claudia Rossi, Grace Mah, Joseph Di Salvo, Rosemary Kamei, Peter Ortiz, Victoria Chon, Tara Sreekrishnan

Committed to serving, inspiring and promoting student and public school success

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Santa Clara County Office of Education

STAFF ANALYSIS
BULLIS CHARTER SCHOOL
REVISION TO ADMISSION PREFERENCES

October 6, 2021

* * * * * * * * * * *

The Santa Clara County Office of Education's (SCCOE) Charter School Staff received a request submitted on September 15, 2021, by Bullis Charter School (BCS) to the Santa Clara County Board of Education (SCCBOE) to revise BCS's admission preferences. Specifically, BCS is seeking to add an admission preference for 10% of the total openings at each grade level for students who qualify for free- and reduced-price meals and live within Los Altos School District (LASD), and a lower-ranked preference for students who qualify for free- or reduced-price meals and reside outside of LASD. The proposed changes to BCS's admissions preferences are one part of a larger plan by BCS to increase the diversity of the student body, to better align the school's demographics with those of the LASD, and to serve all pupils who wish to attend. Any new admission preferences would require approval of the SCCBOE after a public hearing.

PROCEDURAL STATUS

The SCCOE Charter Schools Department received a formal request on September 15, 2021, from BCS to revise its admission preferences.

The First Amended Memorandum of Understanding between BCS and SCCOE ("MOU") specifies that BCS's admission preferences may not be amended or deviated from without prior approval of a material revision by the SCCBOE. However, SCCOE is waiving this provision of the MOU because BCS has submitted the request to revise its admission preferences in response to the Notice and SCCOE's specific requirement that BCS take prompt and effective action to implement changes to increase access to admission and diversity in BCS's student population, effective with the 2022-23 open enrollment process. Moreover, SCCOE also recognizes the ongoing impacts of the COVID-19 pandemic and the need to meet the educational and health and safety needs of students, staffs, and the community during this unprecedented time, and their corresponding impacts on our collective resources and time. As has been specifically explained to BCS, this waiver of the MOU requirement that proposed changes to BCS's approved admission preferences require approval of a material revision to its charter is based on the particular facts and circumstances at this time and is limited exclusively to a request from BCS to revise its preferences on this occasion in response to the Notice in Accordance with Education Code Section 47607(e) and Notice of Concern sent to BCS on May 21, 2021. This waiver does not serve as an ongoing waiver of this or any other provision of the MOU and is not a waiver of any breach or default concerning the same or any other provision of the MOU.

BACKGROUND

BCS was originally approved by SCCBOE on appeal from LASD in 2003, to serve students in grades K-8. BCS was renewed in 2007, 2011, and 2016; materially changed in 2007, 2008, and 2014; and its current term expires June

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30, 2024, due to the two-year term extension granted under by Education Code Section 47607.4, effective July 1, 2021.

On May 21, 2021, SCCOE sent BCS a Notice in Accordance with Education Code 47607(e) and Notice of Concern ("Notice") regarding SCCOE's serious concerns about the lack of diversity at BCS, and specifically that students who are socioeconomically disadvantaged, who have disabilities, who are English Learners, and who are Hispanic, are underrepresented at BCS, and the need for BCS to establish and implement a corrective action plan to address these issues. SCCOE specifically recommended in the Notice that BCS consider adding to and revising its admission preferences as appropriate as part of its plan to remediate these concerns. SCCOE requested that BCS submit its response to the Notice, including its corrective action plan, by the earlier of the date BCS submitted its renewal petition or six weeks prior to its 2022-23 open enrollment period.

On August 25, 2021, BCS contacted SCCOE about changing its admission preferences for implementation as part of BCS's 2022-23 open enrollment period, which begins on November 1, 2021. On September 15, 2021, BCS formally submitted its request that the SCCBOE approve its proposed revisions to the school's admission preferences in order to assist BCS in increasing access to and diversity in enrollment and to better align its student population with that of LASD. On September 20, 2021, BCS submitted its "Bullis Charter School Enrollment Action Plan" in response to the Notice, which includes the revised preferences as part of its plan to remediate the concerns documented in the Notice.

EDUCATION CODE REQUIREMENTS FOR CHARTER ADMISSION PREFERENCE REVIEW

Education Code § 47605 (e)(2)(B) states:

> If the number of pupils who wish to attend the charter school exceeds the charter school's capacity, attendance, except for existing pupils of the charter school, shall be determined by a public random drawing. Preference shall be extended to pupils currently attending the charter school and pupils who reside in the school district except as provided for in Section 47614.5. Preferences, including, but not limited to, siblings of pupils admitted or attending the charter school and children of the charter school's teachers, staff, and founders identified in the initial charter, may also be permitted by the chartering authority on an individual charter school basis. Priority order for any preference shall be determined in the charter petition in accordance with all of the following:
>
> (i) Each type of preference shall be approved by the chartering authority at a public hearing.
>
> (ii) Preferences shall be consistent with federal law, the California Constitution, and Section 200.
>
> (iii) Preferences shall not result in limiting enrollment access for 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.
>
> (iv) In accordance with Section 49011, preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

REVIEW OF THE ADMISSION PREFERENCES

Staff reviewed the proposed admission preferences using the *County Board's Policy 0420.4 – Charter Schools* and California Education Code section 47605. The results of the staff review are presented below.

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The current BCS admission preferences are as follows:

1. Siblings of Bullis Charter School students who reside within the boundaries of the Los Altos School District.
2. Children of BCS Staff members who reside within the boundaries of the Los Altos School District.
3. Children who reside within the boundaries of the Los Altos School District.
4. Siblings of Bullis Charter School students who reside outside the boundaries of the Los Altos School District but with California.
5. Children of BCS staff members who reside outside the boundaries of the Los Altos School District but within California.
6. All other applicants who reside within California.

On September 15, 2021, BCS proposed to change its admission preferences by adding two preferences for students who qualify for free- and reduced-price meals, one for students residing within LASD boundaries and a second for students living outside LASD boundaries. The combined preferences were intended to be limited to 10% of the total openings at each grade level. In order to clarify and simply the preferences, on September 28, 2021, Bullis provided a slightly revised list of proposed preferences eliminating the 10% cap on the preference for students residing outside LASD:

1. Siblings of Bullis Charter School students 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. Siblings of Bullis Charter School students who reside outside the boundaries of the Los Altos School District but with California.
6. Children of BCS staff members 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.

The proposed preference for LASD residents who are socio-economically disadvantaged will be the second highest priority overall, coming behind the current preference for siblings of BCS students who reside within LASD, and ahead of the children of BCS staff who reside within LASD. The corresponding preference for students who reside outside of LASD will come behind the preferences for siblings and children of staff who reside outside of LASD.

The BCS charter specifies, and BCS has confirmed, that any student who qualifies for a preference but is not chosen in the drawing for that preference shall be included in the drawing for each subsequent preference for which the student qualifies. At the conclusion of the public random drawing, any student not granted admission due to lack of capacity shall be given the option to put their name on a wait list according to the student's draw in the lottery. This wait list will allow students the option of enrollment in the case of an opening during the current school. The wait list will not carry over to the following year.

While it is not possible for Charter Schools Department Staff to know definitively the impact the proposed changes to the preferences will have on the demographics at BCS in the short- and/or the long-term, the proposed preferences do reserve some seats and increase opportunities for socio-economically disadvantaged

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students to be admitted to BCS, as compared to the current admissions preferences. Staff believes that the proposed new admission preferences are a move in the right direction.

CONCLUSION

Staff reviewed the admission preference request utilizing the criteria set forth in Education Code Sections 47605. Staff believes that the proposed changes will increase opportunities for underrepresented students to enroll at BCS as compared to the current preferences. Accordingly, staff recommends that the Board approve the proposed revisions to the admission preferences with the understanding that additional actions and efforts must continue as outlined in BCS's action plan to address the Notice to increase access to and diversity in enrollment and to better align BCS's demographics with LASD and adopt Resolution No. 2289-1 approving and memorializing the revisions to BCS's admission preferences.

Staff further recommends that if the SCCBOE adopts Resolution No. 2289-1 revising BCS's admission preferences, that BCS should post a copy on its website and include this information in its recruiting and advertising materials in order to ensure that the revised admission preferences are clearly memorialized and publicly available.

The Charter Schools Department provides oversight and monitoring for 22 SCCBOE-authorized charter schools. Bullis Charter School was authorized in 2003 and currently serves approximately 1100 students.

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RESOLUTION APPROVING REVISIONS TO THE ADMISSION PREFERENCES FOR BULLIS CHARTER SCHOOL

SANTA CLARA COUNTY BOARD OF EDUCATION
RESOLUTION NO. 2289-1:

RESOLVED by the Santa Clara County Board of Education, County of Santa Clara, State of California, that:

WHEREAS, pursuant to the requirements of Education Code Section 47605(e) Bullis Charter School presented a request to amend the school's admission preferences to the Santa Clara County Office of Education (hereinafter "County Office of Education") on September 15, 2021; and

WHEREAS, the Santa Clara County Board of Education (hereinafter "County Board of Education") held a public hearing on this matter on October 6, 2021; and

WHEREAS, the County Board of Education reviewed Bullis Charter School's request to revise its admissions preferences, taking into consideration the available information, including the statements made during the public hearing and the review by County Office of Education staff and the requirements of Education Code Section 47605(e).

NOW, THEREFORE, BE IT RESOLVED AND ORDERED that the County Board of Education finds the above listed recitals to be true and correct and incorporates them herein by this reference.

BE IT FURTHER RESOLVED AND ORDERED that the County Board of Education hereby approves Bullis Charter School's revised admissions preferences, which preferences shall be implemented and complied with in full by Bullis Charter School commencing immediately for the enrollment process for the 2022-23 school year. Bullis Charter School's admissions preferences are now in their entirety as follows:

1. Siblings of Bullis Charter School students 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. Siblings of Bullis Charter School students who reside outside the boundaries of the Los Altos School District but within California.
6. Children of BCS staff members who reside outside the boundaries of the Los Altos School District but within California.

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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.

Passed and adopted by the Santa Clara County Board of Education at a meeting held on this 6 day of October 2021, by the following vote:

AYE:

NO:

ABSTENTION:

ABSENT:

Claudia Rossi, President Santa Clara County Board of Education	Mary Ann Dewan, Ph.D. County Superintendent of Schools Santa Clara County Office of Education

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EXHIBIT 12

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Santa Clara County Office of Education
Mary Ann Dewan, Ph.D.
County Superintendent of Schools

November 18, 2021

SENT VIA EMAIL (MISRAEL@BULLISCHARTERSCHOOL.COM)

Bullis Charter School
c/o Maureen Israel, Superintendent
102 West Portola Ave.
Los Altos, CA 94022

Re: Bullis Enrollment Action Plan

Dear Members of the Board and Ms. Israel:

This correspondence is sent in response to Bullis Charter School's[1] Enrollment Action Plan ("EAP"), developed and submitted in response to the Notice in Accordance with Education Code Section 47607(e) and Notice of Concern ("Notice") issued to BCS on May 21, 2021. As BCS is aware, the Notice detailed the Santa Clara County Board of Education ("SCCBOE") and the Santa Clara County Office of Education's ("SCCOE") concerns that BCS is not serving all students who wish to attend. The Notice notified BCS of SCCBOE/SCCOE's expectation and requirement that BCS take all necessary and appropriate steps to remediate the concerns described in the Notice and that BCS provide and implement a corrective action plan in accordance with the requirements of Education Code Section 47607(e).

SCCOE has reviewed the EAP, in conjunction with BCS's related correspondences of August 25 and September 20, 2021. SCCOE greatly and sincerely appreciates BCS's statements of commitment to increasing enrollment access and equity and to continue working with SCCOE on the EAP, as well as the recent addition of admission preferences for students who qualify for free- or reduced-price meals pursuant to the federal standards.

It must be noted, however, the EAP as submitted does not meet SCCOE's expectations and requirements for remediating the issues identified in the Notice. An overarching concern with the EAP is the omission of any specific projected outcomes or metrics and measures of success. The concerns described in the Notice included detailed demographic information and professional statistical analysis. The EAP, on the other hand, does not

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[1] Bullis Charter School is governed by the Bullis-Purissima Elementary School, a nonprofit public benefit corporation. For purposes of convenience, in this correspondence, Bullis Charter School and the Bullis-Purissima Elementary School nonprofit corporation and its Board of Directors are referred to collectively and interchangeably as "Bullis Charter School" or "Bullis" or "BCS."

County Board of Education: Victoria Chon, Joseph Di Salvo, Rosemary Kamei, Grace H. Mah, Peter Ortiz, Claudia Rossi, Tara Sreekrishnan

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identify any anticipated results or measures BCS will use to determine whether the steps it is taking are effecting meaningful change. The EAP states BCS will "evaluate" its progress and "track" certain activities – the number of outreach events it hosts in the San Antonio neighborhood; the number of new families that attend outreach events; and the number of programs that share BCS enrollment information with underserved families. The EAP fails, however, to include projections or even specific desired outcomes or to define how BCS will "evaluate" its progress and whether it is successful, including whether statistically significant progress is being made. Furthermore, the import of "tracking" these particular events and practices is limited given the EAP neither sets forth any goals or commitments for these practices nor identifies how BCS will track the occurrence of these events or whether the events actually translate into additional applications, admissions, and enrollments from the target student groups.

SCCOE has also specifically asked BCS about its projections for the outcomes of its EAP, including, but not limited to, the new enrollment preferences. BCS has repeatedly responded that it is unable to provide such projections or reliable estimates, though it expects the new preferences to result in statistically significant change. SCCOE is concerned that the lack of specific projections, measures, and milestones indicates BCS's plan is not adequately developed, fact-based, or concrete. While SCCOE understands projections are not exact and BCS cannot guarantee specific results, at the same time, it seems fundamental to a plan of this nature that the changes and actions will be based on projected outcomes and results, and that measures and milestones will be components of the plan.

At the October 6, 2021, SCCBOE meeting, Ms. Israel specified she agreed reaching metrics is important and stated she thinks the first step is getting the new preferences in place, which would help establish a baseline so BCS can understand the metric it needs to address. SCCOE disagrees that the new preferences establish the baseline. BCS has past and current demographic data – including but not limited to the demographic data and statistical analyses included in the Notice – which should both inform and be incorporated into the EAP as well as be used as the baseline and for developing metrics.

The EAP also does not include a plan to analyze critically what actions are and are not effective in reaching the goals of serving a more diverse student population. The EAP states, "BCS will continue to evaluate our Enrollment Action Plan in order to measure the progress we are making and adjust our strategies accordingly." Again, however, it does not identify any methodology by which BCS will conduct such evaluations or "measure" its progress. The EAP also specifies BCS is "seeing progress" in its 2021-22 enrollment and cites an increased percentage of students with disabilities and students who are Hispanic in 2021-22 compared to 2020-21 as an indication that its "efforts are making a

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difference." SCCOE does not believe the cited changes are necessarily evidence that BCS's efforts have been effective. To determine what may or may not be working, SCCOE recommends BCS determine a means by which to assess whether these increases resulted from any particular action(s) or effort(s) employed by BCS.

The Notice specified:

> BCS must determine how it will resolve the concerns, including the development, submission, and implementation of a corrective action plan, which should also include details and explanations of how the proposal(s) will cure the concern(s). Equity, inclusion, and diversity are complex issues, and determining the most effective means of resolving these concerns is complicated. As such, SCCOE expects that BCS will engage the services of a professional expert(s) to assist in the development of BCS's corrective action plan, based on the specific facts and circumstances. As noted above, BCS has undertaken some efforts and measures to attempt to remediate these issues, and SCCOE has worked to provide suggestions and insights, but the services of experts on these complex questions is important to the likelihood of success.

The EAP states that BCS has engaged the services of Hawk Circle Consulting, which entity is developing a comprehensive approach to making Bullis Charter School more inclusive and diversifying our applicant pool and enrollment, including:

- Coaching and professional development for superintendent, principals and other leaders on centering inclusion in their management and school leadership, including in new student and family recruitment,
- Engaging multiple stakeholders in developing a long-term vision for BCS rooted in a Theory of Change focused on inclusion and excellent student achievement for all,
- Creating a robust organizational understanding of Bullis' strengths, weaknesses, opportunities, and threats, specifically related to student diversity, and
- Providing training for staff and others as needed to ensure BCS continues to support all students and families.

The EAP does not include any information about Hawk Circle Consulting or its experience or expertise in addressing the concerns facing BCS, and SCCOE was unable to locate any

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relevant information about Hawk Circle Consulting through internet searches. Nor does the EAP include any type of timeline for Hawk Circle Consulting to provide these services or any measures or milestones by which to assess the effectiveness of these services and their real-world impact on BCS's enrollment.

The EAP also does not indicate professional experts or consultants, including Hawk Circle Consulting, assisted BCS in developing its overall EAP to help ensure BCS's plan is founded on fact-based and successful practices to remediate the concerns. This is not to imply the proposed services from Hawk Circle Consulting will not be valuable, but, rather, to explain the information in the EAP about these services is too limited to constitute a corrective action plan or to establish the likelihood of its success. Moreover, SCCOE is concerned it does not appear BCS engaged the services of professional experts in *developing* its overall EAP.

SCCOE also expected BCS to include in its EAP specific strategies proactively to overcome any existing perceptions or misapprehensions about BCS not welcoming/serving all students with disabilities, providing the full continuum of placements and services, and/or requiring or expecting monetary donations. We recognize BCS has updated its materials to specify the school is "free" rather than "tuition free" and that it serves all students. However, as BCS is aware, there have been reports and anecdotal information indicating potential families believe a financial commitment or donation is required or that BCS does not serve all students with disabilities, or students who are socioeconomically disadvantaged or students with disabilities are not welcome at BCS. BCS has repeatedly assured SCCOE that this is not the case. However, it is important not only that BCS is free and open to all students and provides the full continuum of placements and services, but that current and prospective families are aware of those facts and that the culture of the school is welcoming to and supportive of all students and families. SCCOE believes it is necessary for BCS to consider what strategies might be appropriate to overcome these reported perceptions which are contrary to the law and BCS's stated practices. If BCS has considered these concerns and determined no such proactive measures are needed, BCS must provide an explanation of the basis for that determination.

For all these reasons, while the submitted EAP is a start and is appreciated, SCCOE does not find it to be appropriately detailed or measurable enough to constitute an adequate corrective action plan or a means of remediating the concerns expressed by SCCOE over time and specified in the Notice. Again, this is not to discourage BCS from implementing the components described in the EAP, but, rather, to explain the necessity of BCS going further in the development of a workable and measurable plan to address the concerns described in the Notice.

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As always, SCCOE's focus is on our shared expectations and priorities of ensuring fair and equal access to all schools for all students, without regard to any protected characteristics, which includes the need for BCS to make meaningful changes in access to and enrollment at BCS. As previously stated, SCCOE remains sincere and committed in its offer to provide assistance to BCS to create and implement an effective plan whereby BCS can increase its efforts and successes in enrolling a more diverse student population consistent with the letter and spirit of the law. However, BCS is responsible for critically analyzing the causes for the current disparity in enrollment and developing a thorough, practical, results-oriented plan, based on facts and best practices, and calculated to effect change. Such a plan must necessarily include projected impacts and outcomes as well as measures by which BCS will assess the plan's effectiveness and implement further changes if it does not experience the desired and necessary outcomes.

Therefore, a revised and updated EAP, taking account of the concerns, requirements, and expectations in the Notice and the information in this correspondence must be provided by no later than December 17, 2021.

Should you wish to discuss these issues further, please do not hesitate to contact Mefula Fairley, Director of Charter Schools.

Very truly yours,

DocuSigned by:
Dr. Mary Ann Dewan
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Mary Ann Dewan, Ed.D.
County Superintendent of Schools

cc: Mefula Fairley, Director, Charter Schools Department

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EXHIBIT 13

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December 17, 2021

VIA EMAIL (MARYANN_DEWAN@SCCOE.ORG)

Mary Ann Dewan, Ph.D.
County Superintendent of Schools
Santa Clara County Office of Education
1290 Ridder Park Drive
San Jose, CA 95131

Re: Response to Santa Clara County Office of Education's November 18, 2021 Letter

Dear Dr. Dewan:

Bullis Charter School ("BCS") hereby responds to the Santa Clara County Office of Education's ("SCCOE") November 18, 2021 letter ("November Letter") regarding BCS's Enrollment Action Plan ("EAP"). We appreciate your feedback on the EAP and your partnership in our efforts to bolster BCS's recruitment and enrollment of an even more diverse student population.

As you know, BCS admits all students who wish to attend in accordance with the law, our charter, and our mission to welcome all children and families. Diversity is one of our strengths. We disagree with the incorrect assumption there is a "current disparity" in enrollment. BCS is more racially and ethnically diverse than the Los Altos School District ("LASD"), and our recent efforts have already increased the enrollment of student groups that SCCOE highlighted as a concern in its May 21, 2021 letter to BCS ("May Letter"), such as students with disabilities and Hispanic or Latino students.

Our comprehensive EAP specifically addressed each of SCCOE's recommendations in the May Letter, so we are surprised by the "overarching concern" described in your November Letter regarding the omission of projected outcomes. In order to accurately evaluate the EAP, we need your help in obtaining LASD's actual, current in-district student data as we believe that LASD enrolls approximately 170 out-of-district students, which are then included in the data posted by CDE and likely amplify LASD's enrollment percentages of certain student groups. Despite our repeated written requests, LASD has not provided that information and we respectfully again seek SCCOE assistance in obtaining this information.

BCS is a school of choice offering enrollment opportunities to all interested families. BCS admits all students who wish to attend, subject to capacity constraints, in compliance with the law. Our capacity is constrained by the limited facilities that LASD allocates to BCS. BCS nonetheless continues to use a fair and transparent admissions process that has been approved by SCCOE's Board of Education ("SCCOE Board") at least seven times. The SCCOE Board recently approved BCS's new admission preferences and we are grateful for your support during that process. The Charter Schools Act requires enrollment at oversubscribed schools to be determined by a public random drawing. Specific percentages of racial or ethnic groups—quotas—are plainly prohibited by Article I, Section 31 of the California Constitution. Rather, the law requires BCS's charter to describe the means by which the school will achieve a student

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balance reflective of the general population residing within the territorial jurisdiction (geographic boundaries) of LASD. BCS's charter meets this standard, and moreover, BCS is more racially and ethnically diverse than LASD. (While LASD's enrollment is not the statutory standard, we have been and are willing to set it as an aspirational one.)

BCS Enrolls a More Diverse Student Population Than LASD

Based on published data from the 2020-21 school year that is publicly available on the California Department of Education's DataQuest website, BCS serves a larger percentage than, or at least an equivalent percentage to (i.e., within 0.2%), LASD in roughly two-thirds of the student groups referenced in Education Code section 47605(c)(5)(G)—seven of the eleven categories. Any claim that the remaining student groups - Hispanic or Latino, students with disabilities, English Learners, and students with socioeconomic disadvantages - are somehow "underrepresented" at BCS is grossly exaggerated because BCS serves a comparable percentage of the student groups as LASD schools. BCS largely resembles LASD schools, due in part to the fact that nearly a quarter of all K-8 public school students residing in LASD attend BCS. However, there are many students attending LASD schools who do not reside within LASD.

The November Letter states that the EAP lacks "specific projections, measures, and milestones" for the enrollment of racial, ethnic, and other student groups. As SCCOE is aware, charter schools are not and cannot be required to enroll specific percentages of particular student groups. BCS cannot "guarantee specific [enrollment] results" because BCS is a school of choice required to admit all students and uses a random public drawing to determine enrollment. Moreover, as SCCOE acknowledges in the November Letter, BCS cannot practically "guarantee specific [enrollment] results" because BCS is a school of choice required to admit all students and uses a random public drawing to determine enrollment.

While references are often made to the LASD data available through DataQuest, it is our understanding that LASD enrolls as many as 170 students from nearby districts (e.g., Mountain View Whisman School District and Palo Alto Unified School District) which have higher percentages of certain student groups referenced in the May Letter. Thus, the available State data potentially inflates LASD's enrollment percentages with out-of-district students. To date, LASD has not shared its actual in-district data. BCS cannot verify or respond to any claim of underrepresentation without accurate comparable data of students residing within the area served by the Los Altos School District. Nor can we achieve aspirational goals without the appropriate LASD in-district enrollment data. We respectfully reiterate our request to SCCOE to instruct LASD to provide BCS this data in order.

Nevertheless, this has not deterred us from working diligently and constructively with SCCOE to enhance our recruitment efforts to increase the diversity at BCS. But, BCS cannot fully verify or respond to any claim of underrepresentation without accurate comparable data of students residing within LASD.

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The Robust EAP is a Long-Term Plan That Addresses SCCOE's Recommendations and Will Help Increase Student Diversity

Building on the efforts of our Superintendent's Task Force that formed in 2019 to strengthen BCS's outreach to underserved communities, BCS carefully developed the EAP to help recruit and welcome new students and families from across our entire community, especially students of certain categorically favored racial and ethnic backgrounds, students with disabilities, Hispanic or Latino students, students with socioeconomic disadvantages, and English Learners. The EAP incorporates SCCOE's helpful guidance, including the recommendations from the May Letter and input received during meetings with county staff. In response, we have expanded the Bullis Summer Program (free to students with socioeconomic disadvantages); modified admissions preferences with SCCOE's support; and further evaluated, and improved, the BCS website, advertising, print materials, and social media to demonstrate that BCS welcomes all students (e.g., changing references from "tuition free" to "free"). We have provided additional training to staff, families, and volunteers who connect with prospective families to ensure BCS welcomes and supports all students and families; funded hiring of outside experts to assist with strategies to increase student applicant diversity; and expanded outreach to underserved communities.

These efforts are already working. As detailed in the EAP, BCS increased enrollment of students with disabilities by 7.5% (from 6.7% to 7.2%) and Hispanic or Latino students by 24% (from 3.3% to 4.1%) for the 2021-22 school year. Current BCS Hispanic or Latino enrollment is now at 4.4% as of the most recent census date—a 33% increase from 2020-21. This is higher than three of the ten LASD schools. Additionally, 40% of this year's kindergarten class took an English Language Proficiency Assessment in the fall of 2021. We, therefore, expect to see growth in our English Learner student population. Due both to our recently updated admission preference for students with socioeconomic disadvantages and to our extensive outreach, we expect to see increases in enrollment of students with socioeconomic disadvantages. We appreciated SCCOE's support which helped us develop this EAP and recruit new applicants to increase diversity this school year.

The EAP Cannot Legally or Practically Impose or Implement Student Enrollment Quotas

As noted above, the November Letter states that the EAP lacks "specific projections, measures, and milestones" for the enrollment of racial, ethnic, and other student groups. This recommendation appears to suggest enrollment quotas that would subject BCS (and SCCOE) to significant legal risk, in violation of Article I, Section 31 of the California Constitution.[1]

To the extent that SCCOE believes specific enrollment projections are necessary to assess the EAP, the Charter Schools Act provides the relevant metric. The Charter Schools Act provides the relevant

[1] This provision of the California Constitution was added by Proposition 209 (1996). California voters recently rejected Proposition 16 (2020), which would have repealed Proposition 209.

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metric against which BCS should be measured, namely the general population residing within the territorial jurisdiction (geographic boundaries) of the Los Altos School District. BCS will evaluate the EAP aligned with this requirement to ensure that BCS continues to adequately describe such means, with the goal of increasing student diversity in the student groups highlighted by SCCOE. However, as we noted above, we need LASD's in-district student data in order to meaningfully assess the EAP and our success meeting our aspirations. Finally, we know that LASD's demographics vary from year to year, so creating stand-alone enrollment projections is not always practical.

We do want to share with you concerns that we have with the nature of the requests that the SCCOE has made of us. We know that you will be sensitive to these concerns. When we have discussed with the SCCOE and SCBOE Bullis' recent successes of increasing enrollment of students with disabilities and Hispanic or Latino students for the current school year, we were surprised by SCCOE's response questioning whether these successes can be attributed to BCS's ongoing efforts. If success or failure to meet the requested enrollment projections cannot be attributed to BCS's EAP or efforts, it appears arbitrary to include these projections within the EAP in the first place. Moreover, if BCS sets enrollment targets for certain student groups, this would appear to create an unlawful incentive to recruit student groups where BCS serves a lower percentage as compared to LASD (e.g., White, Hispanic or Latino students) to the detriment of other students and families who critics may deem are "overrepresented" (e.g., Asian, Filipino, Two or More Races). Impacting populations that have historically been the subject of discrimination (both by custom and in law) is inconsistent with with our mission to welcome all children and families. We hope that you will work with us so that equal opportunity, which is legal and which we have faithfully provided all along, will not–due to unreasonable demands, however well-intentioned–turn into a process that has a discriminatory impact.

The EAP is a long-term, multi-year plan to achieve an even more diverse student population. SCCOE's request for enrollment projections must take into account the practical and legal limitations that preclude an immediate change in BCS's student demographics. First, while BCS recruits and welcomes all applicants, enrollment at the school is ultimately determined by public random drawing. Second, BCS's enrollment is capped by the limited facilities that are allocated by LASD. BCS maintains a long waitlist of interested students for all grade levels, and enrollment opportunities are for the most part limited to incoming kindergarteners. Our incoming kindergarten class is approximately 140 students, and our current enrollment is 1067 students. Well over half of our incoming students would need to be in a particular student group in order to make the sort of immediate change that SCCOE appears to request. Third, in order to help establish a baseline, BCS' legal counsel has engaged King Consulting to monitor the changing population of the geographical area served by LASD. King Consulting's services include providing comprehensive demographic analyses, enrollment projections, and resident projections to school districts and charter schools. Its clients include San Mateo Unified School District, Pleasanton Unified School District, and Napa Valley Unified School District. Its expertise and support analyzing enrollment and general population trends will help us fine-tune our recruitment efforts and EAP. Our EAP will help increase student diversity and help us maintain a student population reflective of the general population residing within LASD. An effective way SCCOE can help BCS increase student diversity

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quickly would be to work with us and LASD to ensure that we have access to school facilities that are sufficient for us to increase BCS's *total* enrollment.

BCS Will Work with Experts to Consider Other Improvements to the EAP

The November Letter raises other seemingly minor issues regarding the EAP that could have been addressed with a phone call or through an informal discussion or meeting. First, the November Letter suggests the EAP is deficient for not describing the background of experts hired to assist with the EAP's design and implementation. Our experts' qualifications were not originally requested, so we did not incorporate this information in the EAP. We are happy to provide that information here in response to your recent request. Hawk Circle Consulting, recommended by the California Charter Schools Association, is led by Jenna Stauffer, who has experience founding and leading a charter school in the Bay Area and providing consulting services on diversity, equity, and inclusion to nonprofit organizations. King Consulting, a comprehensive school planning firm, will provide technical data and analysis. Its qualifications are discussed above.

The November Letter also indicates SCCOE expected the EAP to include a plan and methodology to critically analyze what EAP strategies are effective. First, the EAP includes an Ongoing Evaluations section that describes how BCS intends to critically assess recruitment efforts. This includes reviewing the success of outreach activities like preschool, child care, and community programs and outreach events in the San Antonio neighborhood. In alignment with the Charter Schools Act, BCS will use the general population residing within LASD as the metric to assess the EAP's success and ensure the school continues to reflect the general population residing within the Los Altos School District. In addition, we need LASD's in-district data to help guide efforts to reach aspirational goals, as well.

Lastly, the November Letter suggests (inaccurately, we believe) that the EAP lacks specific strategies to proactively overcome any existing perceptions or misapprehensions about BCS not welcoming/serving all students with disabilities, providing the full continuum of placements and services, and/or requiring or expecting monetary donations. The EAP specifically describes our tailored efforts to counter these false assertions, including updating the school website and promotional materials, and bolstering our community outreach with professional development that is centered on inclusion. In response to LASD's false allegations about the diversity of our student population, we have worked diligently to counter their coordinated efforts to discredit our school, staff, and families. We appreciate SCCOE raising this issue because we could use your support in this regard.

At the SCCOE Board's October 6, 2021 meeting, LASD was inappropriately given more time than other speakers (ten minutes rather than two) despite there being no basis for it to have special standing to participate in the hearing. Suggestions that Bullis enrollment be limited run counter to the express language of state law. Moreover, BCS critics made false allegations about BCS's families and claims that BCS's enrollment practices are unlawful. We understand that the Board has no control over what speakers say, but these false assertions appeared to be accepted as fact by SCCOE staff and Board during this public meeting. They were not challenged, which has exacerbated the misperception problems about which you complain. The County has been direct in its criticism of Bullis, and that is appreciated

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as it helps us be the best we can be. We believe that the County could also play a salutary role in noting when third party statements are patently false or call for actions that would be illegal under state law.

We appreciated this opportunity to respond to your November Letter. While we believe the EAP sufficiently addresses SCCOE's concerns described in the May Letter, we are considering potential revisions to the EAP. Again, however, we would appreciate your help in obtaining accurate LASD in-district student data.

Thank you again for your guidance and support on our efforts to strengthen student diversity and maintain fair, open, equal, and non-discriminatory admissions at BCS.

Sincerely,

Maureen Israel, Superintendent/Principal
Bullis Charter School

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EXHIBIT 14

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Santa Clara County Office of Education
Mary Ann Dewan, Ph.D.
County Superintendent of Schools

March 2, 2022

SENT VIA EMAIL (MISRAEL@BULLISCHARTERSCHOOL.COM)

Bullis Charter School
Maureen Israel, Superintendent
102 W. Portola Avenue
Los Altos, CA 94022

RE: Bullis Enrollment Action Plan

Dear Members of the Board and Ms. Israel:

This correspondence is a follow up in the ongoing discussions between Bullis Charter School[1] and the Santa Clara County Office of Education ("SCCOE") about the matters raised in the Notice in Accordance with Education Code Section 47607(e)[2] and Notice of Concern ("Notice") issued to BCS on May 21, 2021, and the Enrollment Action Plan ("EAP") BCS submitted in response thereto, as well as SCCOE's November 18, 2021, correspondence and BCS' December 17, 2021, correspondence on these issues.

SCCOE disagrees with BCS's December 17th response to SCCOE's ongoing concerns with the EAP. SCCOE will not repeat the entire contents of its November 18, 2021, correspondence, but reiterates the concerns as detailed in that letter. Again, the EAP as submitted does not meet SCCOE's expectations and requirements for remediating the issues identified in the Notice. SCCOE continues to focus on what it trusts are our shared expectations and priorities of ensuring fair and equal access to all schools for all students, without regard to any protected characteristics. SCCOE is aware of and appreciates the changes BCS has made and its stated commitment to these shared goals. SCCOE believes, however, BCS needs to revise its EAP and corresponding practices in order best to address those priorities. SCCOE is concerned the EAP as currently formulated, and BCS's interpretation of and response to the issues and need for changes that SCCOE noted, will not achieve the necessary and expected outcomes.

[1] Bullis Charter School is governed by the Bullis-Purissima Elementary School, a nonprofit public benefit corporation. For purposes of convenience, in this correspondence, Bullis Charter School and the Bullis-Purissima Elementary School nonprofit corporation and its Board of Directors are referred to collectively and interchangeably as "Bullis Charter School" or "Bullis" or "BCS."

[2] All further statutory references are to the Education Code.

County Board of Education: Victoria Chon, Joseph Di Salvo, Rosemary Kamei, Grace H. Mah, Peter Ortiz, Claudia Rossi, Tara Sreekrishnan

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Santa Clara County Office of Education
Mary Ann Dewan, Ph.D.
County Superintendent of Schools

A. Open Enrollment and Public Random Drawing Outcomes

SCCOE is aware that BCS held its open enrollment period for the 2022-23 school year during the period of November 2, 2021, through February 11, 2022. On behalf of SCCOE, Charter Schools Department Director Mefula Fairley and Associate Director Michelle Johnson attended and observed the public random drawing for enrollment, held on February 19, 2022.

Now that BCS's 2022-23 open enrollment process is complete, SCCOE requires that BCS submit a complete update on and analysis of its results. Please provide a detailed demographic breakdown of the results of the public random drawing, including for the newly admitted students, for the total BCS anticipated enrollment for 2022-23, and for the anticipated enrollment by grade level for 2022-23. Please also provide comparison information to current and previous years as well as detailed information about the number of students who applied for admission using the newly approved preferences for students who qualify for free or reduced priced meals. Please distinguish between the separate preferences for students who reside within and outside of Los Altos School District's ("LASD") boundaries, and provide the data separately for the number of students who applied for admission using each preference and the number who were offered admission using that preference, versus placed on the waitlist.

Additionally, when BCS provided its demographic breakdown for 2021-22 based on its open enrollment and drawing process, it did not have definitive information because, prior to enrollment and completion of certain documentation and assessments, BCS was uncertain how many newly enrolled students might be in the English learner, socio-economically disadvantaged, and/or special education student groups. At this point in the school year, however, BCS should have that information available. Please provide that demographic breakdown, including by both the students newly admitted to BCS for 2021-22 and the total BCS enrollment, and include a comparison to BCS's demographics for 2020-21.

B. TK Pilot Program

SCCOE understands BCS is contemplating a full-day TK pilot program to provide increased opportunities for socio-economically disadvantaged students. Please provide an update on the plan for that pilot program and its current status.

C. BCS's December 17, 2021, Correspondence

1. LASD In-District Demographics

County Board of Education: Victoria Chon, Joseph Di Salvo, Rosemary Kamei, Grace H. Mah, Peter Ortiz, Claudia Rossi, Tara Sreekrishnan

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Santa Clara County Office of Education
Mary Ann Dewan, Ph.D.
County Superintendent of Schools

BCS asserts the "relevant metric against which BCS should be measured [is] the general population residing within the territorial jurisdiction (geographical boundaries) of the Los Altos School District." BCS states it needs LASD demographic information about the students who reside within LASD boundaries, because LASD enrollment of students from outside of its boundaries "potentially inflates LASD's enrollment percentages with out-of-district students."

As explained in the Notice, the Charter Schools Act of 1992 (Ed. Code 47600 *et seq*., "CSA") has always required every charter to include a description of the means by which the school will achieve a balance of racial and ethnic pupils reflective of the general population residing in the school district in which the charter school is located – in BCS's case, this is LASD. That requirement has now been expanded also to require the means by which the charter school will achieve a balance of special education pupils and English learner pupils reflective of the population of the district in which it operates. (§ 47605(c)(5)(G).) As a result, the demographics of the LASD residents is a pertinent metric against which to measure BCS's enrollment diversity and compliance with the law. As requested by BCS, SCCOE has asked LASD to provide the demographic breakdown for the students who reside within LASD's boundaries.

Nevertheless, SCCOE does not agree that this is the only relevant metric in assessing the matters at issue. As an initial matter, SCCOE is concerned by the following statement from BCS's December 17, 2021, correspondence: "Rather, the law requires BCS's charter to describe the means by which the school will achieve a student balance reflective of the general population residing within the territorial jurisdiction (geographic boundaries) of LASD. BCS's charter meets this standard and, moreover, BCS is more racially and ethnically diverse than LASD." The implication of BCS's statement is that it has complied fully with the legal standard simply by including a description of the proposed means of achieving the requisite racial and ethnic balance in its charter, irrespective of implementation of those means and/or achievement of the stated goal. If that is BCS's position, it is one with which SCCOE disagrees. Naturally, if the plan described in the charter is not working and achieving the necessary results, the charter school is not excused from achieving those results simply because it has a plan written into its charter, even if that plan is not working or is not being implemented. Rather, as specified in the BCS charter, it is necessary on an ongoing basis for BCS to monitor the adequacy of its plan, efforts, and results and make adjustments as necessary in order to be able to pursue and achieve the plans and standards set forth in its charter.

Moreover, the CSA includes a variety of additional requirements and prohibitions mandating nondiscrimination and equity in access to and ongoing enrollment in charter schools, and this issue is not limited only to the charter's inclusion of the description of

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Documentary Record 000800

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the means of achieving a balance reflective of the population residing within the pertinent school district set forth in Section 47605(c)(5)(G). As also specified in the Notice, "the CSA has been revised to include a finding that the charter school is demonstrably unlikely to successfully implement the program set forth in its charter because it is not serving all students who wish to attend as a separate cause for denying renewal of any charter school. That cause for denial is clearly and directly related to the concerns with access and diversity in BCS's enrollment that BCS itself previously agreed to work with SCCOE to correct." As such, SCCOE encourages BCS not to take too narrow or limited an approach in addressing the concerns set forth in the Notice and the November 18th correspondence.

2. Projections, Measures, and Milestones

For all of the reasons detailed in the November 18, 2021, correspondence, SCCOE is concerned with the lack of specific projections, measures, and milestones in BCS's EAP. As stated in that letter, "While SCCOE understands projections are not exact and BCS cannot guarantee specific results, at the same time, it seems fundamental to a plan of this nature that the changes and actions will be based on projected outcomes and results, and that measures and milestones will be components of the plan." There must also be a plan to analyze critically which of BCS's actions and components of its EAP are and are not effective in reaching the goals of serving a more diverse student population and achieving the purposes of the EAP.

To be clear, contrary to BCS's stated concerns, SCCOE is not in any way indicating or implying BCS should establish unlawful enrollment quotas or otherwise violate Article 1, Section 31 of the California Constitution, and nothing in SCCOE's November 18th correspondence can reasonably be interpreted as having such a meaning. The EAP itself specifies it "is designed to attract and welcome new students and families across our community, especially students of all racial and ethnic backgrounds, English Learners, students with disabilities, and students with socioeconomic disadvantages." The EAP's purpose is to help achieve change.

Such a plan cannot be expected to be successful if it is either created or implemented in a vacuum. Nor can it be based on an assumption that it will simply have the intended results without any means of projecting the likely results, whether those projected results are consistent with the goals and purposes of the EAP, or critically analyzing and assessing whether the outcomes are consistent with projections and expectations or whether the EAP is actually working. Projections, measures, and milestones do not establish quotas, but rather, help guide the appropriate development, implementation, audit, and adjustment of the EAP to achieve its goals. Using these metrics for the important purposes of assessing the effectiveness of and improving the EAP does not violate the

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law. BCS's apparent misunderstanding of and response to SCCOE's expectations and concerns themselves exacerbate the issue. They imply that BCS did not develop the EAP in reliance on data and evidence or by considering likely outcomes and projections and means of measuring the effectiveness of the EAP, which are all fundamental to a plan of this nature. These are also reasons SCCOE recommended BCS use the services of a professional(s) with experience and expertise in these areas in developing this plan, to help ensure the plan is based on evidence and experience of what has and likely will work. Again, having, implementing, measuring the effectiveness of, and adjusting as appropriate a plan to increase outreach, diversity, and inclusion is not equivalent to establishing unlawful enrollment quotas or denying or limiting access to enrollment for other pupils. Nor does increasing outreach efforts to underrepresented groups mean limiting opportunities for others, including student groups who "have historically been the subject of discrimination (both by custom and in law)."

BCS also misinterprets SCCOE's statements about the need for BCS to analyze critically the effects of the EAP and the SCCOE's concern that the enrollment changes BCS cited to are not necessarily evidence that BCS's efforts to date have been effective. BCS's December 17th letter states, "If success or failure to meet the requested enrollment projections cannot be attributed to BCS's EAP or efforts, it appears arbitrary to include these projections within the EAP in the first place." Of course, SCCOE did not say success or failure cannot be attributed to the EAP or BCS's efforts. Rather, SCCOE's point is that BCS cannot simply assume any and all changes in its enrollment are necessarily attributable to its "efforts" and/or the EAP, nor that each component of the EAP or step taken by BCS is having the hoped for or an equivalent impact. Instead, BCS must do the follow up work of assessing whether what it is doing is having positive effects and what components of the EAP may be less successful or even having no effect or a negative effect.

After acknowledging SCCOE's expectation that BCS critically analyze whether its strategies are effective, BCS's December 17th letter defends its plan, stating, "First, the EAP includes an Ongoing Evaluations section that describes how BCS intends to critically assess recruitment efforts. This includes reviewing the success of outreach activities like preschool, childcare, and community programs and outreach events in the San Antonio neighborhood." However, as SCCOE previously noted, the EAP does not identify any methodology by which BCS will conduct such evaluations or measure its progress, but, instead, seems simply to assume any changes in enrollment it has experienced are direct results of BCS's actions. The entire "Ongoing Evaluations" section of the EAP consists of a statement that "BCS will continue to evaluate our Enrollment Action Plan in order to measure the progress we are making and adjust our strategies accordingly," a statement

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of reported "progress" in 2021-22 enrollment, and a commitment to "track" the following:

- The number of preschools, childcare and other community programs that help share our enrollment information with underserved families
- The number of outreach events we host in the San Antonio neighborhood
- The number of new families who attend our outreach events and activities

Again, tracking the number of events held or even the number of people who attend those events is not enough, alone, to constitute a critical analysis of the impact of those events or the rest of the EAP. The issue is not only if BCS has a specific number of preschool events but whether those events resulted in information actually being shared with underserved families and, then, if those families who attended those events actually applied for admission to BCS. The goal is not to hold preschool or community events, but to engage families with the result that they actually apply for admission. These essential components are missing from the "Ongoing Evaluations" section of the EAP.

Similarly, SCCOE does not agree BCS can assume the steps that it has taken are enough proactively to overcome any existing perceptions or misapprehensions about BCS not welcoming/serving all students with disabilities, providing the full continuum of placements and services, and/or requiring or expecting monetary donations. Again, BCS emphasizes it has updated its website (e.g., changing references from "free tuition" to "free") and is bolstering its community outreach with professional development centered on inclusion. As with the other aspects of the EAP, SCCOE is asking BCS to actually determine appropriate and evidence-based means of assessing the effectiveness of its efforts to counter these concerns and take further steps if such steps are necessary. Again, BCS appears to be assuming the steps it has taken are adequate and effective, but it has identified no factual basis for that conclusion or any means of endeavoring to ascertain the accuracy of that assumption.

BCS's December 17th correspondence indicates BCS will work with experts to consider other improvements to the EAP and is considering potential improvements to the EAP. SCCOE hopes the services being provided by the consultants will assist BCS in the development of revisions to make the EAP a more detailed, workable, and measurable plan for addressing the concerns set forth in the Notice. SCCOE would appreciate an update on any changes that BCS is contemplating or making to the EAP.

D. Conclusion

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Mary Ann Dewan, Ph.D.
County Superintendent of Schools

In its December 17th correspondence, BCS also asserts its enrollment capacity and ability to address the concerns in the Notice are "constrained by the limited facilities LASD allocates to BCS" and indicates SCCOE could work with LASD and BCS relative to the allocation of LASD facilities to BCS. As BCS is aware, BCS's entitlement to LASD facilities and how and what LASD allocates to BCS pursuant to "Proposition 39" (Section 47614 and its implementing regulations) is a legal process between BCS and LASD. SCCOE is not a party to that process and does not have authority over it.

For all of the reasons described in the November 18, 2021, correspondence and explained above, SCCOE continues to believe the EAP is not appropriately detailed or measurable enough to constitute an adequate corrective action plans or means of remediating the concerns specified in the Notice. As explained in the Notice, BCS's success in remediating the issues raised therein and serving all students who wish to attend is an important consideration relative to BCS's future operations and renewal. SCCOE encourages BCS to reconsider its position as expressed in its December correspondence and to revise the EAP in order to address these concerns and make the EAP as meaningful and effective as possible in advancing the interests of all students in ensuring the admissions process is fair, transparent, equal, and that no students are discouraged or inhibited from applying to and enrolling in BCS for any reason.

SCCOE looks forward to BCS's provision of this information. If you have any questions, please do not hesitate to contact Mefula Fairley, Director, Charter Schools Department at mfairley@sccoe.org or (408) 453-3605.

Very truly yours,

Mary Ann Dewan

Mary Ann Dewan, Ph.D.
Count Superintendent of Schools

cc: Mefula Fairley, Director, Charter Schools Department

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EXHIBIT 15

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BULLIS CHARTER SCHOOL
102 West Portola Avenue
Los Altos, CA 94022
Tel: 650.947.4100Fax:
650.947.4989
www.bullischarterschool.com

March 31, 2022

Mary Ann Dewan, Ph.D.
County Superintendent of Schools
Santa Clara County Office of Education
1290 Ridder Park Drive
San José, CA 95131-2304

Dear Dr. Dewan:

I am following up on your letter of March 2, 2022 to Bullis Charter School Superintendent Maureen Israel. I believe we better understand what you are requesting of Bullis and the concerns you detail. We are hard at work revising the Enrollment Action Plan ("EAP") in the manner you have requested.

I thought it would be helpful to summarize specifically the County requests so that we would have a very specific checklist to guide us. I list below what I drew from your letter. We would be most appreciative if you or your staff would review the list and let us know if we are missing, misunderstand, or mischaracterize anything.

List of requested actions

1. Provide a detailed demographic breakdown of the results of the public random drawing:
    a. For the newly admitted students,
    b. For the total BCS anticipated enrollment for 2022-23, and
    c. For the anticipated enrollment by grade level for 2022-23.
2. Compare said information to prior years.
3. Provide detailed information about the number of students who [completed registration packets] using the newly approved preferences for students who qualify for free or reduced priced meals.
4. Distinguish between the separate preferences for students who reside within and outside of Los Altos School District's ("LASD") boundaries.
5. Provide data separately for the number of students who [completed registration packets] for each preference and the number who were offered admission using that preference, versus placed on the wait list.
6. Provide the demographic breakdown for English learners, socio-economically disadvantaged students, and special education student groups,
    a. For students newly admitted to BCS for 2021-22
    b. For the total BCS enrollment
7. Compare to BCS's demographics for these categories (a&b) for 2020-21.
8. Provide an update on the full-day TK pilot program and its current status.

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BULLIS CHARTER SCHOOL
102 West Portola Avenue
Los Altos, CA 94022
Tel: 650.947.4100Fax:
650.947.4989
www.bullischarterschool.com

9. Project outcomes and results, including projections, measures, and milestones that will be components of the plan.
10. Provide a description of the means by which BCS will achieve a balance of racial, ethnic, special education and English learner pupils reflective of the general population residing in the school district in which the charter school is located – in BCS's case, this is LASD.
11. Define the plan to analyze critically which of BCS's actions and components of its EAP are and are not effective in reaching the goals of serving a more diverse student population and achieving the purposes of the EAP. Goal is to guide the development, implementation, audit, and adjustment of the EAP to achieve these goals.
12. Identify the methodology by which BCS will conduct such evaluations and measure progress. For example, did specific preschool events result in information being shared with underserved families and, if so, did those families who attended those events actually complete [enrollment] forms? Were they drawn in the lottery? Did they attend?
13. SCCOE has expressed concerns about perceptions regarding whether BCS is welcoming to students with disabilities: Determine appropriate and evidence-based means of assessing the effectiveness of BCS efforts to counter these concerns and take further steps if such steps are necessary.
14. Make the EAP more detailed, workable, and measurable in order to addressing the concerns set forth in the Notice.
15. Update SCCOE with respect to any changes that BCS is contemplating or making to the EAP.

* * *

Please let us know if there are revisions to be made to the foregoing list. We appreciate your ongoing assistance and guidance as we work to respond to your requests and to address County Office of Education concerns.

Sincerely yours,

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Francis La Poll
Board Chair
Bullis Charter School

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EXHIBIT 16

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Santa Clara County Office of Education
Mary Ann Dewan, Ph.D.
County Superintendent of Schools

April 8, 2022

SENT VIA EMAIL (FRANCIS@LAPOLL.COM)

Francis La Poll, Board Chair
Bullis Charter School
102 W. Portola Avenue
Los Altos, CA 94022

RE: Demographic Data and Enrollment Action Plan

Dear Mr. La Poll:

The Santa Clara County Office of Education ("SCCOE") appreciates your letter of March 31, 2022, confirming that Bullis Charter School ("BCS") is working on revising its Enrollment Action Plan ("EAP"), consistent with SCCOE's requests. We also welcome your effort to confirm your understanding of the information and the changes to the EAP that SCCOE requested, in order to ensure an accurate and efficient response.

While to a large extent your letter accurately captured SCCOE's requests and concerns, there are a few points we believe it is helpful to clarify. For ease of reference, the following clarifying paragraphs include an italicized reference to the numbered paragraph(s) in your letter:

- *(2)* The comparison of the public random drawing results to prior years should include comparison to 2021-22.

- *(3, 5, 12)* The District has made multiple requests for data related to students who applied to attend BCS, but your letter in summarizing those requests has revised the reference from "applications" to "completed registration packets" and "enrollment forms." SCCOE is not entirely clear what BCS means by these terms, though, of course, applications for admission are required to be minimal (as described in the MOU between BCS and SCCOE), may not include student records information, and precede enrollment at BCS. The SCCOE's questions were intended to ask about applications for admission, by whatever terminology BCS uses for such applications. To the extent that applications for admission differ from completed "registration packets" and/or "enrollment forms," and BCS believes that additional information related to persons who completed those documents is relevant to SCCOE's understanding of BCS' enrollment and demographics, please feel free also to include that information.

(Continued on next page)

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- *(6 & 7)* Please also include this information and comparison broken down by grade level.

- *(8)* In providing the update on the full-day TK pilot program and its status, please ensure that the explanation describes how the program will work and how it is intended/expected to provide additional opportunities for socioeconomically disadvantaged students.

- *(13)* In addition to concerns about perceptions or misapprehensions regarding whether BCS is welcoming to students with disabilities, SCCOE also raised concerns about perceptions and/or misapprehensions that BCS does not serve all students with disabilities, that BCS does not offer the full continuum of placements and services, and/or that BCS requires or expects monetary donations from pupils/families. Therefore, the appropriate and evidence-based means of assessing the effectiveness of BCS' efforts to counter these concerns and take further steps as necessary should address each of these areas.

Again, thank you for taking the time to seek clarity on these issues in order that BCS' efforts may be as complete, informative, and productive as possible. SCCOE looks forward to BCS's provision of this information. SCCOE anticipates that BCS will be able to provide the enrollment and demographic data from its recent open enrollment public random drawing before its revised EAP, and would appreciate BCS providing that data on or before Monday, April 25, 2022.

If you have any additional questions, please do not hesitate to contact Charter Schools Department Director Fairley or me.

Very truly yours,

DocuSigned by:
Dr. Mary Ann Dewan
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Mary Ann Dewan, Ph.D.
County Superintendent of Schools

cc: Mefula Fairley, Director, Charter Schools Department

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EXHIBIT 17

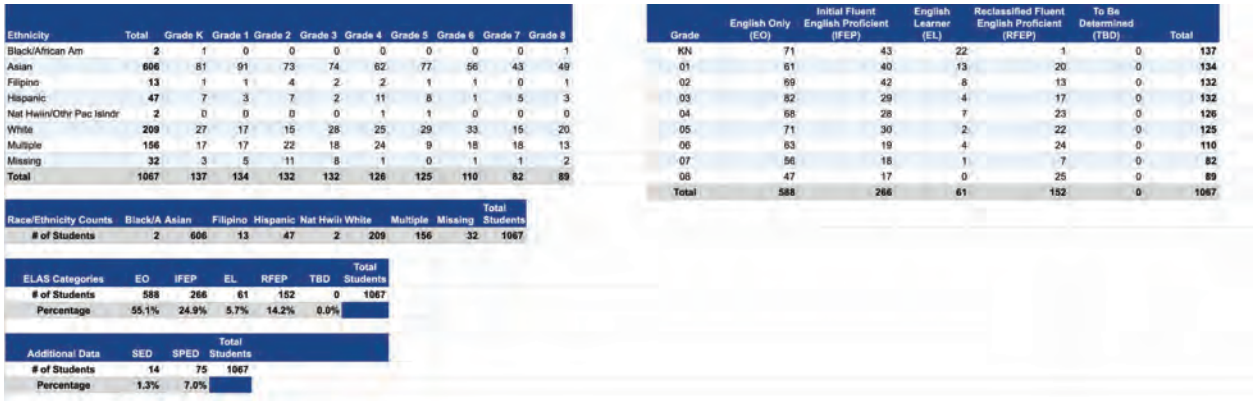
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When the public lottery is completed, BCS informs the families of accepted applicants, and asks the families to either accept or decline a space as soon as possible, so that BCS can continue their enrollment process or offer the space to another family. However, completing the registration paperwork can take some time. In the initial lottery, we offered 190 spots for the 2022-23 school year, with the vast majority (136) of these spots being to incoming TK/K students. As new spots become available (when we learn of current families who may be leaving for the 2022-23 school year or offered families decline a spot) we continue to offer to those currently on the waitlist.

Because our enrollment process remains fluid prior to the start of the 2022-2023 school year, we will be able to provide complete demographic information after the start of the school year as we will know which students matriculate and have access to additional data collected. We believe it is essential to wait for that data, so that everyone can assess how our Enrollment Action Plan is working, and make fair comparisons with enrollment and demographic trends at LASD.

As requested, here is detailed demographic information for the 2021-22 school year.



Ethnicity	Total	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Black/African Am	2	1	0	0	0	0	0	0	0	1
Asian	606	81	91	73	74	62	77	56	43	49
Filipino	13	1	1	4	2	2	1	1	0	1
Hispanic	47	7	3	7	2	11	8	1	5	3
Nat Hwiin/Othr Pac Isindr	2	0	0	0	0	1	1	0	0	0
White	209	27	17	15	28	25	29	33	15	20
Multiple	156	17	17	22	18	24	9	18	18	13
Missing	32	3	5	11	8	1	0	1	1	2
Total	1067	137	134	132	132	126	125	110	82	89

Grade	English Only (EO)	Initial Fluent English Proficient (IFEP)	English Learner (EL)	Reclassified Fluent English Proficient (RFEP)	To Be Determined (TBD)	Total
KN	71	43	22	1	0	137
01	61	40	13	20	0	134
02	69	42	8	13	0	132
03	82	29	4	17	0	132
04	68	28	7	23	0	126
05	71	30	2	22	0	125
06	63	19	4	24	0	110
07	56	18	1	7	0	82
08	47	17	0	25	0	89
Total	588	266	61	152	0	1067

Race/Ethnicity Counts	Black/A	Asian	Filipino	Hispanic	Nat Hwiin	White	Multiple	Missing	Total Students
# of Students	2	606	13	47	2	209	156	32	1067

ELAS Categories	EO	IFEP	EL	RFEP	TBD	Total Students
# of Students	588	266	61	152	0	1067
Percentage	55.1%	24.9%	5.7%	14.2%	0.0%	

Additional Data	SED	SPED	Total Students
# of Students	14	75	1067
Percentage	1.3%	7.0%	

While we do not have complete enrollment data for 2022-23, there are three positive preliminary data points revealed during the enrollment process which suggest that the EAP is working, and that BCS is making progress toward our shared goals of providing fair and equal access to all students.

1. Kindergarten/TK enrollment

Most families stay at BCS once they've enrolled, so most of our Open Enrollment spaces each year are in Kindergarten and Transitional Kindergarten (TK). Enrollment in Kindergarten/TK are leading indicators for how our enrollment and demographics are changing. For example, a newly enrolled K/TK student may have siblings who will benefit from the sibling preference in coming years.

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While the data for Kindergarten/TK enrollment is still preliminary (as a result of the lottery), we have made offers to 5 K/TK students who are eligible for Free and Reduced Price Meals (FRPM). This is in line with the demographics of LASD, which enrolled 14 Socioeconomically Disadvantaged (SED) students in Kindergarten in 2021-22, and 15 SED students in Kindergarten in 2020-21. (BCS enrolls approximately 24% of all public school students in the Los Altos School District area – in 2021-22, BCS enrollment = 1,067 and LASD enrollment = 3,347.)

Again, since most families stay at BCS once they've enrolled, we anticipate the number of FRPM-eligible students will continue to grow with each new Kindergarten class.

2. Families qualifying for Free and Reduced Price Meals (FRPM)

This was the first year that BCS offered a preference for families eligible for Free and Reduced Price Meals (FRPM). Here are preliminary totals for applicants who have identified themselves as being eligible for FRPM for all grades (including K/TK) as of May 2:

- In-district applicants eligible for FRPM - 12
- Out-of-district applicants eligible for FRPM - 31

All of the 12 in-district applicants eligible for FRPM have been offered enrollment for 2022-23, and we are optimistic they will all enroll this fall, which would nearly double the number of FRPM-eligible students that we serve. Though we have over 30 additional FRPM-eligible students on the waitlist, at this point BCS has not offered enrollment to **any** out-of-district applicants (FRPM-eligible or otherwise) due to the large number of in-district families interested in BCS and the 8% limit on out-of-district students imposed by our facilities agreement with LASD.

3. Results of expanded outreach efforts

Our expanded outreach in key neighborhoods is already helping us reach more FRPM-eligible families, including applicants who live outside the LASD area. We will continue to evaluate and expand these targeted outreach efforts, adding to recent improvements, including:

- Our contact list of preschool and child care programs, churches, temples, and other community organizations has doubled in the last two years, and now includes more than 80 programs in our community. BCS contacted each of these programs directly (by email or phone) in November and in January to highlight Open Enrollment and our Parent Information Nights and to offer flyers and resources they can share with families. With the pandemic and the rise in omicron during January (when a vast majority of our outreach happens), we were unable to host events at outside locations. We anticipate that being able to host events and visit locations in person for the 2023-24 enrollment year will allow us to track the number of individuals that we connect with during our outreach efforts.

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- Our outreach staff distributed flyers on Saturdays in November, December and January outside Walmart, Kohl's, and other stores in the San Antonio Center. We distributed over 100 flyers to families at these locations.
- As in previous years, BCS staff and families posted flyers and yard signs at key locations in the San Antonio neighborhood, including in local public parks.
- Even with the restraints of COVID, hundreds of families participated in our Parent Information Nights:
    - On November 18 (an elementary school session), 28 attended in person, and 139 joined online;
    - On December 8 (a middle school session), 16 people attended in person, and 53 joined online;
    - On January 27 (an elementary school session) 180 joined online. There was no in-person option due to omicron.
    - On February 3, BCS parents hosted an "Ask Me Anything" webinar for potential new families, and 232 people joined online.

  From what we have been able to track (if families left the same email address at an info night as they used when applying) at least 70% of the families who attended one of the Parent Information Nights completed an application through our Open Enrollment.

BCS will continue to analyze the effectiveness of the new FRPM preference and consider appropriate adjustments. A few examples are below:

- While the Enrollment Form already asks how a family heard about BCS, it limits families to selecting one option (e.g. Word of Mouth **or** flyer). We'd like to adjust this form to allow families to select multiple options (e.g. Word of Mouth **and** a flyer in the community). This can help us ascertain which methods of outreach are most effective.
- We would like to host or attend a minimum of 10 in-person outreach events – such as visiting local preschools or hosting a table at a community fair – which were canceled or reduced this year because of COVID-19 health considerations.
    - Tracking participation in these events (via email addresses or parent name) will allow us to see which families later submit an application for enrollment.
- In addition to our Parent Information Nights, we will host three on-campus visits, where potential new families can see our teachers and students in action.

As we've outlined, preliminary data show positive signs that our Enrollment Action Plan – including targeted outreach efforts in key neighborhoods and the new preference for FRPM-eligible families – is working. We will continue to update you when we have reliable data about enrollment for 2022-23, and we will continue asking LASD for better data about their out-of-district enrollment, so that we can all make fair and clear comparisons. We welcome any advice you may have to help us continue building on this progress.

Documentary Record 000814

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EXHIBIT 18

Documentary Record 000815

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From:	Mefula Fairley
To:	Maureen Israel
Subject:	Data Request
Date:	Wednesday, September 7, 2022 12:33:00 PM
Attachments:	image001.png image002.png image003.png image004.png image005.png image006.png

---

Hi Maureen,

I hope the new school year is going well. I am reaching out to request two sets of data:

1. Lottery Data
    a. For 2022-23, the total number of students offered admission vs. the total number offered admission and actually enrolled
    b. Total admitted/enrolled for 2022-23 by subgroup and grade level
    c. Comparison of subgroup data for students admitted/enrolled in 2022-23 to students admitted/enrolled in previous four years
    d. Total number of students offered admission using preference number two vs. the total number offered admission using preference number two and actually enrolled
    e. Subgroup data for student admitted/enrolled using preference number two
    f. Total number of students offered admission using preference number seven vs. the total number offered admission using preference number seven and actually enrolled
    g. Subgroup data for student admitted/enrolled using preference number seven

2. 2022-23 data file with fields for 1) enrollment or lottery date and 2) district resident/non-district resident

Please submit this data immediately following Census Day or by October 9, 2022, at the latest.

Thanks.

Mefula

Santa Clara County Office of Education

INVESTING FOR IMPACT

Mefula Fairley
Executive Director
Charter Schools Department
Santa Clara County Office of Education
1290 Ridder Park Drive MC 234
San Jose, CA 95131-2304
(408) 453-3605
mfairley@sccoe.org

Restorative - Deliberative - Consistency - Harmony – Adaptability
Pronouns: she/her/hers

Documentary Record 000816

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EXHIBIT 19

Documentary Record 000817

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Michelle Johnson

From: Maureen Israel <misrael@bullischarterschool.com>
Sent: Monday, October 10, 2022 4:00 PM
To: Mefula Fairley
Subject: Fwd: Data Request

Hi Mefula,

Thanks for your patience. I've been down two front office staff all year and Charles has been out on medical leave, so we've had limited hands able to pull data for you. I've included lottery data below and we're working on getting the entire 22-23 data file - we should have that by the end of week. I'm not exactly sure what subgroups you were looking for, so we've added EL here. Let me know if there is something else you are looking for with subgroups.

Best,
Maureen

- For 2022-23, the total number of students offered admission vs. the total number offered admission and actually enrolled as of 1st day of school: **307 offered | 159 enrolled**

- Total admitted/enrolled for 2022-23 by subgroup and grade level and comparison of subgroup data for students admitted/enrolled in 2022-23 to students admitted/enrolled in previous four years as of 1st day of school:

	2022-2023			2021-2022			2020-2021			2019-2020			2018-2019		
Grade	**#**	**EL**	**FRL**	**#**	**EL**	**FRL**	**#**	**EL**	**FRL**	**#**	**EL**	**FRL**	**#**	**EL**	**FRL**
Totals	**159**	**37**	**9**	**189**	**27**	**N/A**	**206**	**42**	**N/A**	**266**	**35**	**N/A**	**145**	**20**	**N/A**
%		*23%*	*6%*		*13%*			*20%*			*13%*			*14%*	
TK/K	110	32	5	106	24		115	27		119	23		89	17	
1	12	3	1	18	1		16	4		31	3		15	2	
2	6	0	0	16	0		22	5		19	2		5	0	
3	11	2	1	15	2		14	2		25	1		3	0	
4	3	0	0	11	0		13	1		31	3		3	0	
5	9	0	2	11	0		9	1		18	1		2	0	
6	0	0	0	0	0		7	0		18	2		11	1	
7	4	0	0	10	0		8	2		4	0		11	0	
8	4	0	0	2	0		2	0		1	0		6	0	

- Total number of students offered admission using preference number two vs. the total number offered admission using preference number two and actually enrolled as of 1st day of school:
  12 offered | 9 enrolled | 1 on waiting list

- Subgroup data for student admitted/enrolled using preference number two

Grade	# Enrolled	EL

Documentary Record 000818

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TOTALS	**9**	**2**
TK/K	5	1
1	1	1
2	0	0
3	1	0
4	0	0
5	2	0
6	0 (1 waitlist)	0
7	0	0
8	0	0

- Total number of students offered admission using preference number seven vs. the total number offered admission using preference number seven and actually enrolled as of 1st day of school:

Unable to enroll any students under preference seven due to limitations on out of district students in the facilities agreement with Los Altos. 30 out of district students are on the waitlist under preference seven as of the 1st day of school.

- Subgroup data for student admitted/enrolled using preference number seven

N/A

---------- Forwarded message ---------
From: **Mefula Fairley** <mfairley@sccoe.org>
Date: Wed, Sep 7, 2022 at 12:33 PM
Subject: Data Request
To: Maureen Israel <misrael@bullischarterschool.com>

Hi Maureen,

I hope the new school year is going well. I am reaching out to request two sets of data:

1. Lottery Data
    a. For 2022-23, the total number of students offered admission vs. the total number offered admission and actually enrolled

    a. Total admitted/enrolled for 2022-23 by subgroup and grade level

Documentary Record 000819

a. Comparison of subgroup data for students admitted/enrolled in 2022-23 to students admitted/enrolled in previous four years
b. Total number of students offered admission using preference number two vs. the total number offered admission using preference number two and actually enrolled
c. Subgroup data for student admitted/enrolled using preference number two
d. Total number of students offered admission using preference number seven vs. the total number offered admission using preference number seven and actually enrolled
e. Subgroup data for student admitted/enrolled using preference number seven

2. 2022-23 data file with fields for 1) enrollment or lottery date and 2) district resident/non-district resident

Please submit this data immediately following Census Day or by October 9, 2022, at the latest.

Thanks.

Mefula

Mefula Fairley

Executive Director

Charter Schools Department

Santa Clara County Office of Education

1290 Ridder Park Drive MC 234

San Jose, CA 95131-2304

(408) 453-3605

mfairley@sccoe.org

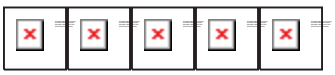
Restorative - Deliberative - Consistency - Harmony – Adaptability

Pronouns: she/her/hers

Documentary Record 000820

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Documentary Record 000821

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EXHIBIT 20

Documentary Record 000822

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From:	Maureen Israel
To:	Mefula Fairley
Subject:	Re: Data Request
Date:	Monday, October 17, 2022 3:22:55 PM
Attachments:	image001.png image002.png image003.png image004.png image005.png image006.png 2022-2023 BCS Data File NEW.xlsx

---

Hi Mefula,

Thanks for the reminder of what that file looked like last year - attached the version from this year.

Some of this data is still being cleaned for the state's December deadline, so happy to send you a more complete/finalized version when we submit it then.

Best,
Maureen

On Mon, Oct 17, 2022 at 9:46 AM Mefula Fairley <mfairley@sccoe.org> wrote:

> Hi Maureen,
>
> Thanks for sending this updated data. I was also expecting a student data file (similar to the attached) with 2022-23 data and including a field indicating in district/out of district residency. Can you get that to me today?
>
> Mefula

Mefula Fairley

Executive Director

Charter Schools Department

Santa Clara County Office of Education

1290 Ridder Park Drive MC 234

San Jose, CA 95131-2304

(408) 453-3605

mfairley@sccoe.org

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Pronouns: she/her/hers

Documentary Record 000823

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From: Maureen Israel <misrael@bullischarterschool.com>
Sent: Friday, October 14, 2022 5:18 PM
To: Mefula Fairley <mfairley@sccoe.org>
Subject: Re: Data Request

Hi Mefula,

Here is the new student demographic data, in comparison to previous year new student demographic data. We have enrolled three out-of-district 8th graders this year; all other enrolled students are in district.

The enrollment date for all students in the attached file is the first day of school (8.16.22)

Have a great weekend,
Maureen

On Mon, Oct 10, 2022 at 4:14 PM Mefula Fairley <mfairley@sccoe.org> wrote:

> Hi Maureen,
>
> Thanks for sending this data. Please provide race/ethnic subgroup data and SpEd if you have students entering with IEPs.

Santa Clara County Office of Education

INVESTING FOR IMPACT

Mefula Fairley

Executive Director

Charter Schools Department

Santa Clara County Office of Education

1290 Ridder Park Drive MC 234

San Jose, CA 95131-2304

(408) 453-3605

mfairley@sccoe.org

Documentary Record 000824

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Restorative - Deliberative - Consistency - Harmony – Adaptability

Pronouns: she/her/hers

From: Maureen Israel <misrael@bullischarterschool.com>
Sent: Monday, October 10, 2022 4:00 PM
To: Mefula Fairley <mfairley@sccoe.org>
Subject: Fwd: Data Request

Hi Mefula,

Thanks for your patience. I've been down two front office staff all year and Charles has been out on medical leave, so we've had limited hands able to pull data for you. I've included lottery data below and we're working on getting the entire 22-23 data file - we should have that by the end of week. I'm not exactly sure what subgroups you were looking for, so we've added EL here. Let me know if there is something else you are looking for with subgroups.

Best,

Maureen

- For 2022-23, the total number of students offered admission vs. the total number offered admission and actually enrolled as of 1st day of school: **307 offered | 159 enrolled**

- Total admitted/enrolled for 2022-23 by subgroup and grade level and comparison of subgroup data for students admitted/enrolled in 2022-23 to students admitted/enrolled in previous four years as of 1st day of school:

	2022-2023			2021-2022			2020-2021			2019-2020			2018-2019		
Grade	#	EL	FRL	#	EL	FRL	#	EL	FRL	#	EL	FRL	#	EL	FRL
Totals	159	37	9	189	27	N/A	206	42	N/A	266	35	N/A	145	20	N/A
%		23%	6%		13%			20%			13%			14%	

Documentary Record 000825

,7190436Ã-6:25782Ã/,)Ã#!&".$+"Ä!*#%Ä$#!*Ä*+.!Ä*!, (##,"$&

TK/K	110	32	5	106	24		115	27		119	23		89	17	
1	12	3	1	18	1		16	4		31	3		15	2	
2	6	0	0	16	0		22	5		19	2		5	0	
3	11	2	1	15	2		14	2		25	1		3	0	
4	3	0	0	11	0		13	1		31	3		3	0	
5	9	0	2	11	0		9	1		18	1		2	0	
6	0	0	0	0	0		7	0		18	2		11	1	
7	4	0	0	10	0		8	2		4	0		11	0	
8	4	0	0	2	0		2	0		1	0		6	0	

- Total number of students offered admission using preference number two vs. the total number offered admission using preference number two and actually enrolled as of 1st day of school:

  12 offered | 9 enrolled | 1 on waiting list

- Subgroup data for student admitted/enrolled using preference number two

Grade	# Enrolled	EL
TOTALS	**9**	**2**
TK/K	5	1
1	1	1
2	0	0
3	1	0
4	0	0
5	2	0
6	0 (1 waitlist)	0
7	0	0
8	0	0

- Total number of students offered admission using preference number seven vs. the total number offered admission using preference number seven and actually enrolled as of 1st day of school:

Unable to enroll any students under preference seven due to limitations on out of district students in the facilities agreement with Los Altos. 30 out of district students are on the waitlist under preference seven as of the 1st day of school.

- Subgroup data for student admitted/enrolled using preference number seven

Documentary Record 000826

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N/A

---------- Forwarded message ---------
From: **Mefula Fairley** <mfairley@sccoe.org>
Date: Wed, Sep 7, 2022 at 12:33 PM
Subject: Data Request
To: Maureen Israel <misrael@bullischarterschool.com>

Hi Maureen,

I hope the new school year is going well. I am reaching out to request two sets of data:

1. Lottery Data
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    a. Total admitted/enrolled for 2022-23 by subgroup and grade level

    a. Comparison of subgroup data for students admitted/enrolled in 2022-23 to students admitted/enrolled in previous four years
    b. Total number of students offered admission using preference number two vs. the total number offered admission using preference number two and actually enrolled
    c. Subgroup data for student admitted/enrolled using preference number two
    d. Total number of students offered admission using preference number seven vs. the total number offered admission using preference number seven and actually enrolled
    e. Subgroup data for student admitted/enrolled using preference number seven

Documentary Record 000827

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2. 2022-23 data file with fields for 1) enrollment or lottery date and 2) district resident/non-district resident

Please submit this data immediately following Census Day or by October 9, 2022, at the latest.

Thanks.

Mefula

Mefula Fairley

Executive Director

Charter Schools Department

Santa Clara County Office of Education

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San Jose, CA 95131-2304

(408) 453-3605

mfairley@sccoe.org

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Pronouns: she/her/hers

Documentary Record 000828

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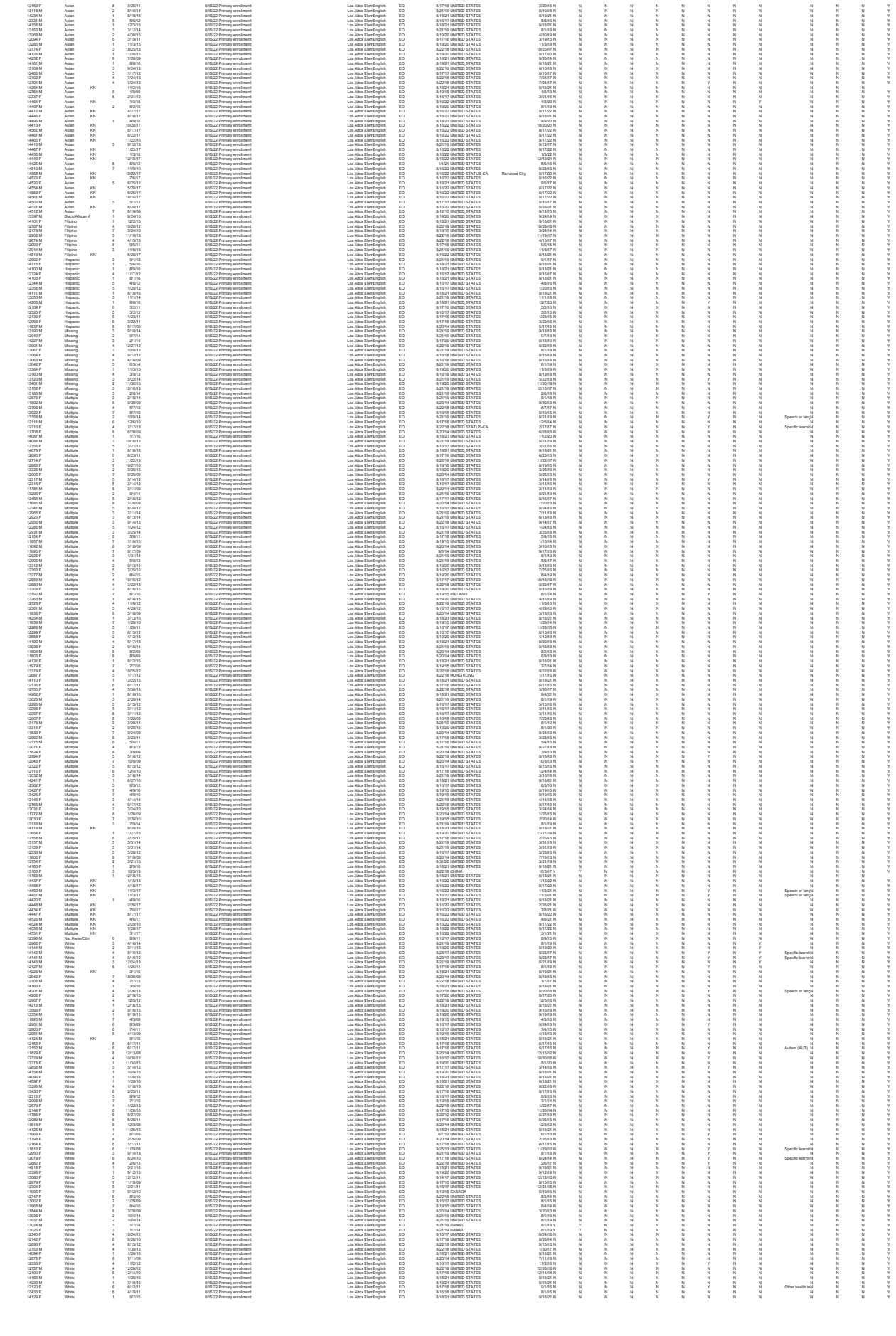
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Documentary Record 000829

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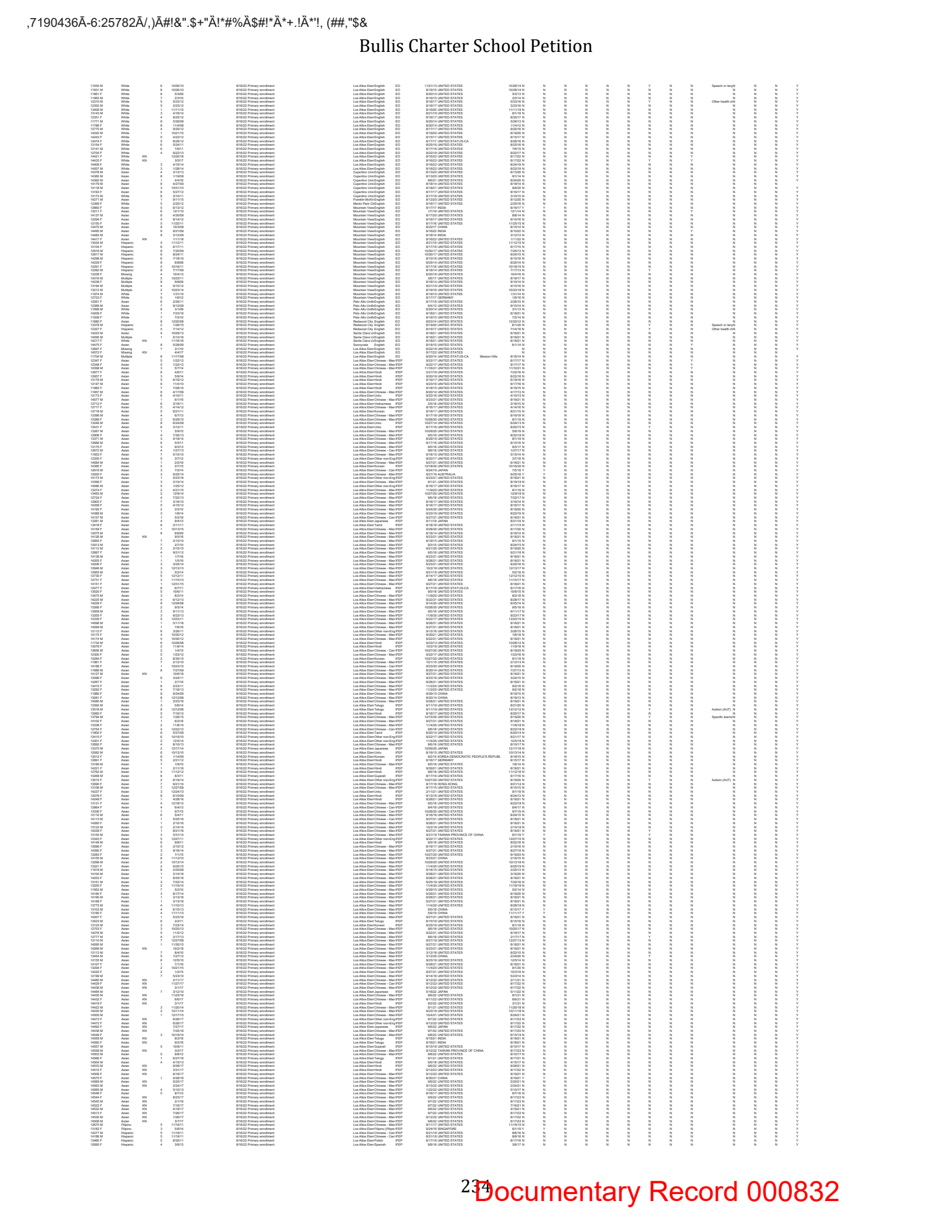
LocalID	GenderCode	Ethnicity_Race	Grade_Level_	Student_Birth_Abbs_Name	StudentPrefer	Start_Date	EnrollmentStat	Exit_Date	StuExitCatgNa	SchCmpltnSta	IntendedTeR	CatGearRdctn	DialLangName	English_Learn	EngLangAcqui	StudentBirthCo	Birth_State_N	Birth_City	InitialUSEnrol	Student_in_UT	Title_III	StuMeetAllUCC	GiftedTalTa	Title_I_Part_C	Homeless	Special_Educa	limitedenglish	SocioEconomi	DabbyCatgNa	Dropout	TransitionalKin	ArmedForces	ParentHSGraduate
12667	M	Asian	4	11/25/12		8/16/22	Primary enrollment						Los Altos Elem	Hindi	EL				8/16/17	UNITED STATES		N	N	N	N	N	Y	Y	N	Autism (AUT)	N	N	N	Y
14571	M	Asian	KN	10/15/17		8/16/22	Primary enrollment						Los Altos Elem	Tamil	EL				9/19/22	UNITED STATES		N	N	N	N	N	Y	N	N		N	N	N	Y
13253	M	Asian	2	2/25/15		8/16/22	Primary enrollment						Los Altos Elem	Other non-Eng	EL				10/29/20	UNITED STATES		N	N	N	N	N	Y	N	N		N	N	N	Y
13453	F	Asian	5	3/1/12		8/16/22	Primary enrollment						Los Altos Elem	Hindi	EL				9/15/17	INDIA		N	N	N	N	N	N	Y	N		N	N	N	Y
14230	M	Asian	1	2/19/16		8/16/22	Primary enrollment						Los Altos Elem	Chinese - Man	EL				9/23/21	UNITED STATES		N	N	N	N	N	N	Y	N		N	N	N	Y
12944	F	Asian	3	8/27/14		8/16/22	Primary enrollment						Los Altos Elem	Chinese - Man	EL				10/2/19	UNITED STATES		N	N	N	N	N	Y	N	N		N	N	N	Y
13260	M	Asian	2	4/23/15		8/16/22	Primary enrollment						Los Altos Elem	Chinese - Man	EL				10/27/20	UNITED STATES		N	N	N	N	N	Y	N	N		N	N	N	Y
13318	F	Asian	2	2/5/15		8/16/22	Primary enrollment						Los Altos Elem	Chinese - Man	EL				10/28/20	UNITED STATES		N	N	N	N	N	N	Y	N		N	N	N	Y
14152	M	Asian	1	7/20/16		8/16/22	Primary enrollment						Los Altos Elem	Japanese	EL				9/27/21	UNITED STATES		N	N	N	N	N	N	Y	N		N	N	N	Y
14120	M	Asian	1	12/18/15		8/16/22	Primary enrollment						Los Altos Elem	Chinese - Man	EL				9/29/21	UNITED STATES		N	N	N	N	N	N	Y	N		N	N	N	Y
13068	F	Asian	3	6/14/14		8/16/22	Primary enrollment						Los Altos Elem	Chinese - Man	EL				9/11/19	UNITED STATES		N	N	N	N	N	Y	Y	N	Autism (AUT)	N	N	N	Y
14062	M	Asian	1	9/26/16		8/16/22	Primary enrollment						Los Altos Elem	Chinese - Man	EL				9/28/21	UNITED STATES		N	N	N	N	N	N	Y	N		N	N	N	Y
14091	F	Asian	3	4/6/14		8/16/22	Primary enrollment						Los Altos Elem	Chinese - Man	EL				9/9/19	UNITED STATES		N	N	N	N	N	N	Y	N		N	N	N	Y
13115	F	Asian	3	3/9/14		8/16/22	Primary enrollment						Los Altos Elem	Chinese - Man	EL				9/11/19	UNITED STATES		N	N	N	N	N	N	Y	N		N	N	N	Y
14210	F	Asian	1	11/6/15		8/16/22	Primary enrollment						Los Altos Elem	Chinese - Man	EL				9/28/20	UNITED STATES		N	N	N	N	N	N	Y	N		N	N	N	Y
12773	F	Asian	4	11/17/12		8/16/22	Primary enrollment						Los Altos Elem	Chinese - Man	EL				8/16/17	UNITED STATES		N	N	N	N	N	N	Y	N		N	N	N	Y
13503	F	Asian	2	3/13/15		8/16/22	Primary enrollment						Los Altos Elem	Chinese - Man	EL				10/29/20	UNITED STATES		N	N	N	N	N	N	Y	N		N	N	N	Y
14222	F	Asian	1	12/3/15		8/16/22	Primary enrollment						Los Altos Elem	Chinese - Man	EL				9/27/21	UNITED STATES		N	N	N	N	N	N	Y	N		N	N	N	Y
14476	F	Asian	KN	2/6/17		8/16/22	Primary enrollment						Los Altos Elem	Chinese - Man	EL				9/8/22	UNITED STATES		N	N	N	N	N	N	Y	N		N	N	N	Y
14462	F	Asian	KN	7/14/17		8/16/22	Primary enrollment						Los Altos Elem	Other non-Eng	EL				9/8/22	UNITED STATES		N	N	N	N	N	N	Y	N		N	N	N	Y
14453	F	Asian	KN	8/8/17		8/16/22	Primary enrollment						Los Altos Elem	Chinese - Man	EL				9/13/22	UNITED STATES		N	N	N	N	N	N	Y	N		N	N	N	Y
14444	M	Asian	KN	6/16/17		8/16/22	Primary enrollment						Los Altos Elem	Chinese - Man	EL				9/2/22	UNITED STATES		N	N	N	N	N	N	Y	N		N	N	N	Y
14439	F	Asian	KN	8/19/17		8/16/22	Primary enrollment						Los Altos Elem	Chinese - Man	EL				9/6/22	UNITED STATES		N	N	N	N	N	N	Y	N		N	N	N	Y
14467	M	Asian	KN	12/8/17		8/16/22	Primary enrollment						Los Altos Elem	Chinese - Man	EL				9/8/22	UNITED STATES		N	N	N	N	N	N	Y	N		N	N	N	Y
14408	F	Asian	KN	11/22/17		8/16/22	Primary enrollment						Los Altos Elem	Chinese - Man	EL				9/2/22	UNITED STATES		N	N	N	N	N	N	Y	N		N	N	N	Y
14463	F	Asian	KN	6/6/17		8/16/22	Primary enrollment						Los Altos Elem	Chinese - Man	EL				9/6/22	UNITED STATES		N	N	N	N	N	N	Y	N		N	N	N	Y
14480	F	Asian	KN	6/27/17		8/16/22	Primary enrollment						Los Altos Elem	Chinese - Man	EL				9/12/22	UNITED STATES		N	N	N	N	N	N	Y	N		N	N	N	Y
14441	M	Asian	KN	4/1/17		8/16/22	Primary enrollment						Los Altos Elem	Chinese - Man	EL				9/8/22	CHINA		N	N	N	N	N	N	Y	N		N	N	N	Y
14518	F	Asian	KN	10/16/17		8/16/22	Primary enrollment						Los Altos Elem	Chinese - Man	EL				9/6/22	UNITED STATES		N	N	N	N	N	N	Y	N		N	N	N	Y
14553	F	Asian	3	12/22/13		8/16/22	Primary enrollment						Los Altos Elem	Tamil	EL				2/3/22	UNITED STATES		N	N	N	N	N	N	Y	N		N	N	N	Y
14528	M	Asian	KN	3/24/17		8/16/22	Primary enrollment						Los Altos Elem	Chinese - Man	EL				9/11/22	UNITED STATES		N	N	N	N	N	N	Y	N		N	N	N	Y
14548	F	Asian	KN	3/30/17		8/16/22	Primary enrollment						Los Altos Elem	Chinese - Man	EL				9/8/22	UNITED STATES		N	N	N	N	N	N	Y	N		N	N	N	Y
14505	F	Asian	3	10/13/13		8/16/22	Primary enrollment						Los Altos Elem	Chinese - Man	EL				10/12/18	UNITED STATES		N	N	N	N	N	Y	Y	N	Other health im	N	N	N	Y
14509	F	Asian	KN	10/18/17		8/16/22	Primary enrollment						Los Altos Elem	Chinese - Man	EL				9/12/22	UNITED STATES		N	N	N	N	N	N	Y	N		N	N	N	Y
14527	M	Asian	KN	3/24/17		8/16/22	Primary enrollment						Los Altos Elem	Chinese - Man	EL				9/11/22	UNITED STATES		N	N	N	N	N	N	Y	N		N	N	N	Y
14550	M	Asian	KN	4/13/17		8/16/22	Primary enrollment						Los Altos Elem	Chinese - Man	EL				9/8/22	UNITED STATES		N	N	N	N	N	N	Y	N		N	N	N	Y
14555	F	Asian	KN	11/3/17		8/16/22	Primary enrollment						Los Altos Elem	Chinese - Man	EL				9/7/22	UNITED STATES		N	N	N	N	N	N	Y	N		N	N	N	Y
12873	M	Hispanic	5	7/24/12		8/16/22	Primary enrollment						Los Altos Elem	Spanish	EL				8/16/17	UNITED STATES		N	N	N	N	N	Y	Y	N		N	N	N	N
14486	F	Hispanic	1	2/19/16		8/16/22	Primary enrollment						Los Altos Elem	Spanish	EL				9/16/22	UNITED STATES		N	N	N	N	N	N	Y	N		N	N	N	Y
14514	M	Hispanic	KN	9/5/17		8/16/22	Primary enrollment						Los Altos Elem	Spanish	EL				9/12/22	UNITED STATES		N	N	N	N	N	N	Y	N		N	N	N	Y
14556	M	Hispanic	KN	4/5/17		8/16/22	Primary enrollment						Los Altos Elem	Spanish	EL				9/6/22	UNITED STATES		N	N	N	N	N	N	Y	N		N	N	N	Y
14168	M	Missing	KN	10/16/16		8/16/22	Primary enrollment						Los Altos Elem	Chinese - Man	EL				9/28/21	UNITED STATES		N	N	N	N	N	N	Y	N		N	N	N	Y
12328	M	Multiple	5	4/21/12		8/16/22	Primary enrollment						Los Altos Elem	Japanese	EL				9/22/17	UNITED STATES		N	N	N	N	N	N	Y	N		N	N	N	Y
13038	M	Multiple	3	2/3/14		8/16/22	Primary enrollment						Los Altos Elem	Japanese	EL				9/21/19	UNITED STATES		N	N	N	N	N	N	Y	N		N	N	N	Y
14481	M	Multiple	KN	11/9/17		8/16/22	Primary enrollment						Los Altos Elem	Chinese - Man	EL				9/11/22	UNITED STATES		N	N	N	N	N	N	Y	N		N	N	N	Y
14520	M	Multiple	KN	4/29/17		8/16/22	Primary enrollment						Los Altos Elem	Farsi (Persian)	EL				9/12/22	UNITED STATES		N	N	N	N	N	N	Y	N	Autism (AUT)	N	N	N	Y
13363	M	White	2	8/19/15		8/16/22	Primary enrollment						Los Altos Elem	Russian	EL				10/27/20	RUSSIAN FEDERATION		N	N	N	N	N	N	Y	N		N	N	N	N
12668	M	White	7	3/17/06		8/16/22	Primary enrollment						Los Altos Elem	Hebrew	EL				9/8/15	UNITED STATES		N	N	N	N	N	Y	Y	N	Other health im	N	N	N	Y
12338	M	White	5	10/27/11		8/16/22	Primary enrollment						Los Altos Elem	Unknown	EL				8/17/16	UNITED STATES		N	N	N	N	N	Y	Y	N		N	N	N	Y
14450	M	White	KN	2/7/17		8/16/22	Primary enrollment						Los Altos Elem	Russian	EL				9/13/22	UNITED STATES		N	N	N	N	N	N	Y	N		N	N	N	Y
14487	M	White	KN	12/11/16		8/16/22	Primary enrollment						Los Altos Elem	Russian	EL				9/7/22	UNITED STATES		N	N	N	N	N	N	Y	N		N	N	N	Y
14411	F	White	KN	8/15/17		8/16/22	Primary enrollment						Los Altos Elem	Russian	EL				9/7/22	UNITED STATES		N	N	N	N	N	N	Y	N		N	N	N	Y
14478	F	White	KN	11/2/16		8/16/22	Primary enrollment						Los Altos Elem	Russian	EL				9/8/22	UNITED STATES		N	N	N	N	N	N	Y	N		N	N	N	Y
14475	F	White	KN	7/6/17		8/16/22	Primary enrollment						Los Altos Elem	Russian	EL				9/8/22	UNITED STATES		N	N	N	N	N	N	Y	N		N	N	N	Y
14541	M	White	1	1/2/16		8/16/22	Primary enrollment						Los Altos Elem	Russian	EL				9/2/21	UNITED STATES		N	N	N	N	N	N	Y	N		N	N	N	Y
14542	F	White	1	1/2/16		8/16/22	Primary enrollment						Los Altos Elem	Russian	EL				9/2/21	UNITED STATES		N	N	N	N	N	N	Y	N		N	N	N	Y
13382	M	Multiple	2	2/25/15		8/16/22	Primary enrollment						Cupertino Union	Other non-Eng	EL				11/9/20	UNITED STATES		N	N	N	N	N	N	Y	N		N	N	N	Y
13043	M	Asian	3	12/6/13		8/16/22	Primary enrollment						Mountain View	Korean	EL				9/11/19	UNITED STATES		N	N	N	N	N	N	Y	N		N	N	N	Y
14551	F	Asian	KN	12/29/16		8/16/22	Primary enrollment						Mountain View	Russian	EL				9/6/22	UNITED STATES		N	N	N	N	N	N	Y	N		N	N	N	Y
13420	F	Missing	7	7/30/09		8/16/22	Primary enrollment						Mountain View	Russian	EL				8/16/17	UKRAINE		N	N	N	N	N	Y	Y	N		N	N	N	Y
14170	M	White	KN	11/6/16		8/16/22	Primary enrollment						Mountain View	Other non-Eng	EL				9/16/21	UNITED STATES		N	N	N	N	N	N	Y	N		N	N	N	Y
14445	M	Am Indian/Alask	KN	5/14/17		8/16/22	Primary enrollment						Los Altos Elem	English	ED				8/16/22	UNITED STATES		N	N	N	N	N	N	N	N		N	N	N	Y
13289	F	Asian	2	10/15/15		8/16/22	Primary enrollment						Los Altos Elem	English	ED				8/16/20	UNITED STATES		N	N	N	N	N	N	N	N		N	N	N	Y
13266	M	Asian	2	8/7/15		8/16/22	Primary enrollment						Los Altos Elem	English	ED				8/19/20	UNITED STATES		N	N	N	N	N	N	N	N		N	N	N	Y
13291	M	Asian	2	8/4/15		8/16/22	Primary enrollment						Los Altos Elem	English	ED				9/29/21	UNITED STATES		N	N	N	N	N	N	N	N		N	N	N	Y
13385	M	Asian	2	6/30/15		8/16/22	Primary enrollment						Los Altos Elem	English	ED				8/19/20	UNITED STATES		N	N	N	N	N	N	N	N		N	N	N	Y
13386	F	Asian	2	5/26/15		8/16/22	Primary enrollment						Los Altos Elem	English	ED				8/19/20	UNITED STATES		N	N	N	N	N	N	N	N		N	N	N	Y
12971	M	Asian	3	7/16/14		8/16/22	Primary enrollment						Los Altos Elem	English	ED				8/21/19	UNITED STATES		N	N	N	N	N	N	N	N		N	N	N	Y
12894	M	Asian	4	11/12/12		8/16/22	Primary enrollment						Los Altos Elem	English	ED				8/21/19	UNITED STATES		N	N	N	N	N	N	N	N		N	N	N	Y
13417	F	Asian	7	1/16/10		8/16/22	Primary enrollment						Los Altos Elem	English	ED				8/26/15	UNITED STATES		N	N	N	N	N	N	N	N		N	N	N	Y
13187	M	Asian	3	5/29/14		8/16/22	Primary enrollment						Los Altos Elem	English	ED				8/21/19	INDIA		N	N	N	N	N	Y	N	N	Autism (AUT)	N	N	N	Y
13281	M	Asian	2	6/8/15		8/16/22	Primary enrollment						Los Altos Elem	English	ED				8/19/20	UNITED STATES		N	N	N	N	N	N	N	N		N	N	N	Y
11720	F	Asian	8	7/28/08		8/16/22	Primary enrollment						Los Altos Elem	English	ED				9/25/13	UNITED STATES		N	N	N	N	N	N	N	N		N	N	N	Y
12940	F	Asian	3	1/14/13		8/16/22	Primary enrollment						Los Altos Elem	English	ED				8/22/18	UNITED STATES		N	N	N	N	N	N	N	N		N	N	N	Y
12260	M	Asian	4	6/16/10		8/16/22	Primary enrollment						Los Altos Elem	English	ED				8/19/15	UNITED STATES		N	N	N	N	N	N	N	N		N	N	N	Y
12862	M	Asian	5	11/1/11		8/16/22	Primary enrollment						Los Altos Elem	English	ED				8/16/17	UNITED STATES		N	N	N	N	N	N	N	N		N	N	N	Y
13374	F	Asian	2	6/7/14		8/16/22	Primary enrollment						Los Altos Elem	English	ED				8/21/19	UNITED STATES		N	N	N	N	N	N	N	N		N	N	N	Y
14088	M	Asian	3	11/5/13		8/16/22	Primary enrollment						Los Altos Elem	English	ED				8/21/19	UNITED STATES		N	N	N	N	N	N	N	N		N	N	N	Y
14197	F	Asian	3	1/16/14		8/16/22	Primary enrollment						Los Altos Elem	English	ED				8/21/19	UNITED STATES		N	N	N	N	N	N	N	N		N	N	N	Y
12958	M	Asian	2	11/23/14		8/16/22	Primary enrollment						Los Altos Elem	English	ED				8/21/19	UNITED STATES		N	N	N	N	N	Y	N	N	Autism (AUT)	N	N	N	Y
14185	F	Asian	1	6/2/16		8/16/22	Primary enrollment						Los Altos Elem	English	ED				8/18/21	UNITED STATES		N	N	N	N	N	N	N	N		N	N	N	Y
14081	M	Asian	6	3/2/11		8/16/22	Primary enrollment						Los Altos Elem	English	ED				8/17/16	UNITED STATES		N	N	N	N	N	N	N	N		N	N	N	Y
14082	M	Asian	4	9/27/12		8/16/22	Primary enrollment						Los Altos Elem	English	ED				8/17/17	UNITED STATES		N	N	N	N	N	N	N	N		N	N	N	Y
14083	F	Asian	2	2/9/15		8/16/22	Primary enrollment						Los Altos Elem	English	ED				8/19/20	UNITED STATES		N	N	N	N	N	N	N	N		N	N	N	Y
12000	F	Asian	7	3/6/10		8/16/22	Primary enrollment						Los Altos Elem	English	ED				8/19/15	UNITED STATES		N	N	N	N	N	Y	N	N	Autism (AUT)	N	N	N	Y
13346	M	Asian	2	6/30/15		8/16/22	Primary enrollment						Los Altos Elem	English	ED				8/19/20	UNITED STATES		N	N	N	N	N	N	N	N		N	N	N	Y
13345	F	Asian	4	6/11/13		8/16/22	Primary enrollment						Los Altos Elem	English	ED				8/22/18	UNITED STATES		N	N	N	N	N	N	N	N		N	N	N	Y
14387	M	Asian	5	12/11/11		8/16/22	Primary enrollment						Los Altos Elem	English	ED				8/23/17	UNITED STATES		N	N	N	N	N	N	N	N		N	N	N	Y
12350	F	Asian	5	4/25/12		8/16/22	Primary enrollment						Los Altos Elem	English	ED				8/16/17	UNITED STATES		N	N	N	N	N	N	N	N		N	N	N	Y
12668	F	Asian	3	11/25/13		8/16/22	Primary enrollment						Los Altos Elem	English	ED				8/22/18	UNITED STATES		N	N	N	N	N	N	N	N		N	N	N	Y
12922	M	Asian	3	10/25/13		8/16/22	Primary enrollment						Los Altos Elem	English	ED				8/22/18	UNITED STATES		N	N	N	N	N	N	N	N		N	N	N	Y
12921	M	Asian	6	8/7/11		8/16/22	Primary enrollment						Los Altos Elem	English	ED				8/22/18	UNITED STATES		N	N	N	N	N	N	N	N		N	N	N	Y
12713	F	Asian	4	3/19/13		8/16/22	Primary enrollment						Los Altos Elem	English	ED				9/17/18	UNITED STATES		N	N	N	N	N	N	N	N		N	N	N	Y
11776	F	Asian	8	1/14/09		8/16/22	Primary enrollment						Los Altos Elem	English	ED				8/20/14	UNITED STATES		N	N	N	N	N	N	N	N		N	N	N	Y
12098	F	Asian	6	1/14/11		8/16/22	Primary enrollment						Los Altos Elem	English	ED				8/17/16	UNITED STATES		N	N	N	N	N	N	N	N		N	N	N	Y
12321	M	Asian	4	10/10/12		8/16/22	Primary enrollment						Los Altos Elem	English	ED				8/16/17	UNITED STATES		N	N	N	N	N	N	N	N	Speech or lang	N	N	N	Y
12715	F	Asian	4	1/16/13		8/16/22	Primary enrollment						Los Altos Elem	English	ED				8/22/18	UNITED STATES		N	N	N	N	N	N	N	N		N	N	N	Y
13181	M	Asian	5	7/7/12		8/16/22	Primary enrollment						Los Altos Elem	English	ED				8/17/17	UNITED STATES		N	N	N	N	N	N	N	N		N	N	N	Y
13276	M	Asian	2	12/30/14		8/16/22	Primary enrollment						Los Altos Elem	English	ED				8/19/20	UNITED STATES		N	N	N	N	N	N	N	N		N	N	N	Y
14168	F	Asian	1	3/26/16		8/16/22	Primary enrollment						Los Altos Elem	English	ED				8/18/21	UNITED STATES		N	N	N	N	N	N	N	N		N	N	N	Y
13428	F	Asian	6	6/25/11		8/16/22	Primary enrollment						Los Altos Elem	English	ED				8/15/16	UNITED STATES		N	N	N	N	N	N	N	N		N	N	N	Y
12719	F	Asian	3	11/5/13		8/16/22	Primary enrollment						Los Altos Elem	English	ED				8/22/18	UNITED STATES		N	N	N	N	N	N	N	N		N	N	N	Y
12594	M	Asian	6	6/28/11		8/16/22	Primary enrollment						Los Altos Elem	English	ED				8/16/17	UNITED STATES		N	N	N	N	N	N	N	N		N	N	N	Y
12394	M	Asian	5	5/9/12		8/16/22	Primary enrollment						Los Altos Elem	English	ED				8/16/17	UNITED STATES		N	N	N	N	N	N	N	N		N	N	N	Y
12393	F	Asian	6	6/28/11		8/16/22	Primary enrollment						Los Altos Elem	English	ED				8/16/17	UNITED STATES		N	N	N	N	N	N	N	N		N	N	N	Y
11716	M	Asian	8	8/19/09		8/16/22	Primary enrollment						Los Altos Elem	English	ED				8/20/14	UNITED STATES		N	N	N	N	N	N	N	N		N	N	N	Y
11728	M	Asian	8	8/19/09		8/16/22	Primary enrollment						Los Altos Elem	English	ED				8/20/14	UNITED STATES		N	N	N	N	N	N	N	N		N	N	N	Y
12303	F	Asian	5	6/24/12		8/16/22	Primary enrollment						Los Altos Elem	English	ED				8/16/17	UNITED STATES		N	N	N	N	N	N	N	N		N	N	N	Y
12904	M	Asian	4	3/28/13		8/16/22	Primary enrollment						Los Altos Elem	English	ED				8/21/19	UNITED STATES		N	N	N	N	N	N	N	N		N	N	N	Y
12912	F	Asian	8	3/20/09		8/16/22	Primary enrollment						Los Altos Elem	English	ED				8/20/14	UNITED STATES		N	N	N	N	N	N	N	N		N	N	N	Y
13295	F	Asian	2	8/17/15		8/16/22	Primary enrollment						Los Altos Elem	English	ED				8/19/20	UNITED STATES		N	N	N	N	N	N	N	N		N	N	N	Y
12392	M	Asian	8	7/7/09		8/16/22	Primary enrollment						Los Altos Elem	English	ED				8/20/14	UNITED STATES		N	N	N	N	N	N	N	N		N	N	N	Y
12853	M	Asian	8	6/27/09		8/16/22	Primary enrollment						Los Altos Elem	English	ED				8/20/14	UNITED STATES		N	N	N	N	N	N	N	N		N	N	N	Y
12161	F	Asian	5	10/15/11		8/16/22	Primary enrollment						Los Altos Elem	English	ED				9/17/16	UNITED STATES		N	N	N	N	N	N	N	N		N	N	N	Y
12081	M	Asian	6	8/6/10		8/16/22	Primary enrollment						Los Altos Elem	English	ED				8/17/16	UNITED STATES		N	N	N	N	N	N	N	N		N	N	N	Y
11960	M	Asian	7	8/2/10		8/16/22	Primary enrollment						Los Altos Elem	English	ED				8/19/15	UNITED STATES		N	N	N	N	N	N	N	N		N	N	N	Y
12302	M	Asian	5	4/1/12		8/16/22	Primary enrollment						Los Altos Elem	English	ED				8/16/17	UNITED STATES		N	N	N	N	N	N	N	N		N	N	N	Y
12093	F	Asian	4	9/18/12		8/16/22	Primary enrollment						Los Altos Elem	English	ED				9/18/16	UNITED STATES		N	N	N	N	N	N	N	N		N	N	N	Y
12927	M	Asian	3	7/4/14		8/16/22	Primary enrollment						Los Altos Elem	English	ED				8/21/19	UNITED STATES		N	N	N	N	N	N	N	N		N	N	N	Y
11795	F	Asian	8	2/21/09		8/16/22	Primary enrollment						Los Altos Elem	English	ED				8/20/14	UNITED STATES		N	N	N	N	N	N	N	N		N	N	N	Y
12928	M	Asian	3	7/4/14		8/16/22	Primary enrollment						Los Altos Elem	English	ED				8/21/19	UNITED STATES		N	N	N	N	N	N	N	N		N	N	N	Y
12970	M	Asian	3	10/11/13		8/16/22	Primary enrollment						Los Altos Elem	English	ED				8/21/19	UNITED STATES		N	N	N	N	N	N	N	N		N	N	N	Y
12959	F	Asian	3	2/12/14		8/16/22	Primary enrollment						Los Altos Elem	English	ED				8/21/19	UNITED STATES		N	N	N	N	N	N	N	N		N	N	N	Y
13073	F	Asian	2	7/4/15		8/16/22	Primary enrollment						Los Altos Elem	English	ED				8/19/20	UNITED STATES		N	N	N	N	N	N	N	N		N	N	N	Y
13613	M	Asian	5	6/9/12		8/16/22	Primary enrollment						Los Altos Elem	English	ED				8/30/17	UNITED STATES		N	N	N	N	N	N	N	N		N	N	N	Y
14263	F	Asian	4	5/20/13		8/16/22	Primary enrollment						Los Altos Elem	English	ED				10/19/20	UNITED STATES		N	N	N	N	N	N	N	N		N	N	N	Y
13390	F	Asian	3	9/19/14		8/16/22	Primary enrollment						Los Altos Elem	English	ED				8/18/21	UNITED STATES		N	N	N	N	N	N	N	N		N	N	N	Y
12370	M	Asian	5	7/14/12		8/16/22	Primary enrollment						Los Altos Elem	English	ED				8/16/17	UNITED STATES		N	N	N	N	N	N	N	N		N	N	N	Y
12717	M	Asian	5	7/7/12		8/16/22	Primary enrollment						Los Altos Elem	English	ED				8/16/17	UNITED STATES		N	N	N	N	N	N	N	N		N	N	N	Y
14211	F	Asian	2	5/16/15		8/16/22	Primary enrollment						Los Altos Elem	English	ED				8/19/20	UNITED STATES		N	N	N	N	N	N	N	N		N	N	N	Y
14317	M	Asian	4	7/12/13		8/16/22	Primary enrollment						Los Altos Elem	English	ED				8/18/21	UNITED STATES		N	N	N	N	N	N	N	N		N	N	N	Y
13254	F	Asian	3	5/10/14		8/16/22	Primary enrollment						Los Altos Elem	English	ED				8/21/19	UNITED STATES		N	N	N	N	N	N	N	N		N	N	N	Y
12968	M	Asian	3	12/3/13		8/16/22	Primary enrollment						Los Altos Elem	English	ED				8/21/19	UNITED STATES		N	N	N	N	N	N	N	N		N	N	N	Y
12898	M	Asian	6	10/13/10		8/16/22	Primary enrollment						Los Altos Elem	English	ED				9/16/16	UNITED STATES		N	N	N	N	N	N	N	N		N	N	N	Y
12727	F	Asian	4	8/12/13		8/16/22	Primary enrollment						Los Altos Elem	English	ED				8/22/18	UNITED STATES		N	N	N	N	N	N	N	N		N	N	N	Y
12885	M	Asian	6	2/27/11		8/16/22	Primary enrollment						Los Altos Elem	English	ED				8/17/16	UNITED STATES		N	N	N	N	N	N	N	N		N	N	N	Y
14204	M	Asian	1	2/16/16		8/16/22	Primary enrollment						Los Altos Elem	English	ED				8/18/21	UNITED STATES		N	N	N	N	N	N	N	N		N	N	N	Y
12961	M	Asian	6	12/25/10		8/16/22	Primary enrollment						Los Altos Elem	English	ED				10/17/16	UNITED STATES		N	N	N	N	N	N	N	N		N	N	N	Y
12309	M	Asian	4	10/4/12		8/16/22	Primary enrollment						Los Altos Elem	English	ED				8/16/17	UNITED STATES		N	N	N	N	N	N	N	N		N	N	N	Y
13041	F	Asian	3	3/12/14		8/16/22	Primary enrollment						Los Altos Elem	English	ED				8/21/19	UNITED STATES		N	N	N	N	N	N	N	N		N	N	N	Y
13270	F	Asian	1	9/28/15		8/16/22	Primary enrollment						Los Altos Elem	English	ED				8/19/20	UNITED STATES		N	N	N	N	N	N	N	N		N	N	N	Y
14379	F	Asian	5	1/5/11		8/16/22	Primary enrollment						Los Altos Elem	English	ED				8/16/17

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Documentary Record 000832

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EXHIBIT 21

Documentary Record 000834

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Santa Clara County Office of Education

Bullis Charter School Update on Notice in Accordance with *Education Code* 47607(e) and Notice of Concern

November 16, 2022

Equity • Diversity • Inclusion • Partnership

Documentary Record 000835

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Overview

- Background
- Standard for Renewal
- Review of Data
- Key Takeaways

2.8 Documentary Record 000836

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Background

- Community tension and disputes
- SCCBOE concerns about lack of diversity
- February 2020 correspondence to Bullis
- July 2020 Charter Schools Act revisions
- May 2021 47607(e) Notice and Notice of Concern
- Two-year extension of charter term (term initially set to expire June 2022)
- Bullis Charter School Enrollment Action Plan implementation and results

239 Documentary Record 000837

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New Legal Basis for Denial

Factors for Denial

- Facing substantial fiscal or governance difficulties
- Not Serving all pupils wishing to attend

Procedural Prerequisites

- Plan for corrective action required
- Unsuccessful corrective action
- Violations too severe and pervasive to render viable

240 Documentary Record 000838

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Bullis' Admission Preferences

1. Siblings of Bullis students who reside within the boundaries of LASD
2. **Children who qualify for FRPM and reside within the boundaries of LASD, limited to 10% of total openings at each grade level**
3. Children of Bullis staff who reside within the boundaries of LASD
4. Children who reside within the boundaries of LASD
5. Siblings of Bullis students who reside outside the boundaries of LASD but within California
6. Children of Bullis staff who reside outside the boundaries of LASD but with in California
7. **Children who qualify for FRPM who reside outside the boundaries of LASD but within California**
8. All other applicants who reside within California

24 Documentary Record 000839

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Bullis' Enrollment Action Plan

- Expand Bullis summer camp
- Outreach to preschool North of El Camino Real
- Update website and social media
- Emphasize Bullis is a free charter school

242 Documentary Record 000840

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Lottery Results for 2022-23 Enrollment

2022-23 Admission by Subgroup and Grade Level

	2022-2023			2021-2022			2020-2021			2019-2020			2018-2019		
Grade	#	EL	FRL	#	EL	FRL	#	EL	FRL	#	EL	FRL	#	EL	FRL
Totals	159	37	9	189	27	N/A	206	42	N/A	266	35	N/A	145	20	N/A
%		23%	6%		13%			20%			13%			14%	
TK/K	110	32	5	106	24		115	27		119	23		89	17	
1	12	3	1	18	1		16	4		31	3		15	2	
2	6	0	0	16	0		22	5		19	2		5	0	
3	11	2	1	15	2		14	2		25	1		3	0	
4	3	0	0	11	0		13	1		31	3		3	0	
5	9	0	2	11	0		9	1		18	1		2	0	
6	0	0	0	0	0		7	0		18	2		11	1	
7	4	0	0	10	0		8	2		4	0		11	0	
8	4	0	0	2	0		2	0		1	0		6	0	

2022-23 Admissions and Enrollment

- 900+ applications received
- 307 students offered a seat
- 159 students enrolled
- 12 students offered a seat under preference #2
  - 9 enrolled
  - 1 on waitlist
- 30 out-of-district students on waitlist under preference #7

Bullis Charter School Petition

243 Documentary Record 000841

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Change Over Time

Percentage Point Change in Student Demographics at Bullis Charter School and LASD

Subgroup	Bullis Charter		LASD	
	1 Year Change	5 Year Change	1 Year Change	5 Year Change
Hispanic/Latino	-0.7	0.1	-0.2	1.8
EL	0.1	-4.2	0.1	-2.8
SED	0.6	0.3	0.6	1.4
SWD	-1.0	0.3	-0.2	0.8

Note: 1-Year changes exclude inter-district transfers at both BCS and LASD.

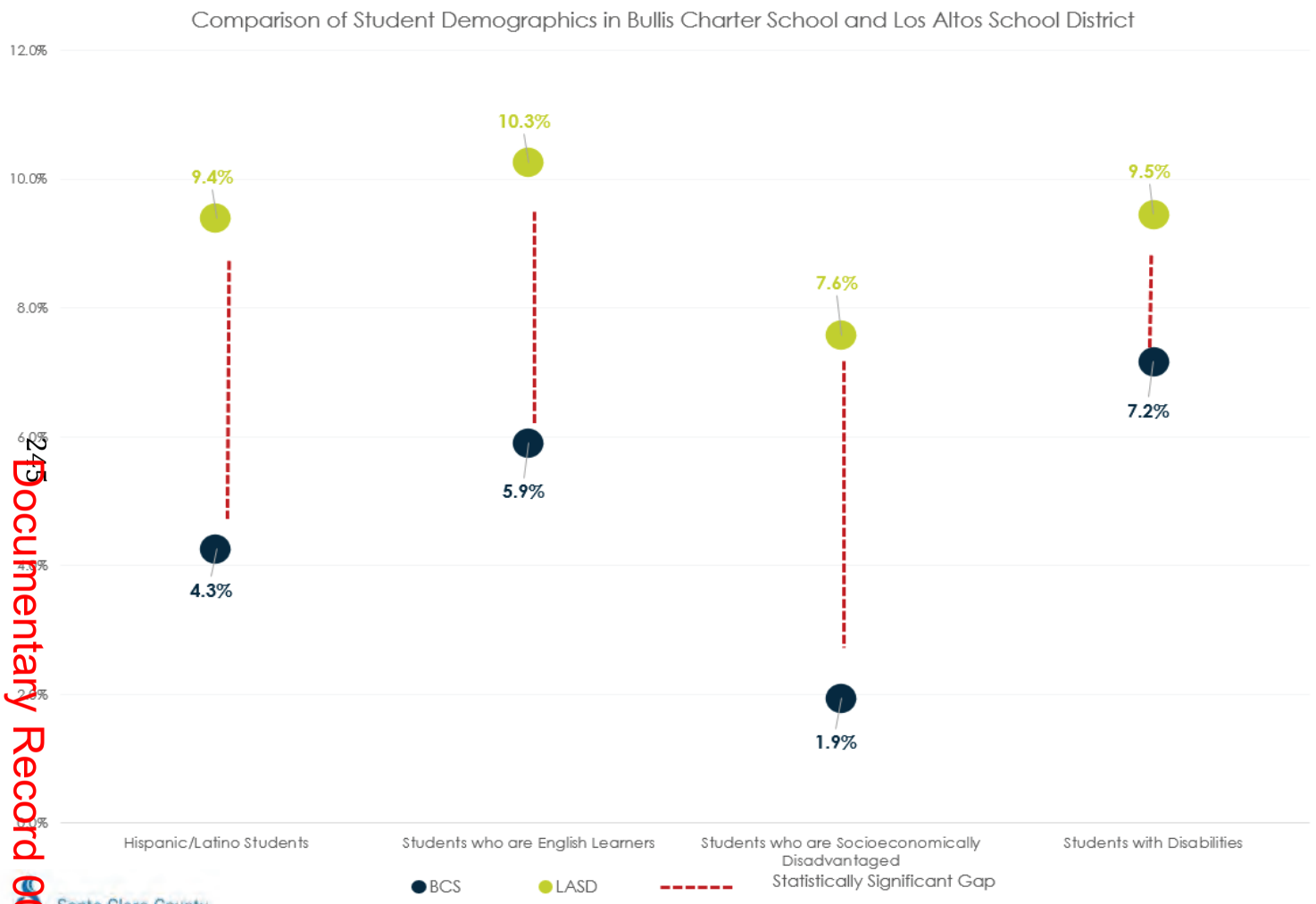
Statistically Significant Increase

Statistically Significant Decrease

Bullis Charter School Petition

274 Documentary Record 000842

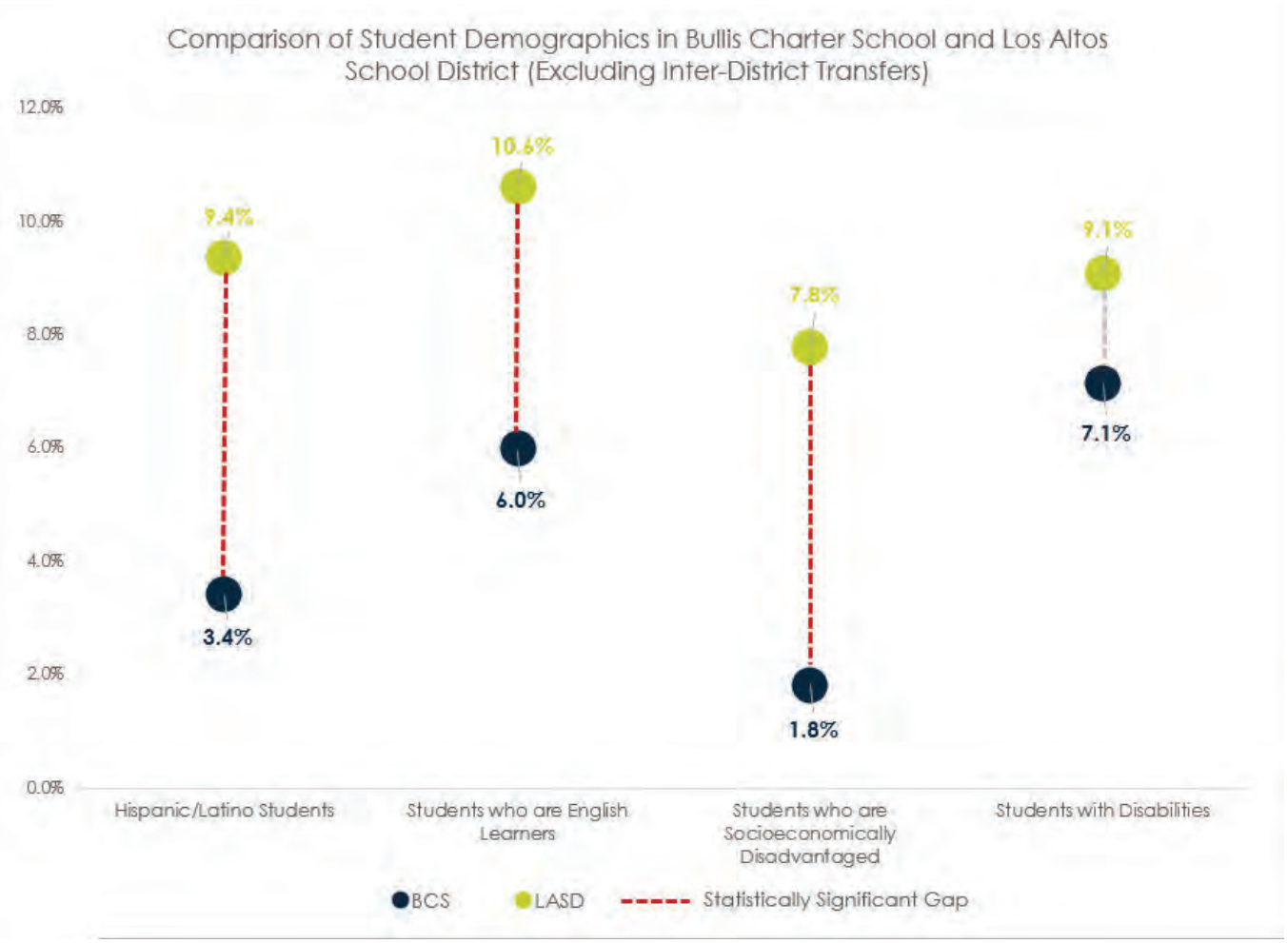
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- BCS has a significantly **lower** proportion of Hispanic/Latino students in 2022-23 than does LASD
- BCS has a significantly **lower** proportion of English Learners in 2022-23 than does LASD
- BCS has a significantly **lower** proportion of Socioeconomically Disadvantaged students in 2022-23 than does LASD.
- BCS has a significantly **lower** proportion of Students with Disabilities in 2022-23 than does LASD.

Santa Clara County Office of Education

Bullis Charter School Petition
245
Documentary Record 000843



Documentary Record 000844

Percentage Point Differences in Student Demographics Between Bullis Charter School and LASD

Subgroup	2021-22		2022-23	
	Kindergarten	First Grade	Kindergarten	First Grade
Hispanic/Latino	-3.8	-6.9	-5.7	-0.6
EL	-0.7	-10.0	7.6	-9.4
SED	-4.7	-6.6	-2.4	-3.8
SWD	-3.5	-1.4	-1.8	-4.1

Statistically Significantly Higher ($p < 0.10$)

Statistically Significantly Lower ($p < 0.10$)

Bullis Charter School Petition
247
Documentary Record 000845

Percentage Point Differences in Student Demographics Between Bullis Charter School and LASD

Subgroup	2021-22		2022-23	
	Kindergarten	First Grade	Kindergarten	First Grade
Hispanic/Latino	-3.8	-7.0	-6.1	-0.4
EL	-1.3	-10.9	5.6	-9.4
SED	-4.8	-6.7	-2.6	-3.7
SWD	-3.5	-1.4	-1.7	-4.9

Note: Inter-district transfer students at both BCS and LASD are excluded.

Statistically Significantly Higher ($p < 0.10$)

Statistically Significantly Lower ($p < 0.10$)

Bullis Charter School Petition
248
Documentary Record 000846

One Year Change in Student Demographics at Bullis Charter School and LASD

Subgroup	Bullis Charter		LASD	
	Kindergarten	First Grade	Kindergarten	First Grade
Hispanic/Latino	-3.3	5.0	-1.3	-1.3
EL	11.2	-2.4	2.9	-3.0
SED	4.5	-0.7	2.2	-3.6
SWD	2.4	-5.0	0.7	-2.3

Statistically Significantly Higher ($p < 0.10$)

Statistically Significantly Lower ($p < 0.10$)

Bullis Charter School Petition

249 Documentary Record 000847

One Year Percentage Point Change in Student Demographics at Bullis Charter School and LASD

Subgroup	Bullis Charter		LASD	
	Kindergarten	First Grade	Kindergarten	First Grade
Hispanic/Latino	-2.8	4.8	-0.6	-1.9
EL	10.0	-1.9	3.0	-3.4
SED	4.7	-0.6	2.6	-3.6
SWD	2.4	-5.8	0.6	-2.2

Note: Inter-district transfer students at both BCS and LASD are excluded.

Statistically Significantly Higher ($p < 0.10$)

Statistically Significantly Lower ($p < 0.10$)

Bullis Charter School Petition
250
Documentary Record 000848

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Key Takeaways

K-8 Data

- When compared to LASD, BCS continues to have lower proportions of students who are Hispanic/Latino, English learners, socioeconomically disadvantaged, and students with disabilities
- When excluding out-of-district students, the proportion of students with disabilities at Bullis is not statistically out of proportion with LASD
- Change will take time to impact other grade levels

K-1 Data

- The small data set makes strong conclusions difficult to draw
- BCS' efforts appear to have made some impact at kindergarten
- Change will take time to impact other grade levels

25 Documentary Record 000849

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EXHIBIT 22

Documentary Record 000850

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STATISTICAL ANALYSES OF BCS AND LASD DEMOGRAPHICS

Key Takeaways

- As of the 2022-23 academic year, the proportions of Los Altos Elementary School District's student body that are Hispanic/Latino, English learners, socioeconomically disadvantaged, and with disabilities are significantly higher than those of BCS.
- From 2017-18 to 2022-23, BCS observed a significant decrease in the proportion of its student body that are English learners.
- From 2017-18 to 2022-23, no meaningful differences were observed in the proportion of BCS's student body that are Hispanic/Latino, socioeconomically disadvantaged or with disabilities.
- From 2017-18 to 2022-23, LASD observed a significant increase in the proportion of Hispanic/Latino students and socioeconomically disadvantaged students, and a significant decrease in the proportion of students who are English Learners.

Table 1. Comparison of Bullis Charter School (BCS) and Los Altos School District (LASD) Student Enrollment for Select Student Groups (2022/23)

	BCS	LASD	Z Score	p-value	Decision
Student Group					
Hispanic/Latino Students	4.3%	9.4%	-5.25	< 0.001	Significantly less
Students who are English Learners	5.9%	10.3%	-4.21	< 0.001	Significantly less
Students who are Socioeconomically Disadvantaged	1.9%	7.6%	-6.54	< 0.001	Significantly less
Students with Disabilities	7.2%	9.5%	-2.24	0.03	Significantly less
Total Enrollment (Count)	1,031	3,354	NA	NA	NA

Notes: Z-Score proportion difference tests are two-tailed with *a prior* alpha level set at 0.05.

- BCS has a significantly **lower** proportion of Hispanic/Latino students in 2022-23 than does LASD
- BCS has a significantly **lower** proportion of English Learners in 2022-23 than does LASD
- BCS has a significantly **lower** proportion of Socioeconomically Disadvantaged students in 2022-23 than does LASD.
- BCS has a significantly **lower** proportion of Students with Disabilities in 2022-23 than does LASD.

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Table 2. Comparison of Bullis Charter School (BCS) and Los Altos School District (LASD) Student Enrollment for Select Student Groups EXCLUDING Out-of-District BCS Students (2022/23)

	BCS	LASD	Z Score	p-value	Decision
Student Group					
Hispanic/Latino Students	3.4%	9.4%	-5.91	< 0.001	Significantly less
Students who are English Learners	6.0%	10.6%	-4.26	< 0.001	Significantly less
Students who are Socioeconomically Disadvantaged	1.8%	7.8%	-6.55	< 0.001	Significantly less
Students with Disabilities	7.1%	9.1%	-1.86	0.06	Not significant
Total Enrollment (Count)	938	3,202	NA	NA	NA

Notes: Z-Score proportion difference tests are two-tailed with *a priori* alpha level set at 0.05.

- Excluding inter-district transfers:
  - BCS has a significantly **lower** proportion of Hispanic/Latino students in 2022-23 than does LASD
  - BCS has a significantly **lower** proportion of English Learners in 2022-23 than does LASD
  - BCS has a significantly **lower** proportion of Socioeconomically Disadvantaged students in 2022-23 than does LASD.
  - There is no statistically significant difference in the proportion of Students with Disabilities between BCS and LASD in 2022-23.

Documentary Record 000852

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Table 3. Comparison of Bullis Charter School (BCS) and Los Altos School District (LASD) Student Enrollment for Select Student Groups EXCLUDING LASD Interdistrict Transfers (2022-23)

	BCS	LASD	Z Score	p-value	Decision
Student Group					
Hispanic/Latino Students	4.27%	9.37%	5.214	< 0.0001	Significantly less
Students who are English Learners	5.92%	10.62%	4.484	< 0.0001	Significantly less
Students who are Socioeconomically Disadvantaged	1.94%	7.78%	6.682	< 0.0001	Significantly less
Students with Disabilities	7.18%	9.09%	1.901	0.057	Not significant
Total Enrollment (Count)	**1031**	**3202**	NA	NA	NA

Notes: Z-Score proportion difference tests are two-tailed with *a priori* alpha level set at 0.05.

- Excluding LASD students with interdistrict transfer agreements, the proportion of Hispanic/Latino students enrolled at LASD is significantly higher than the proportion enrolled at BCS in 2022-23.
- Excluding LASD students with interdistrict transfer agreements, the proportion of English learners enrolled at LASD is significantly higher than the proportion enrolled at BCS in 2022-23.
- Excluding LASD students with interdistrict transfer agreements, the proportion of socioeconomically disadvantaged students enrolled at LASD is significantly higher than the proportion enrolled at BCS in 2022-23.
- There is no significant difference between the proportion of students with disabilities enrolled at LASD and the proportion enrolled at BCS in 2022-23, excluding LASD students with interdistrict transfer agreements.

Documentary Record 000853

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Table 4. Percent Change in Bullis Charter School Enrollment for Select Student Groups (2017/18 to 2022/23)

	2017/18 Percent	2022/23 Percent	Z Score	p-value	Decision
Student Group					
Hispanic/Latino Students	4.2%	4.3%	0.07	0.94	Not Significant
Students who are English Learners	10.1%	5.9%	-3.39	< 0.001	Significant Decrease
Students who are Socioeconomically Disadvantaged	1.6%	1.9%	0.56	0.58	Not Significant
Students with Disabilities	6.9%	7.2%	0.24	0.81	Not Significant
Total Enrollment	879	1,031			

Notes: Z-Score proportion difference tests are one-tailed with *a priori* alpha level set at 0.05.

- The share of English Learners at BCS has statistically significantly **decreased** since the 2017-18 school year.
- There are no statistically significant differences in the share of Hispanic/Latino students, socioeconomically disadvantaged students, or students with disabilities between the 2017-18 and the 2022-23 school years.

Documentary Record 000854

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Table 5. Percent Change in Bullis Charter School Enrollment for Select Student Groups (2021/22 to 2022/23)

	2021/22 Percent	2022/23 Percent	Z Score	p-value	Decision
Student Group					
Hispanic/Latino Students	4.4%	4.3%	-0.15	0.88	Not Significant
Students who are English Learners	5.7%	5.9%	0.20	0.85	Not Significant
Students who are Socioeconomically Disadvantaged	1.3%	1.9%	1.14	0.26	Not Significant
Students with Disabilities	7.0%	7.2%	0.13	0.90	Not Significant
Total Enrollment	1,067	1,031			

Notes: Z-Score proportion difference tests are one-tailed with *a priori* alpha level set at 0.05.

- There are no significant differences in the share of Hispanic/Latino students, English Learners, socioeconomically disadvantaged students, or students with disabilities at BCS between the 2021-22 and 2022-23 school years.

Documentary Record 000855

Table 6. Percent Change in Bullis Charter School Enrollment for Select Student Groups (2021/22 to 2022/23) EXCLUDING Inter-District Transfer Students

	2021/22 Percent	2022/23 Percent	Z Score	p-value	Decision
Student Group					
Hispanic/Latino Students	4.1%	3.4%	-0.80	0.42	Not Significant
Students who are English Learners	5.9%	6.0%	0.10	0.92	Not Significant
Students who are Socioeconomically Disadvantaged	1.2%	1.8%	1.17	0.24	Not Significant
Students with Disabilities	8.2%	7.1%	-0.87	0.38	Not Significant
Total Enrollment	1,005	938			

Notes: Z-Score proportion difference tests are one-tailed with *a priori* alpha level set at 0.05.

- There are no significant differences in the share of Hispanic/Latino students, English Learners, socioeconomically disadvantaged students, or students with disabilities at BCS between the 2021-22 and 2022-23 school years when excluding inter-district transfers.

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Table 7. Percent Change in LASD Enrollment for Select Student Groups (2017/18 to 2022/23)

	2017/18 Percent	2022/23 Percent	Z Score	p-value	Decision
Student Group					
Hispanic/Latino Students	7.6%	9.4%	2.82	0.01	Significant increase
Students who are English Learners	13.1%	10.3%	-3.84	< 0.001	Significant decrease
Students who are Socioeconomically Disadvantaged	6.2%	7.6%	2.38	0.02	Significant increase
Students with Disabilities	8.7%	9.5%	1.14	0.25	Not Significant
Total Enrollment	4403	3354			

Notes: Z-Score proportion difference tests are one-tailed with *a priori* alpha level set at 0.05.

- The share of Hispanic/Latino students at LASD has statistically significantly **increased** since the 2017-18 school year.
- The share of English Learners at LASD has statistically significantly **decreased** since the 2017-18 school year.
- The share of socioeconomically disadvantaged students at LASD has statistically significantly **increased** since the 2017-18 school year.
- There was no significant change in the share of Students with Disabilities at LASD since the 2017-18 school year.

Table 8. Percent Change in LASD Enrollment for Select Student Groups (2021/22 to 2022/23)

	2021/22 Percent	2022/23 Percent	Z Score	p-value	Decision
Student Group					
Hispanic/Latino Students	9.6%	9.4%	-0.29	0.77	Not Significant
Students who are English Learners	10.2%	10.3%	0.08	0.94	Not Significant
Students who are Socioeconomically Disadvantaged	7.0%	7.6%	0.87	0.39	Not Significant
Students with Disabilities	9.7%	9.5%	-0.32	0.75	Not Significant
Total Enrollment	3347	3354			

Notes: Z-Score proportion difference tests are one-tailed with *a priori* alpha level set at 0.05.

- There are no significant differences in the share of Hispanic/Latino students, English Learners, socioeconomically disadvantaged students, or students with disabilities at LASD between the 2021-22 and 2022-23 school years.

Documentary Record 000856

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Table 9. Percent Change in LASD Enrollment for Select Student Groups (2021/22 to 2022/23) EXCLUDING Inter-District Transfers

	2021/22 Percent	2022/23 Percent	Z Score	p-value	Decision
Student Group					
Hispanic/Latino Students	9.4%	9.4%	-0.03	0.98	Not Significant
Students who are English Learners	10.6%	10.6%	-0.03	0.97	Not Significant
Students who are Socioeconomically Disadvantaged	7.2%	7.8%	0.86	0.39	Not Significant
Students with Disabilities	9.4%	9.1%	-0.38	0.70	Not Significant
Total Enrollment	3347	3354			

Notes: Z-Score proportion difference tests are one-tailed with *a priori* alpha level set at 0.05.

- There are no significant differences in the share of Hispanic/Latino students, English Learners, socioeconomically disadvantaged students, or students with disabilities at LASD between the 2021-22 and 2022-23 school years when excluding inter-district transfers.

Documentary Record 000857

EXHIBIT 4

Bullis Responses to Reaffirmation and Accompanying Documents

Documentary Record 000858

October 10, 2023

Sent Via Email: mdewan@sccoe.org

Mary Ann Dewan, Ph.D.
County Superintendent of Schools
Santa Clara County Office of Education
1290 Ridder Park Drive
San Jose, CA 95131

Re: Response to August 4, 2023 "Notice in Accordance with Education Code Section 47607(e) and Notice of Concern"

Dear Superintendent Dewan:

I write on behalf of Bullis Charter School ("Bullis" or "BCS") in response to the Santa Clara County Office of Education's ("SCCOE") August 4, 2023 letter. We remain steadfast in our commitment to student diversity (as BCS demonstrated through concrete actions and results) and working in partnership with SCCOE to address questions and concerns. At the same time, we must reiterate our fundamental disagreement with SCCOE's central allegation. BCS, a high performing charter school, is not and cannot be anywhere remotely near the zone of possible non-renewal under Education Code Section 47607(e) simply because its student population does not precisely "mirror" that of the Los Altos School District ("LASD" or the "District") as closely as some SCCOE representatives would like it to. We have extensively responded to and addressed this issue at-length in prior letters to SCCOE. Inexplicably, SCCOE did not respond to our detailed information and analysis and did not attach or even reference that correspondence in the August 4, 2023 letter. We have attached two important examples here for reference. (*See* Attachment 1A [October 11, 2019 letter] and Attachment 1B [May 5, 2021 letter].)

We begin by affirming that there is no requirement that a charter school "mirror" the demographics of the district where it is located. Rather, there is a requirement that charter petitioners, as part of the petition itself, provide a reasonably comprehensive description of "the means by which … [they] will achieve a balance … reflective of the **general population**" residing within a district—**not** the demographics of the district itself. BCS did just that. In any event, BCS more closely reflects LASD's enrolled student population than nearly **all other charter schools authorized by SCCOE** with regard to their respective districts. In that regard, SCCOE appears to be treating BCS in an unfair, arbitrary manner. We hope this response puts an end to such treatment.

Documentary Record 000859

BCS' positions on the requirements here at issue should be non-controversial, because they appear to be reflected in SCCOE's own publicly-stated guidance. For example, on a frequently asked questions page, SCCOE posts, "Are charter schools required to have enrollment demographics that match those of the district in which they operate?" SCCOE then rejects that proposition and provides SCCOE's official statement about the meaning of the population balance language in Section 47605 at issue:

> "[t]his is understood to be an outreach and recruitment plan to **encourage** applications for enrollment that is reflective of the general population within the district. Charters are charged with developing and implementing effective outreach and recruitment plans; however, **they are prohibited by law from implementing racial and ethnic, special education, or English learner enrollment practices, even with the purpose of achieving pupil balance reflective of the jurisdiction.**"

(https://www.sccoe.org/supoffice/charter-schools-office/Pages/faq-2.aspx.) (Emphasis added.) We agree. In response to another posited question, "[c]an charter schools be required to enroll students according to their demographic characteristics in order to achieve specific targets or equity with district averages?" SCCOE answers "**No**. Enrolling students based upon their race, ethnicity or other characteristics is illegal."

I. The Premise of SCCOE's Ongoing Inquiries Regarding BCS Is Incorrect and Unlawful, and Disregards the Extraordinary Efforts BCS Has Taken

A. BCS' Efforts to Recruit a Diverse Student Population Have Been Effective

BCS is the most diverse public school operating within the District by multiple measures: BCS serves the fewest white students of any District school and the most students of color. On a subgroup-by-subgroup basis, BCS is well within the ranges of subgroup representation for District schools. For example, on a percentage basis using 2022-23 school year data, BCS enrolled more African American students than Springer and Gardner, more American Indian/Alaska Native than Springer, Oak Avenue, Loyola, Blach, and Gardner, more Filipino students than all but one District school, the same Hispanic enrollment as Springer, more English learners ("EL") 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,[1] BCS is on par

[1] All students identified as EL are required to receive English Language Development ("ELD") instruction sufficient for them to make annual progress towards fluency in English, which culminates with the RFEP designation. An RFEP student always remains an RFEP student; RFEP students are subject to monitoring to ensure that their English fluency persists, and so that they may receive further ELD support to the extent needed. Thus, RFEP students are part of the EL education continuum.

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with the District (19.7% and 20.8%, respectively); BCS' RFEP rate, which is 3% higher than the District, is a testament to BCS' support for and success with EL students. BCS also serves more Asian-American students than any District elementary school. We are proud of the diversity represented within that subgroup, whose members reflect the diversity of the largest continent on our planet, which includes students of Chinese, Japanese, Korean, Vietnamese, Thai, Cambodian, Filipino, Malaysian, Indian, and Pakistani origin.

BCS actively invites and encourages students of all races, ethnicities, and backgrounds to apply and enroll in BCS, and has engaged in targeted efforts to recruit a diverse student body as SCCOE is aware, including by hiring an employee dedicated exclusively to recruiting and diversity initiatives. 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"). These efforts are described in further detail herein.

The facts and data reflect that BCS has taken extensive steps, to the extent allowable by law, to recruit and enroll a diverse student population. We celebrate that as of the last lottery cycle, as a consequence of BCS' admission preference for SED students, i.e., students qualifying for free and reduced-price meals ("FRM"), BCS offered admission to each and every in-district FRM-qualifying student who applied. **Between the 2022-23 and 2023-24 school years alone, BCS has seen a <u>95% increase</u> in the percentage of its student population classified as FRM/SED, which now stands at 38 students**. BCS is also proud of significant growth in its EL enrollment and enrollment of students with disabilities between the 2022-23 and 2023-24 school years:

Table 1 - BCS Subgroup Enrollment Growth 2022-23 to 2023-24

	BCS 2022-23	BCS 2023-24	% Growth
SED	1.9%	3.7%	95%
SWD	6.9%	7.79%	13%
EL	6.1%	8.96%	47%

As of this current school year, BCS 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.

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B. Detailed Comparison of BCS and LASD Student Data By School

For all data presented, we broke out the LASD data across the District's nine school sites, as listed in DataQuest.[2] The tables below display the school-level data percentages and include the rank of BCS among the 10 total schools included in the analysis.[3] For ethnicity ranks, BCS students are within the range of LASD schools in all categories except for Asian students (where BCS has the highest proportion) and White students (where BCS has the lowest proportion).

Table 2 -Student Race/Ethnicity Percentage by School, 2022-23

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%	0.3%	34.3%	0.6%	15.9%	0.3%	29.7%	13.9%	4.2%
Ardis G. Egan Junior High	0.6%	0.2%	36.6%	0.8%	13.3%	0.2%	36.4%	10.1%	1.8%
Covington Elementary	1.4%	0.2%	49.0%	0.5%	5.7%	0.7%	29.0%	11.6%	2.0%
Gardner Bullis Elementary	0.0%	0.0%	28.2%	0.0%	4.6%	0.0%	51.4%	13.9%	1.9%
Georgina P. Blach Junior High	0.2%	0.0%	40.9%	0.5%	6.7%	0.2%	38.2%	12.0%	1.2%
Loyola Elementary	0.6%	0.0%	36.8%	0.3%	5.1%	0.0%	38.3%	17.4%	1.5%
Oak Avenue Elementary	0.6%	0.0%	44.6%	1.5%	5.4%	0.3%	32.8%	12.0%	2.7%
Santa Rita Elementary	0.3%	0.3%	30.1%	1.0%	20.5%	0.8%	34.3%	9.4%	3.4%
Springer Elementary	0.0%	0.0%	37.3%	0.6%	4.2%	0.3%	41.5%	15.5%	0.6%
Bullis Charter	**0.1%**	**0.1%**	**59.0%**	**1.2%**	**4.2%**	**0.2%**	**18.1%**	**14.5%**	**2.6%**
BCS Rank	**8/10**	**5/10**	**1/10**	**2/10**	**T9/10**	**T6/10**	**10/10**	**3/10**	**4/10**

C. BCS is Being Unfairly Singled Out Amongst SCCOE-Authorized Schools; the Implicit Demands on BCS to Reduce Asian-American Enrollment is Unlawful

Under these circumstances, any contention that BCS is in violation of SCCOE's requirement that BCS achieve a particular enrollment target is inextricably a claim that BCS serves **too many** students belonging to a subgroup deemed by SCCOE to be overrepresented, and that BCS must take steps to effectively **reduce** that particular student population. (August 4

[2] SCCOE did not provide any of its underlying data with its August 4, 2023 letter. Only after our request did SCCOE provide that data, but not until October 3.
[3] (Rank 1 being the highest level of the metric, Rank 10 being the lowest; T preceding a rank indicates a tied rank).

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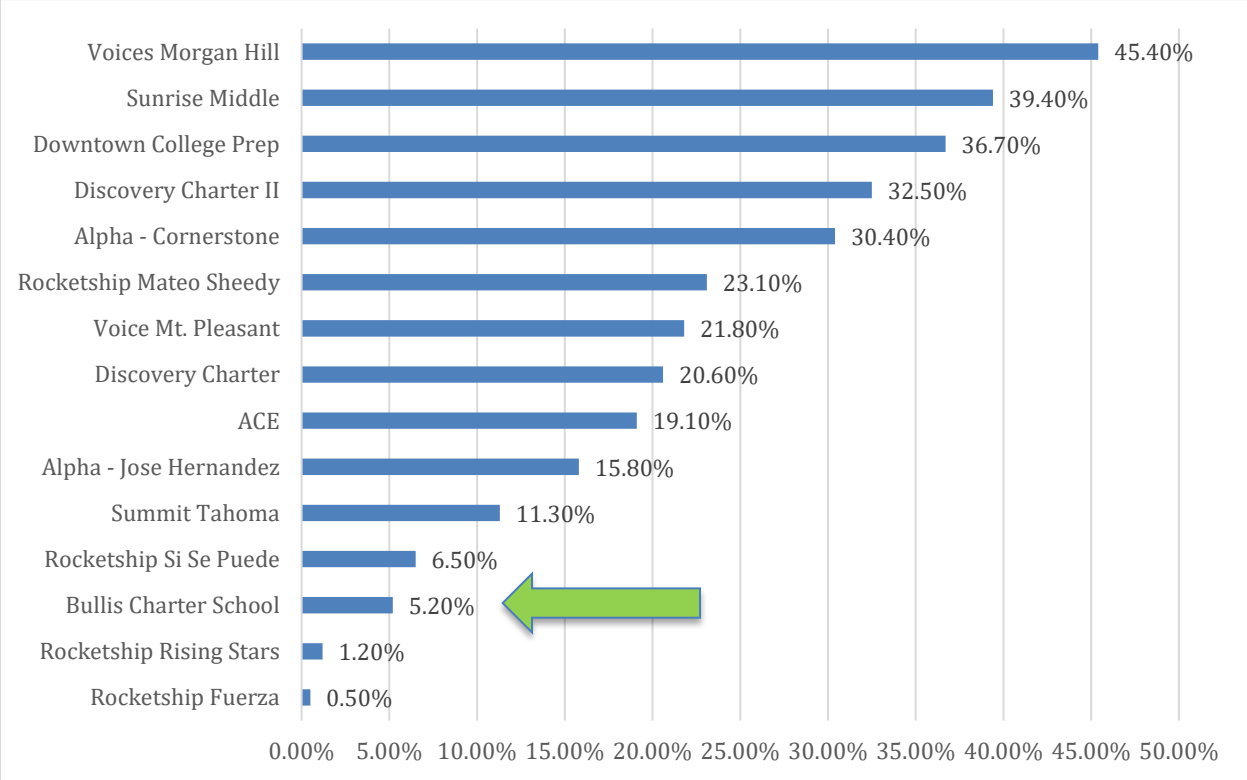
letter, p. 9 ["BCS must address this concern, including making and implementing the updates to its corrective action plan necessary **to result in** increasing the proportions of the BCS student body who are members of each of these student groups."]) By definition, an enrollment **increase** in one subgroup means **decrease** in others. This is especially problematic in light of the fact that the District caps our enrollment with our Facilities Use Agreement. BCS cannot take part in, directly or indirectly, discriminating against or violating the civil rights of any group of students on the basis of race, as SCCOE appears to subtly suggest we do—that is unlawful. We cannot ignore that reporting last year highlighted that Asian-Americans, in particular, experienced a 339% increase in hate crimes, (https://www.nbcnews.com/news/asian-america/anti-asian-hate-crimes-increased-339-percent-nationwide-last-year-repo-rcna14282), and face discrimination in education. (*See, e.g.,* https://theconversation.com/discrimination-took-a-heavy-toll-on-asian-american-students-during-the-pandemic-210030.) We implore SCCOE to do all in its power to end the community divisiveness that false narratives about BCS have caused and will continue to cause; the unfounded and dangerous rhetoric or implications about BCS excluding or preferring students on the basis of race must stop.

That BCS is being singled out unfairly and for inappropriate reasons is readily apparent by the fact that **no other charter school under SCCOE's jurisdiction "mirrors" the population of the district where they are located.** Yet SCCOE has targeted BCS with "concern" and "cure" letters and threats of non-renewal on the basis of not enrolling enough of certain subgroups, and by extension, too many of certain other student subgroups. But facts are stubborn things. As the 2022-23 school year data published by CDE indisputably demonstrates, **BCS 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:

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Table 3 - Percentage Difference Between Charter School Hispanic Populations and District Hispanic Populations



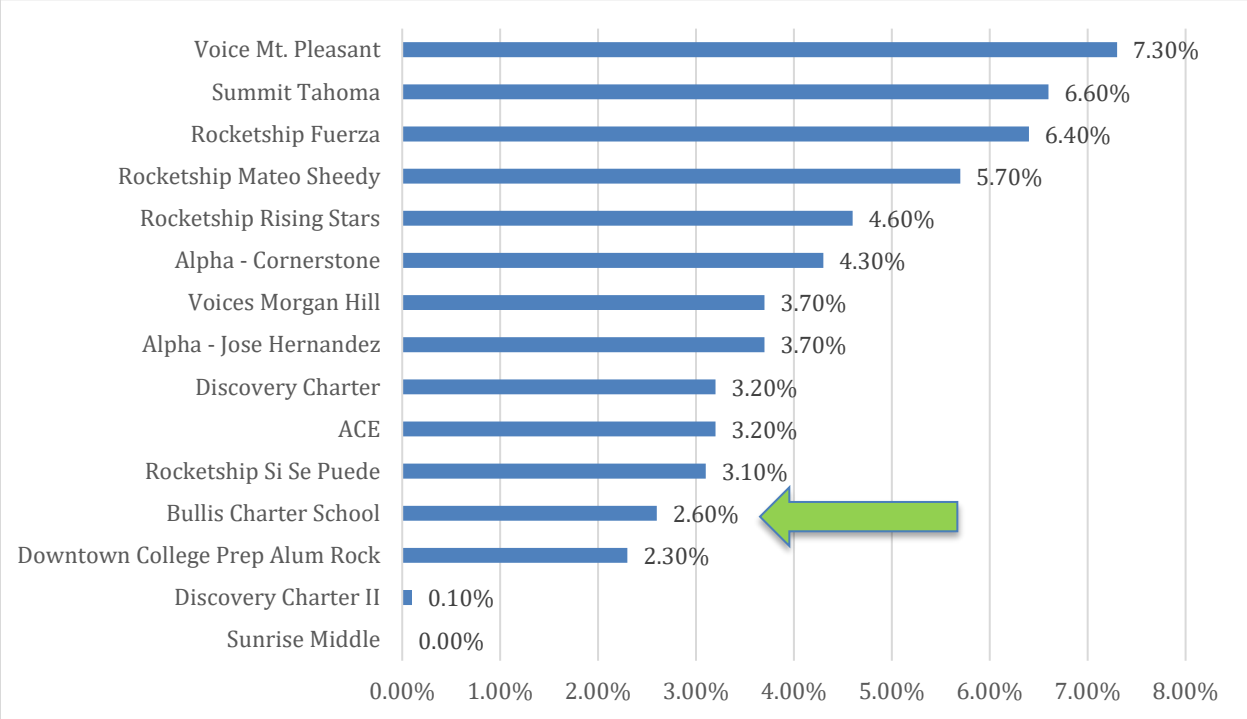
Rank[4]	Charter School	District	% Hispanic (Charter)	% Hispanic (District)	Difference[5]
1	Voices Morgan Hill	Morgan Hill Unified	97.900%	52.500%	45.400%
2	Sunrise Middle	San Jose Unified	94.200%	54.800%	39.400%
3	Downtown College Prep	East Side Union	89.400%	52.700%	36.700%
4	Discovery Charter II	San Jose Unified	22.300%	54.800%	32.500%
5	Alpha - Cornerstone	Franklin-McKinley	31.300%	61.700%	30.400%
6	Rocketship Mateo Sheedy	San Jose Unified	77.900%	54.800%	23.100%
7	Voice Mt. Pleasant	Mount Pleasant	98.600%	76.800%	21.800%
8	Discovery Charter	Moreland	12.300%	32.900%	20.600%
9	ACE	Alum Rock	98.400%	79.300%	19.100%

[4] "Rank" reflects, in order of highest to lowest, the charter schools with the highest spread between the charter school's population percentage and the school district's population percentage for a given student subgroup.
[5] To be clear, the "difference" column identifies the percentage point difference between the given population at each charter school and the respective school district where it operates. For example, with respect to Hispanic enrollment, there is a 5.2% spread between the percentage of students at BCS who identify as Hispanic and the percentage of students enrolled at District schools that identify as Hispanic.

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10	Alpha - Jose Hernandez	Alum Rock	95.100%	79.300%	15.800%
11	Summit Tahoma	East Side Union	41.400%	52.700%	11.300%
12	Rocketship Si Se Puede	Alum Rock	85.800%	79.300%	6.500%
13	Bullis Charter School	Los Altos	4.200%	9.400%	5.200%
14	Rocketship Rising Stars	Franklin-McKinley	62.900%	61.700%	1.200%
15	Rocketship Fuerza	Alum Rock	78.800%	79.300%	0.500%

Table 4 - Percentage Difference Between Charter School SWD Populations and District SWD Populations

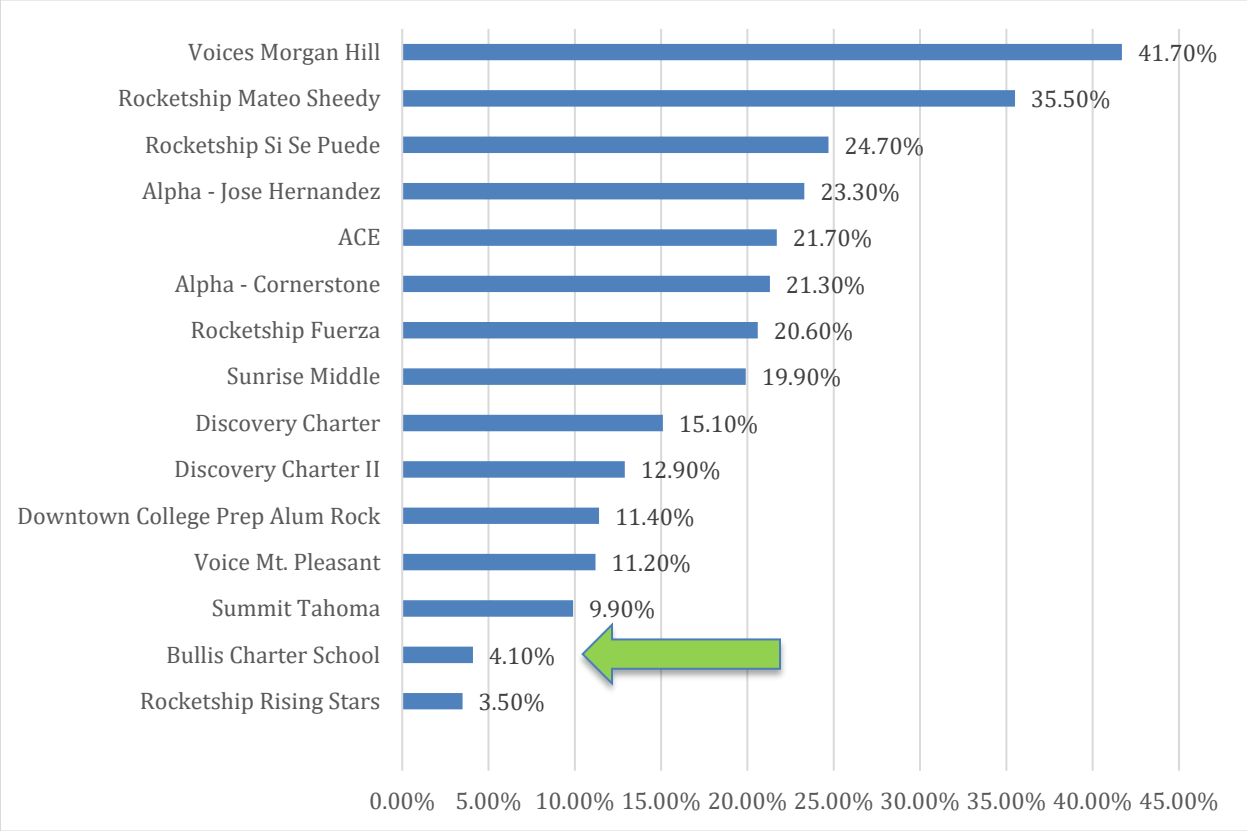


Rank	Charter School	District	% SWD (Charter)	% SWD (District)	Difference
1	Voice Mt. Pleasant	Mount Pleasant ESD	8.70%	16.00%	7.300%
2	Summit Tahoma	East Side Union	18.50%	11.90%	6.600%
3	Rocketship Fuerza	Alum Rock	6.60%	13.00%	6.400%
4	Rocketship Mateo Sheedy	San Jose Unified	7.30%	13.00%	5.700%
5	Rocketship Rising Stars	Franklin-McKinley	7.80%	12.40%	4.600%
6	Alpha - Cornerstone	Franklin-McKinley	8.10%	12.4%	4.300%
7	Alpha - Jose Hernandez	Alum Rock	9.30%	13.00%	3.700%
8	Voices Morgan Hill	Morgan Hill Unified	9.00%	12.70%	3.700%
9	ACE	Alum Rock	16.20%	13.00%	3.200%
10	Discovery Charter	Moreland	9.50%	12.70%	3.200%

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11	Rocketship Si Se Puede	Alum Rock	9.90%	13.00%	3.100%
12	Bullis Charter School	Los Altos	6.90%	9.50%	2.600%
13	Downtown College Prep Alum Rock	East Side Union	14.20%	11.90%	2.300%
14	Discovery Charter II	San Jose Unified	13.10%	13.00%	0.100%
15	Sunrise Middle	San Jose Unified	13.00%	13.00%	0.000%

Table 5 - Percentage Difference Between Charter School EL Populations and District EL Populations

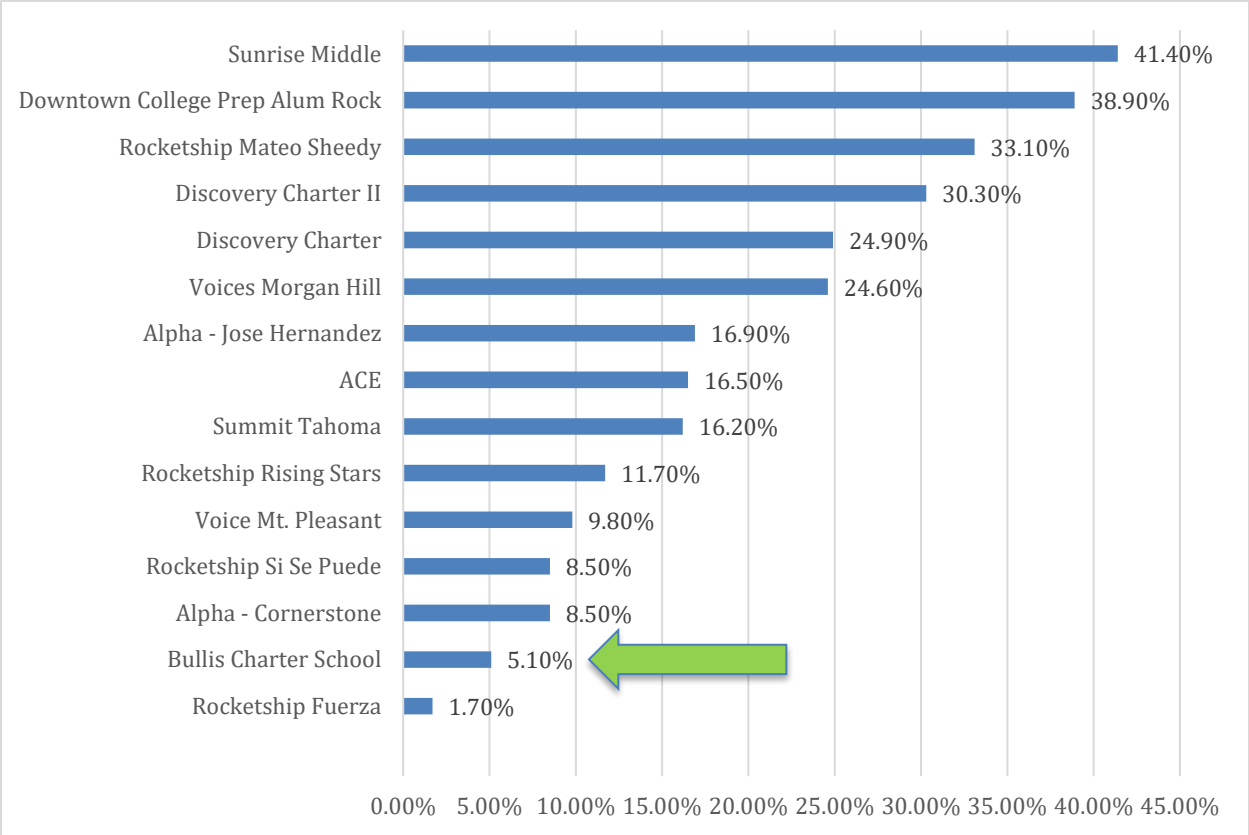


Rank	Charter School	District	% EL (Charter)	% EL (District)	Difference
1	Voices Morgan Hill	Morgan Hill Unified	59.90%	18.20%	41.70%
2	Rocketship Mateo Sheedy	San Jose Unified	57.80%	22.30%	35.50%
3	Rocketship Si Se Puede	Alum Rock	67.90%	43.20%	24.70%
4	Alpha - Jose Hernandez	Alum Rock	66.50%	43.20%	23.30%
5	ACE	Alum Rock	64.90%	43.20%	21.70%
6	Alpha - Cornerstone	Franklin-McKinley	27.50%	48.80%	21.30%
7	Rocketship Fuerza	Alum Rock	63.80%	43.20%	20.60%

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8	Sunrise Middle	San Jose Unified	42.20%	22.30%	19.90%
9	Discovery Charter	Moreland	13.30%	28.40%	15.10%
10	Discovery Charter II	San Jose Unified	9.40%	22.30%	12.90%
11	Downtown College Prep Alum Rock	East Side Union	31.20%	19.80%	11.40%
12	Voice Mt. Pleasant	Mount Pleasant	54.50%	43.30%	11.20%
13	Summit Tahoma	East Side Union	9.90%	19.80%	9.90%
14	Bullis Charter School	Los Altos	6.10%	10.20%	4.10%
11	Rocketship Rising Stars	Franklin-McKinley	52.30%	48.80%	3.50%

Table 6 - Percentage Difference Between Charter School SED Populations and District SED Populations



Rank	Charter School	District	% SED (Charter)	% SED (District)	Difference
1	Sunrise Middle	San Jose Unified	85.40%	44.00%	41.40%
2	Downtown College Prep Alum Rock	East Side Union	80.30%	41.10%	38.90%
3	Rocketship Mateo Sheedy	San Jose Unified	77.10%	44.00%	33.10%
4	Discovery Charter II	San Jose Unified	13.70%	44.00%	30.30%
5	Discovery Charter	Moreland	10.30%	35.20%	24.90%

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6	Voices Morgan Hill	Morgan Hill Unified	64.70%	40.10%	24.60%
7	Alpha - Jose Hernandez	Alum Rock	93.60%	76.70%	16.90%
8	ACE	Alum Rock	93.20%	76.70%	16.50%
9	Summit Tahoma	East Side Union	25.20%	41.10%	16.20%
10	Rocketship Rising Stars	Franklin-McKinley	73.70%	62.00%	11.70%
11	Voice Mt. Pleasant	Mount Pleasant	64.00%	73.80%	9.80%
12	Alpha - Cornerstone	Franklin-McKinley	53.50%	62.00%	8.50%
13	Rocketship Si Se Puede	Alum Rock	85.20%	76.70%	8.50%
14	Bullis Charter School	Los Altos	1.90%	7.00%	5.10%
15	Rocketship Fuerza	Alum Rock	78.40%	76.70%	1.70%

(*See* Attachment 2 to this letter, which includes each of the Dataquest reports from which the above tables and graphs were prepared.)

D. SCCOE Presents No Evidence That BCS is Not Serving "All Students Who Wish to Attend"

It is important for SCCOE to understand that potential nonrenewal under Section 47607(e) applies only to circumstances where actual evidence demonstrates that a charter school "is not serving all pupils **who wish to attend"** because **enrolled** students **have left or been disenrolled for discriminatory reasons**, based on evidence provided by the California Department of Education—which here has not been provided or even suggested. (*See* Section 47607(d).) SCCOE's allegation that "statistics establish ongoing underrepresentation of traditionally underserved student groups at BCS, evidencing that BCS continues not to serve all students who wish to attend BCS" (August 4 letter at p. 9) is false, conclusory without any supporting factual evidence, and entirely unsubstantiated. Enrollment statistics here do not and cannot "establish" "evidence" that BCS does not "serve all students who wish to attend BCS."

SCCOE has presented no evidence that BCS has engaged in any practices that violate the letter or spirit of Section 47607(d)-(e). Putting aside the actual limited scope of Section 47607(d)-(e), there is no evidence that BCS "is not serving all pupils who wish to attend." SCCOE has not cited a case of even one student who "wishes to attend," and has been unlawfully denied enrollment at BCS, e.g., on the basis of race or protected status. The fact that BCS' population does not precisely "mirror" the District does not mean that BCS "is not serving all pupils who wish to attend."

As required by law, and subject to BCS' admission preferences that prefer socioeconomically disadvantaged students, all applicants have the same chance of admission pursuant to the random public drawing that BCS is statutorily required to conduct under Section 47605(e)(2)(B) and does so consistent with constitutional principles that wholly prohibit consideration of race in admission. Nothing in the Education Code requires BCS' student population to exactly match or even closely match the population of the school district in which

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it is located on the basis of race or other protected classes. SCCOE has not cited a law that requires this, because none exists. Nothing in the Education Code authorizes a chartering authority to penalize a charter school when its population does not mirror the population of the school district to the subjective satisfaction of the chartering authority. And certainly SCCOE cannot apply such a standard to BCS when nearly all the other charters it authorizes are far more divergent from district demographics.

Indeed, no typical school district with a diverse population has each of its neighborhood schools mirror the population balance of the district as a whole. LASD exemplifies this truth by operating multiple schools that are significantly whiter and more affluent than other schools within the District, and by maintaining those disparities within its school attendance boundaries. The District could eliminate those disparities within by randomly assigning students to schools without regard to zip code and address (which create wealth-based disparities). Unlike BCS, which is open to all students within the District equally, the District chooses to maintain imbalanced schools where affluent students attend some schools (Oak Avenue, 2.2% SED) and less-affluent students attend other schools (Santa Rita, 18.8%); the same imbalance within the District exists on racial lines as well, e.g., with a Hispanic population of 20.5% at Santa Rita and 4.2% at Springer. There is no school in the District that reflects the District's overall population, and so, it is troubling that BCS faces penalty and concern from SCCOE for doing that which the District itself does not do. BCS' presence in the District actually serves to **eliminate** access disparities within the District, while the District maintains school populations that would likely be labeled segregated under SCCOE's approach.

All that BCS can legally do is that which is reasonable and feasible to attempt to attract students from diverse backgrounds to apply to BCS. Any measures beyond general recruitment efforts to ensure a student population balance based upon race would violate the state and federal constitutions. And of course, BCS cannot force any student to apply to BCS, and BCS cannot use any method other than a random lottery to determine enrollment. Recruitment effort is all that the Charter Schools Act and BCS' charter petition command and expect of BCS.

E. <u>BCS Satisfied its Obligation Under the Law to Articulate a Plan to Achieve a Student Population Balance, and Has Implemented That Plan</u>

Under BCS' charter, Education Code Section 47605(c)(5)(G) required BCS to provide a "reasonably comprehensive **description**" of "[t]he means by which the school will achieve" a student population balance that "is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted." BCS provided such a reasonably comprehensive description to the satisfaction of the SCCOE Board. BCS has implemented those plans. The Education Code does not allow for BCS to be non-renewed on the basis that BCS has not "achieved" a population balance that exactly matches the District at large.

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BCS has been pleased to implement a plan designed to recruit and encourage students from diverse subgroups to apply for enrollment at BCS. BCS is pleased to continue to modify its plan over time to increase its effectiveness, which it has done at the request of and coordination with SCCOE. BCS has also periodically reviewed the effectiveness of its recruitment strategies, and has made adjustments as appropriate; for example, adding a full-time staff member (the Director of Community Engagement and Outreach) to focus BCS' recruitment efforts. BCS is pleased to update SCCOE on those efforts and on BCS' data relative to those efforts. (*See* pp. 15-18.) But BCS does not accept the false charge that BCS is failing to enroll all students who "wish to attend" on the basis of race, disability, or English learner status, or otherwise. Insofar as the only evidence SCCOE relies on is the fact that too few of such students are actually enrolled, and BCS faces non-renewal as a consequence, this inextricably and unlawfully penalizes BCS on the basis of the race and other demographic characteristics of students who actually have enrolled at BCS.

SCCOE must keep in mind that there is a limited public school population residing within the District, and students' only local public education options are enrollment in District schools or BCS. The only way that BCS can increase its enrollment of the subgroups identified by SCCOE is if those students apply to BCS, gain admission through the lottery, and choose to attend BCS instead of a District school. BCS welcomes and encourages that enrollment. Naturally, however, families predominantly send their children to their assigned neighborhood school; indeed, by default, compulsory education laws compel students to attend their local District school, and BCS lacks the same compulsory pipeline as the District. That compulsory pipeline matters, as indicated by District school populations that reflect the demographic stratification within the District, e.g., Santa Rita has by far the highest proportion of Hispanic, EL, and SED students.

Moreover, as we have addressed in the past, the District has intentionally and systematically undermined BCS efforts to actually serve all students who might wish to attend by weaponizing the Proposition 39 process to deprive BCS students and potential BCS students (including students of color, SED, and SWD) of sufficient facilities, and restricting BCS' ability to enroll out-of-district students. BCS stands ready to work with the District to encourage students to enroll in BCS, overcome the inertia that favors enrollment in District schools, and to address BCS' facilities needs.

II. SCCOE's Conclusions are Not Supported by the Data it Presents

Not only is the underlying premise of the allegations against BCS unfounded, the data analysis relied upon by SCCOE in making those allegations is flawed. Specifically, SCCOE's data analysis does not account for the actual reasons that SED, EL, and families of SWD may enroll, in greater numbers, at District schools. Many families may be content attending their

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neighborhood school, and do not "wish to attend" BCS for reasons having nothing to do with BCS per se, but instead, reasons having to do with location, convenience, or active messaging by the District to families **discouraging** attendance at BCS. For example, SCCOE's data analysis does not account for the fact that parents, by default, enroll their children in their neighborhood schools to which they are automatically assigned by the District (https://www.losaltos.k12.ca.us/District/Portal/Registration), and that the decision to enroll in a neighborhood school does not mean that they "wish to attend" BCS or have been denied access to BCS for discriminatory reasons.

With respect to District messaging, the District has for many years actively discouraged families from enrolling at BCS through a defamatory public campaign that has **falsely** accused BCS of "engag[ing] in systematic discrimination throughout its fifteen plus years of existence" (*See* Attachment 3 [September 10, 2019 letter from LASD, cc-ing State officials such as the Governor, Attorney General, and California Superintendent of Schools as part of a publicity stunt.]) Those defamatory letters continue to be posted on LASD's website under the "community" tab, which has a prominent link for "Bullis Charter School Related Topics." (*See, e.g.*, https://www.lasdschools.org/District/10842-BCS-s-Los-Altos-Hills-Geographic-Lottery-Preference.html.)

The data presented by SCCOE cannot fairly be read to mean that BCS is engaging in any practice to undermine diversity, or that BCS' efforts are inadequate. The data does not at all explain or address the factors that motivate students to apply to BCS or not.

Unfortunately, the comparisons SCCOE selects paint an inaccurate or incomplete picture. With respect to students with disabilities in particular, SCCOE's analysis does not account for the fact that students are sometimes overclassified as disabled (especially students of color and English learners), when other interventions can be sufficient to overcome issues presented. For example, the most recent data available in Dataquest indicates that Hispanic students comprise nearly 12% of the District's population of students with disabilities, yet in that same academic year, Hispanic students accounted for only 7.8% of students. Notably, the CDE has identified the District on its list of "2022 significantly disproportionate LEAs," i.e., LEAs that have disproportionately identified students belonging to particular races/ethnicities as disabled for three consecutive years. (https://www.cde.ca.gov/sp/se/qa/sigdisplea2022.asp.) **The CDE explicitly identified LASD** as "significantly disproportionate for the 2022-23 school year" for its practice of over-classifying Hispanic students as having specific learning disabilities. BCS should not be asked to mirror the District's SWD population where the CDE explicitly found that LASD over-classified Hispanic students as disabled.

SCCOE missed the fact that BCS enrolled its highest ever proportion of students with disabilities in the 2022-23 school year, indicating that BCS' efforts to recruit and enroll students with disabilities is having a measurable impact. That said, current data does not accurately

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demonstrate the full impact of BCS' efforts to recruit and enroll more students with disabilities. Because BCS' entry point to its program is transitional kindergarten/kindergarten, and students are rarely classified as disabled prior to or even during kindergarten, BCS' overall growth in enrolling disabled students will take time to assess. The current classes of incoming students will need to progress to grade levels in which disabilities are typically identified, e.g., fourth/fifth grade, to accurately measure BCS recruitment initiatives.

SCCOE also relies on data analysis that skews District growth and obscures growth at BCS. Specifically, SCCOE's data comparisons between BCS and the District use arbitrary sets of years to make comparisons over time and draw conclusions that vary dramatically depending on which prior years are selected as the baseline. For example, SCCOE relies on data that compared Hispanic student population between the school years 2017-18 and 2022-23. The selection of those two years is entirely arbitrary. Comparing 2021-22 with 2022-23, on the other hand, demonstrates that BCS experienced similar growth as the District. Similarly, measuring EL populations without including RFEPs fails to account for BCS' success in serving the EL population through reclassification – a primary goal of ELD education. (*See* pp. 2-3 and FN 1, above.) SCCOE's allegation that there has been a meaningful decrease in the EL population at BCS misconstrues the data. When one accounts for **all** students that participated in the EL learning cycle through reclassification, BCS saw an **increase** in this population from 2017-18 to 2022-23, while in comparison the District saw a **decrease**. The 2017-18 EL metric in particular is also a red herring; the State changed the classification guide for EL students such that **all** public schools throughout the state saw decline. In light of that change, criticisms of BCS based on that academic year in particular are unfounded and unreasonable.

Likewise, SCCOE's contention that there was no significant change in the SED population at BCS while there was an increase in that population at LASD again reflects arbitrary, misleading date ranges. Using 2016-17 or 2018-19 as a comparison indicates significant increases at BCS. Comparing 2022-23 through 2023-24 also demonstrates a significant increase, again; BCS saw a **95% increase** in the percentage of BCS' SED/FRM population in one year alone.

III. Response to SCCOE's Specific Inquiries

In response to SCCOE's specific inquiries, BCS responds as follows:

1. ***A comprehensive, point-by-point analysis of the provisions in Element G of the BCS Charter and BCS's current corrective action plan/Enrollment Action Plan. This should include each specific provision/item, a description of if and how BCS has implemented each item, an analysis of how effective each item has been, and any revisions BCS has made or is making to each item.***

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BCS provides the following update of its efforts to implement its plan in Element G of its charter and the Corrective Action Plan:

- The 2023-24 enrollment process commenced in September 2022. The first step was to organize the calendar and set up priorities and timing. BCS determined for this campaign to be directed particularly to communities in Los Altos and Mountain View emphasizing Hispanic families. BCS specifically conducted in-person outreach in East Palo Alto, Palo Alto, and Sunnyvale. As a result of that effort, BCS gained 13 new Hispanic students.
- BCS created an outreach plan, printed colorful fliers (approximately 300, in English and Spanish), and personally distributed promotional materials to prospective families to promote enrollment in BCS, including tote bags, water bottles, and pencils with BCS' logo.
- BCS informed parents of the enrollment process through social networks, such as Facebook, Instagram, and Next Door. BCS posted information to social media accounts at least twice per week since the enrollment process started and through February 2023.
- BCS staff visited daycares (more than 25), nonprofit organizations such as Head Start, supermarkets (more than 5), laundromats (5), buildings where low-income families reside and gas stations (4), and personally handed out fliers and promotional materials. Those interactions allowed BCS staff to have meaningful conversations with parents and introduce them to BCS' mission, vision, values, and goals.
- BCS formed a dedicated team of volunteers to support recruitment efforts, including myself as superintendent, principals, teachers, parents, and community leaders. Together, staff outlined a multifaceted outreach strategy. BCS held informative meetings in our North and South Campus that included distributing informative pamphlets, organizing community meetings, and using social media to spread information about the benefits of our educational programs for all learners. This effort was instrumental in dispelling misconceptions and showcasing the strengths of our school.
- BCS held three information sessions at our two campuses where we were able to address parents' questions and concerns.
- BCS conducted eight school tours principally led by students from different grade levels and supported by principals and teachers. Current parents volunteered in these activities and answered prospective families' questions. BCS also held three school tours using Zoom for those parents who were not able to attend an in-person tour.
- BCS remained in touch with families who enrolled in the Bullis Boosters Club nonprofit summer camp, informing them about BCS' enrollment process. We made sure that any families who may have had challenges with the enrollment links or forms were personally supported and were able to access support resources on campus. BCS Summer camp has been a longstanding tradition that invites FRM

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students from our community to attend a free-of-charge five-day summer camp that provides them with the opportunity to experience BCS' programs.

- The public lottery process took place transparently and was available for families to observe remotely on Zoom. Thereafter, BCS communicated with all families whose lottery numbers were called, offered them a spot, and explained next steps to complete enrollment.
- The enrollment process ended the last week of February 2023. Current parents presented an online "AMA" (Ask Me Anything) session for parents who decided to enroll their students in our school. This session was offered online to maximize accessibility.
- As a result of this big community effort, 190 new students enrolled in the 2023-24 school year and more than 1000 students on our waitlist. Of that new enrollment, approximately 10% are classified as SED/FRM.

2. ***Please include a clear explanation of how BCS has assessed and measured the effectiveness of the plan components and determined which were successful and which may need to be modified or replaced.***

Please see Attachment 4, providing a comprehensive analysis and review of BCS' Enrollment Action Plan and process. As addressed in this letter, BCS' actions under its Enrollment Action Plan appear to be effective and have resulted in increased enrollment of targeted student groups. However, BCS anticipates that it will take multiple enrollment cycles for the full impact to be realized. As BCS plans for the 2023-24 recruitment and enrollment cycle, it engages in internal data reviews and conversations with stakeholders to adjust recruitment activities as appropriate.

3. ***The Charter specifies that BCS's recruitment strategy includes "[a]n enrollment process that is scheduled and adopted to include a timeline that allows for a broad-based recruiting and enrollment process." Please specifically include an analysis of whether and how BCS's recruitment and open enrollment schedule – which appears to be earlier than that of most schools – comports with this provision of the Charter, and whether and how BCS has considered if modifying its recruitment and open enrollment schedule might increase its effectiveness.***

BCS' open enrollment schedule spans a period of more than three months that begins in the fall and concludes in the winter. Before and during the entire period, BCS engages in active recruitment efforts to encourage families to apply and provides them with information on how to apply and applicable deadlines. Because BCS receives significantly more applications than it has capacity to enroll, BCS believes it is important that parents know, heading into the Spring, whether they have secured a spot at BCS or not. The timeline ensures that if a family has not secured a spot, that they have ample time to research and plan for alternative educational options for their child for the coming school year.

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4. ***Within the first month of school, a detailed demographic breakdown for 2023- 24, including a breakdown of the results of the public random drawing for admission for 2023-24 for newly admitted students, total BCS enrollment, and enrollment by grade level. Please provide any pertinent updates to this information no later than Census Day for 2023-24. The breakdown should include all the following:***

    a. A comparison to prior years' enrollment
    b. Information about how many students applied for admission using the preferences for students who qualify for free or reduced-price meals (distinguishing between the preferences for students who do and who do not reside within LASD), and including for those students:
    i. how many were offered admission;
    ii. how many were placed on the waiting list;
    iii. how many have enrolled; and
    iv. how many are attending BCS.

Table 7.1 – Comparison of 2022-23 and 2023-24 Enrollment Data

Grade Level	Lottery Seats		Offered		Newly Enrolled		Total Enrollment	
Year	2022-23	2023-24	2022-23	2023-24	2022-23	2023-24	2022-23	2023-24
TK	N/A	44	N/A	68	N/A	40	N/A	40
K	122	65	185	108	110	61	126	87
1	15	29	30	40	13	21	128	111
2	2	3	26	38	8	16	129	134
3	8	0	24	37	11	16	134	137
4	1	0	32	32	5	9	130	129
5	6	0	19	23	10	9	130	126
6	0	0	7	33	0	12	109	117
7	1	15	13	22	3	6	82	72
8	7	4	9	5	3	1	82	73
Totals	162	160	345	338	163	151	1050	1026

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Table 7.2 –2023-24 FRM Enrollment Data

		IN DISTRICT				OUT OF DISTRICT			
Grade	ALL FRL Applicants	Applied	Offered	Enrolled	Waitlisted	Applied	Offered	Enrolled	Waitlisted
TK	10	4	4	3	0	6	0	0	6
K	28	5	5	3	0	23	0	0	23
1	18	4	4	4	0	14	0	0	14
2	15	2	2	1	0	13	0	0	13
3	13	5	5	3	0	8	0	0	8
4	7	3	3	1	0	4	0	0	4
5	9	2	2	2	0	7	0	0	7
6	14	1	1	1	0	13	0	0	13
7	13	1	1	0	0	12	0	0	12
8	0	0	0	0	0	0	0	0	0
TOTAL	127	27	27	18	0	100	0	0	100

5. ***A detailed assessment of the effectiveness of the TK pilot program in increasing diversity in enrollment.***

The effectiveness of BCS' recruitment efforts targeted at pre-kindergarten students (inclusive of transitional kindergarten-eligible students) is indicated, among other data, by the increase in FRM/SED enrollment at BCS. As the tables above indicate, as of the 2023-24 school year, FRM/SED students comprise 10% of all TK enrollment at BCS, which is 3% higher than the District's FRM/SED population (districtwide) on a percentage basis as of the 2022-23 school year. The effectiveness of these efforts is also indicated by BCS' lower English-only population in transitional kindergarten (44%) compared to students in 5th grade (58%).

IV. Corrective Action Plan Updates

BCS has gone above and beyond to implement the terms of its charter, the Charter Schools Act, and the Corrective Action Plan. BCS' measures to date are effective within the constraints that BCS cannot compel students to apply and attend BCS, and BCS cannot admit students through any mechanism but a random public drawing. The current measures should be maintained, and it will take time for the full impact to be realized; SCCOE needs to have realistic and reasonable expectations in that regard.

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In terms of concrete steps, we ask that SCCOE call on the District to work with BCS to accommodate more students with respect to facilities, and to help BCS welcome District families and encourage their enrollment at BCS. For years, the District has spread a false narrative to its families that BCS discriminates and is bad for the community, which may have untold consequences on families' decision to not seek to enroll in BCS – particularly working families with limited English proficiency, and limited time to independently investigate the District's irresponsible and harmful claims. We ask that SCCOE call on the District to work with BCS in partnership to promote BCS as an option for District families. If the District believes there are District students who "wish to attend" BCS but cannot, the District should refer them to BCS and work with BCS to expand BCS' capacity to serve them.

The number of Hispanic students living in Los Altos attending public schools is known, and the vast majority attend District schools near to where they live. BCS would be pleased to work with the District on a campaign to reach and encourage these students to apply to and enroll at BCS. If the District will not help its students enroll in BCS, it has no grounds to complain that too few of its students are doing so. Indeed, the only way BCS can meaningfully increase its, e.g., Hispanic enrollment, is if such students disenroll from or decline to attend District schools and attend BCS instead.

Specifically, BCS proposes the following actions for SCCOE, which can be included in the Corrective Action Plan:

1. SCCOE should direct the District to allow BCS to post Spanish-language advertisements inviting parents to apply to BCS at District schools.
2. SCCOE should direct the District to provide BCS with directory information for its students so that BCS may communicate with them and invite them to apply to BCS.
3. SCCOE should direct the District to include a link on its website in Spanish inviting students to apply to BCS.
4. SCCOE should direct the District to include information about enrollment in BCS in communications to parents about enrolling in school.

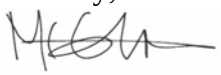
In response to SCCOE's requests for specific ongoing commitments from BCS, BCS can provide SCCOE an annual written report of its evaluation process related to its recruitment efforts and enrollment, including to address any changes BCS makes to its process. BCS also agrees to promptly provide SCCOE the results of its open enrollment process following the completion of each public random drawing for admission, and updated reports after Census Day each year for the remainder of BCS' charter term.

In closing, again, BCS remains committed to diversity through concrete action, as it has demonstrated, and will continue to work diligently towards that end and to foster a school

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community that welcomes and supports students of all backgrounds and abilities. BCS remains committed to working with SCCOE and the Board of Education in partnership to serve students.

Sincerely,



Maureen Israel
Superintendent/Principal

Cc: Members of the Santa Clara County Board of Education:
President Victoria Chon
Vice President Tara Sreekrishnan
Maimona Afzal Berta
Joseph Di Salvo
Raeena Lari
Grace H. Mah
Don Rocha

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Attachment 1A

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BULLIS charter school
A CALIFORNIA K – 8 PUBLIC SCHOOL

October 11, 2019

Santa Clara County Board of Education
In care of: Mary Ann Dewan, Ph.D.,County Superintendent of Schools
Santa Clara County Office of Education
1290 Ridder Park Drive
San Jose, CA 95131
SENT VIA EMAIL (MaryAnn_Dewan@sccoe.org) AND REGULAR MAIL

Re: BCS Response to Santa Clara County Office of Education October 2, 2019 Letter and Los Altos School District September 10, 2019 Letter

Dear Dr. Dewan and Members of the Santa Clara County Board of Education:

This responds to Superintendent Dewan's October 2, 2019 letter and the Los Altos School District's ("LASD" or the "District") September 10, 2019 letter addressed to the Santa Clara County Board of Education ("SCCBOE"). LASD makes misleading claims concerning Bullis Charter School's ("BCS") student demographics and expresses "concern" that we might re-introduce a geographic enrollment preference for kindergarten previously approved several times by the Santa Clara County Board of Education ("SCCBOE"). LASD also makes baseless, incendiary claims of "discrimination" and "segregation", yet fails to identify any actual discrimination or segregation at BCS.

As explained in detail below, LASD's allegations are demonstrably false and misleading. We would rather, however, focus our resources on educating students rather than arguing with LASD; healing rather than dividing. We are therefore accepting option one offered in your October 2nd letter. We shall continue the suspension of the geographic preference formerly applied to students seeking to enroll in kindergarten at BCS from the former Bullis-Purissima attendance area. LASD's divisive tactics must stop.

LASD falsely alleges that BCS discriminates against socioeconomically disadvantaged students, students with disabilities, and English Language Learners (collectively the "LASD-Selected Subgroup Students"). BCS and most LASD schools serve similar percentages of these LASD-Selected Subgroup Students. Yet LASD, which has complete control over its own attendance boundaries, operates with wider-ranging percentages of LASD-Selected Subgroup Students among *its own schools* than with BCS. The verifiable facts published by the state completely refute LASD's allegations by demonstrating that:

- BCS serves a *higher* percentage of English Language Learners than *more than half* of all LASD-operated schools;
- The percentage of students at BCS identified as socioeconomically disadvantaged is within *one-percent* of four other LASD schools; and
- BCS serves a *higher* percentage of students with disabilities than two LASD schools, and is within *one-percent* of four other LASD schools.

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Notably, *none* of the subgroups decried by LASD are racial or ethnic designations. In fact, BCS is more racially and ethnically diverse than LASD, and draws from all corners of the District. These verifiable facts make LASD's demand for a "desegregation plan" ridiculous.

As you know, BCS is a school of choice and is legally required to admit all students, subject to capacity. Because we have more applicants than available seats, we use a fair, public and random drawing (known as a "lottery") to determine enrollment. BCS does not ask for or have any information about a student's disability, socioeconomic, or English Language Learner status before the lottery or admitting a student. Thus, BCS never has in the past, does not currently, and cannot discriminate against applicants on these or any other grounds. BCS's only enrollment constraint is imposed by none other than LASD itself, by its consistent refusal to allocate adequate facilities and the classroom space that our in-district students are entitled to. This is particularly troubling in light of the fact that one-in-five public school students residing within the District are enrolled with BCS.

Both the Santa Clara County Office of Education ("SCCOE") staff and the SCCBOE have previously considered—and refuted—LASD's discrimination allegations in the context of serving students with disabilities:

> "It is unlikely that equivalent percentages of special needs students will exist in a small school each year compared to a larger school district. Furthermore, percentages can vary dramatically from year to year with the inclusion or withdrawal of one student…That being said, there exists no law that requires all schools to have equivalent percentages of special needs students [or other High-needs Students]. *So long as BCS is offering equal enrollment opportunities to all students – regardless of whether they have special needs – it is meeting its obligation*."[1]

BCS has met and is meeting its obligation by offering and encouraging all students the opportunity to apply for enrollment. BCS even conducts extra outreach with regard to special education students at LASD's insistence. Regardless, BCS and LASD have similar student demographics, which should be expected considering nearly 95 percent of BCS students *are LASD residents*. As exclaimed by LASD in its letter, 20% of all public school students residing within the district choose to attend BCS, making it by far the largest of any school within the district. And many more students are on the waiting list. This means that nearly one-in-four public school children in grades K-8 who reside within LASD either attend BCS or are on the waitlist to attend. Choice is a powerful and meaningful thing.

If LASD was truly concerned about "discriminatory impacts", LASD would change its attendance boundaries to address its own enrollment disparities. BCS is more diverse than the average LASD school and serves a greater percentage of LASD-Selected Subgroup Students than many LASD schools. In fact, LASD's Almond and Santa Rita schools enroll a disproportionally *higher* percentage of certain LASD-Selected Subgroup Students as compared to the other District schools. The SCCOE should find it disconcerting that LASD not only tolerates but encourages such disparity in one quarter of its elementary schools. LASD has the power to take action to address what it describes as discrimination at its own schools, but has done nothing.

[1] See https://www.sccoe.org/supoffice/charter-schools-office/Documents/SCBOE%20Response%20to%20close%20BCS.pdf.

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LASD's letter is particularly offensive because it accuses BCS of "systematic discrimination" and "segregation" knowing the data and law demonstrate otherwise. LASD repeatedly and wrongfully accuses BCS of discrimination hoping that if the district repeats the false contention enough, people will believe it's true. But it's not true. For years LASD has blurted out similar unsupported accusations, yet more and more LASD families continue to enroll their children at BCS with demographics consistent with what we see district-wide. LASD's efforts to spread misinformation do not sway families away from BCS; it only serves to ignite tensions with the community.

If there is any party responsible for "systematic discrimination" in this community, it is LASD. LASD has systematically discriminated against BCS children by failing to provide adequate facilities under Proposition 39. LASD resident families who choose BCS are plainly discriminated against by LASD in that regard. LASD admits that one in five students who reside within the district attends BCS. And yet, LASD has never provided BCS children with equivalent school facilities they are entitled to under the law. Instead, LASD forced BCS into temporary "bungalow" type classrooms on split campuses. BCS is the *only* school within LASD that is forced to conduct operations on two separate sites. BCS has also needed to seek judicial relief on multiple occasions to prevent LASD from hindering or outright denying BCS's access to even those substandard facilities.

LASD's discrimination against BCS families is exacerbated by the District's failure thus far to use proceeds from the 2014 Measure N bonds to support BCS facilities. Measure N authorized LASD to issue up to $150 million in bonds to acquire, improve and construct school facilities within the district. LASD's resolution requesting an election for Measure N explicitly provided for facilities to support the charter school. Voters supported Measure N with the understanding that students who attend BCS would be benefited by facilities provided or supported by the bond funds. Instead, LASD has committed to purchase a property at the edge of the District, sandwiched within a shopping center, that is much too small to ever serve BCS.

LASD claims that BCS is divisive, but the September 10 letter to the SCCBOE—with a number of state officials copied—is the latest chapter in the long story of the District's divisive tactics seeking out any opportunity to attack BCS's reputation and harm the families who have enrolled their children at BCS. Despite these attempts to undermine BCS, we are one of the highest performing schools in the region. BCS has received numerous awards, including being recognized as a California Gold Ribbon School and National Blue Ribbon School.

It is fortunate that students in our community have great public education options with both BCS and LASD schools. However, LASD makes clear it does not believe parents should have a charter school choice within the district. LASD residents have thought differently for almost twenty years. Each year, BCS receives substantially more student enrollment applications than it has seats available. Our hope is LASD will stop these counterproductive attacks that pit one neighbor against another, and instead focus on working with us on a long-term resolution on school facilities for the benefit of our entire community.

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A. BCS Uses a Transparent and Equitable Admissions Process to Admit Students

BCS is a school of choice offering enrollment opportunities to all interested families. BCS is required to and does admit all pupils who wish to attend, subject to capacity. (Ed. Code, § 47605(d)(2)(A).) BCS encourages all interested students to apply, especially students with special needs. We have many more applicants than seats available, and therefore use a public random drawing to admit students pursuant to our approved charter petition. This is a typical admissions process for charter schools across the state. SCCBOE has approved this admissions process *seven times* through charter and material revision approvals.

BCS's use of a random drawing is not discriminatory against any student group—that is the entire purpose of a public random lottery. The application to participate in the drawing only asks for basic information and does not ask for any information about a student's race, ethnicity, disability status, income level, or English Language Learner status. A computer-generated drawing is conducted in public in a fair and transparent manner to determine enrollment. There is simply no evidence of "segregation" or "discrimination" in the admissions process.

B. BCS Efforts to Achieve Racial and Ethnic Balance Reflective of LASD's Student Population

LASD claims BCS is required to "ensure" it maintains a "racial and ethnic balance reflective of [LASD]" and repeatedly demands that BCS be brought into "compliance" with this standard. But LASD utterly fails to explain or provide any evidence of a "racial or ethnic balance" concern. Instead it focuses on LASD-Selected Subgroups which are not racial or ethnic designations at all. And in any event, they've got the wrong standard, and have missed the point. The Charter Schools Act requires BCS to describe the school's *efforts to achieve* a racial and ethnic balance reflective of the population residing within the local school district in its charter petition. (Ed. Code, § 47605(b)(5)(G).) Charter schools cannot *guarantee* a reflective balance will occur because they are schools of choice required to admit all pupils.

BCS's description of the BCS Outreach Recruitment Plan in its charter petition does much more than merely comply with the Charter Schools Act—it goes above and beyond. This plan features a variety of outreach strategies specifically tailored for underserved communities, including, but not limited to providing applications, school tours, website information, and other enrollment materials in multiple languages (e.g., Spanish, Mandarin) and interpreters for Parent Information Nights. We also expend significant resources for outreach activities in North of El Camino ("NEC") neighborhoods which feature a higher percentage of English Language Learners and socioeconomically disadvantaged pupils compared to other neighborhoods in LASD. This includes direct mail postcards targeting NEC neighborhoods, advertisements in the local Spanish newspaper, and extensive flyering in NEC neighborhoods (e.g., laundromats, apartment buildings, parks, gas stations, grocery stores, Mountain View Community Center, etc.) LASD has also actively obstructed BCS's efforts to conduct outreach to these communities by rejecting BCS's requests to participate in LASD's kindergarten open-house enrollment events.

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LASD does not and cannot identify a single instance of segregation or discrimination at BCS, because discrimination is not occurring at BCS. In fact, BCS's successful implementation of the Outreach Recruitment Plan has resulted in a *more racially diverse* student population than LASD:

Percent of Total Student Population

	LASD	BCS
African-American	0.5%	1.1%
American Indian	0.2%	0%
Asian	33.6%	47.3%
Filipino	0.6%	0.9%
Hispanic	7.6%	4.2%
Two or More Races	11.7%	18.5%
Pacific Islander	0.2%	0.3%
White	45.4%	25.8%

Source: California School Dashboard (2018)

BCS has a slightly higher percentage of students in five of the seven minority student groups detailed in the California School Dashboard. This data demonstrates that LASD claims of "segregation" and demand for a "desegregation plan" are unfounded.

C. At the Individual School Level, BCS and LASD's Average Student Population Feature Similar, Comparable Percentage of Students with Disabilities, English Language Learners, and Socioeconomically Disadvantaged Students

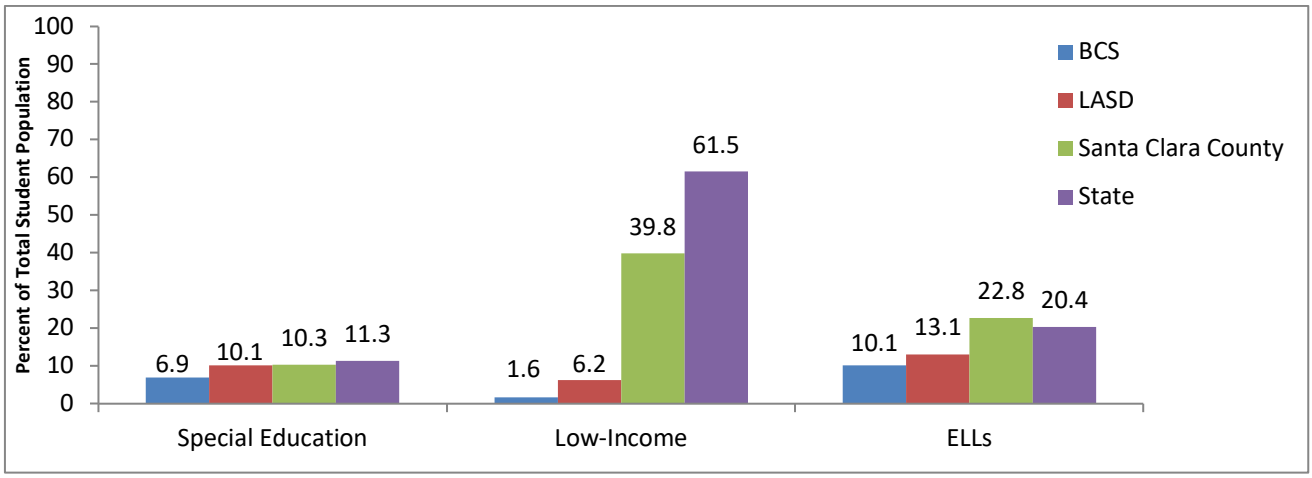
As SCCOE/SCCBOE correctly noted previously, BCS is not required to serve "equivalent percentages" of LASD-Selected Student Subgroups, and it is unreasonable to expect this result.[2] Nevertheless, BCS and LASD serve a similar percentage of LASD-Selected Subgroup Students in large part due to BCS's outreach efforts and the strong community demand for BCS.

LASD has devised misleading graphs and manipulated statistics in order to support an incorrect conclusion that BCS has "discriminatory impacts." For example, LASD used an artificially-shortened Y-Axis in an attempt to deceivingly exaggerate the marginal differences between BCS and LASD in enrollment percentages of LASD-Selected Subgroup Students. In other words, LASD attempted to mislead the SCCBOE. Here is a corrected bar graph with an appropriate Y-Axis range (0-100) for a comparison of percentages:

[2] See https://www.sccoe.org/supoffice/charter-schools-office/Documents/SCBOE%20Response%20to%20close%20BCS.pdf.

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2018 Students in LASD-Selected Subgroup Classifications (Corrected)



Source: California School Dashboard (BCS and LASD); DataQuest (County and State)

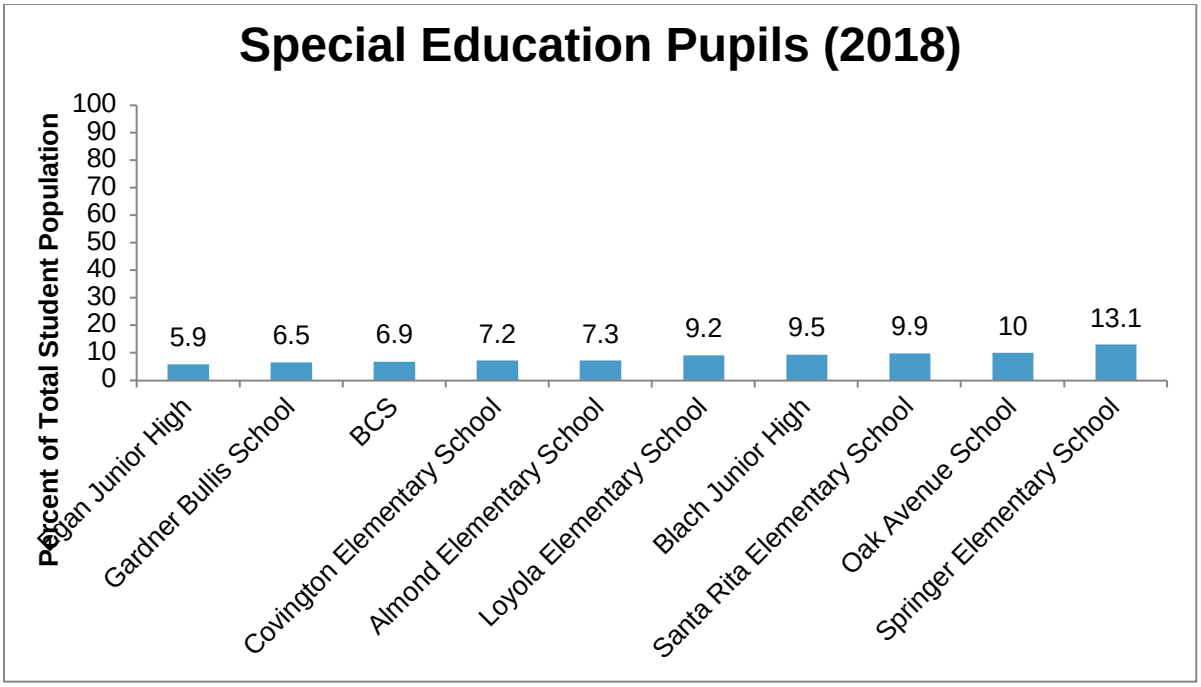
The differences between LASD district-wide average and BCS are relatively minimal, particularly when compared with Santa Clara County and State averages. But comparing BCS to individual LASD schools reveals the both BCS and the majority of LASD schools enroll essentially the same percentage of LASD-Selected Subgroup Students. See graphs below.

BCS's Growth in Enrollment of Students with Disabilities

LASD uses misleading statistics to suggest BCS is underserving students with disabilities. First, LASD claims 6.8% of BCS students are students with disabilities, when the actual statistic is 6.9% in 2018 according to the California School Dashboard. LASD then compares a *seven-year average* of how many students with disabilities BCS and LASD served (BCS's enrollment has more than doubled in that period) to support its demand for a "desegregation plan".

Our special education program, provided in collaboration with and staffed by the SCCOE, is an attractive component of our program. Between the 2014-15 and 2018-19 school years, BCS grew by over 200 students and the percentage of students with disabilities *increased* by 1.75%. Recent data indicates 6.9% of BCS students are students with disabilities, whereas the district-wide average is 10.1%. But the graph below demonstrates that BCS is within one-percent of four LASD schools and serves a higher percentage of students with disabilities than two LASD schools:

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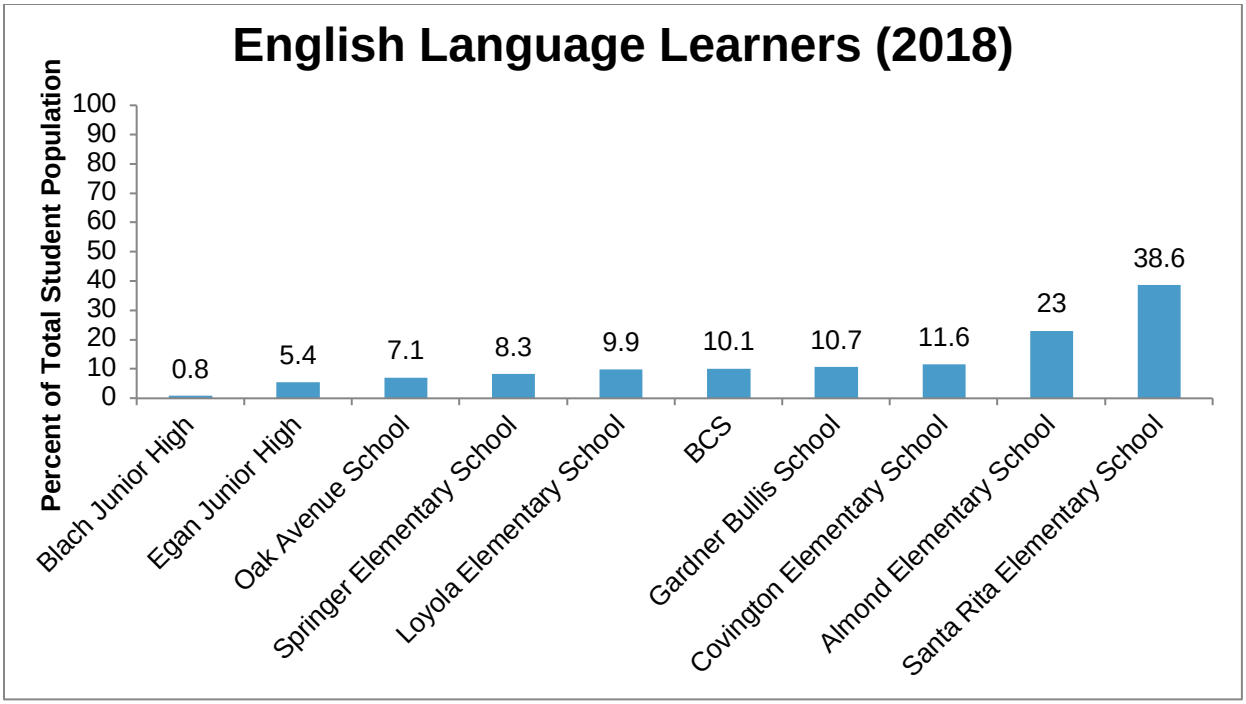
Source: California School Dashboard

LASD also claims BCS is somehow responsible for serving fewer "high cost" students with disabilities. BCS cannot control the severity of an admitted student's disability or the costs associated with serving the student. Unlike LASD, BCS does not view any of its enrolled students through a lens of cost; if a special needs pupil is enrolled at BCS, school teachers and administrators work diligently with SCCOE staff to ensure the student receives a fair and appropriate public education.

BCS and Majority of LASD Schools Enroll Similar Percentage of English Language Learners

The graph below demonstrates BCS and the majority of LASD schools serve a similar percentage of English Language Learners, with the exception of two LASD schools—Almond and Santa Rita—that appear to over-index with ELL students compared to every other school in the District.

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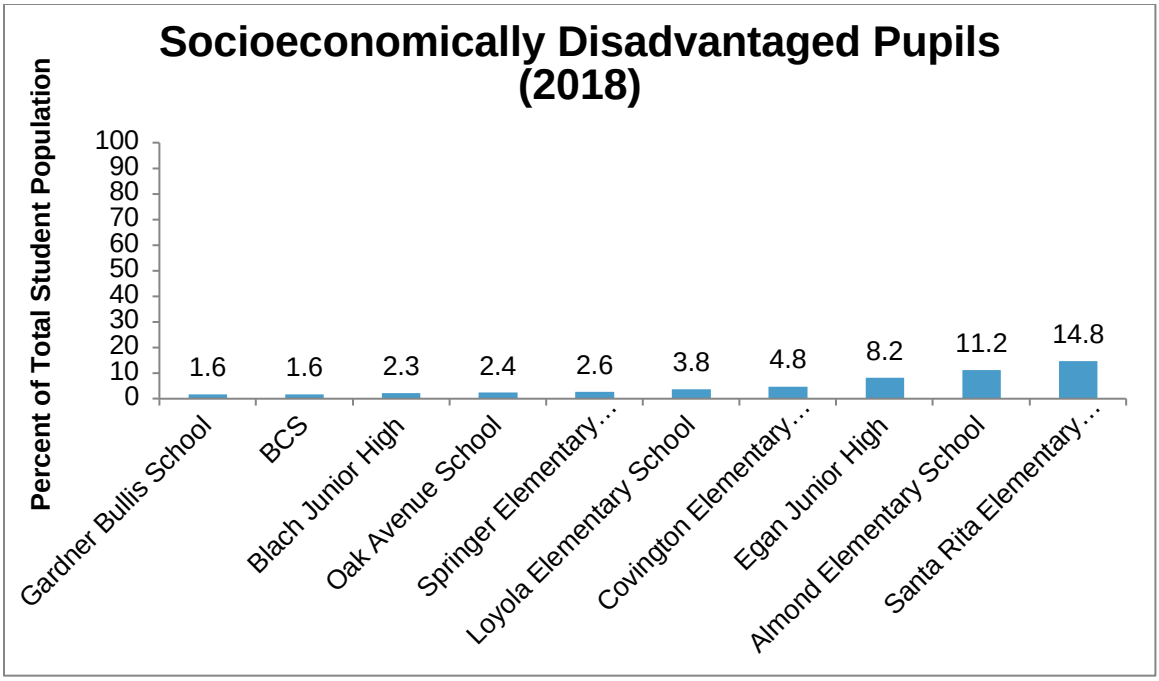
Source: California School Dashboard

BCS is essentially the median school within the district. BCS is within a few percent of the majority of LASD schools and serves a higher percentage of English Language Learners than more than half of all LASD-operated schools.

BCS and Majority of LASD Schools Serve Similar Percentage of Socioeconomically Disadvantaged Pupils

There are a relatively small percentage of families who are socioeconomically disadvantaged living within LASD, and this is reflected in both BCS and LASD student populations. Reviewing the data on a school-by-school basis demonstrates that the percentage of students at BCS identified as socioeconomically disadvantaged is within one-percent of four other LASD schools:

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Source: California School Dashboard

BCS will continue its diligent efforts to recruit socioeconomically disadvantaged pupils by implementing strategies in the Outreach Recruitment Plan including, but not limited, to multilingual advertisements and extensive flyering in the NEC neighborhoods.

LASD claims requests for donations demonstrate that BCS is somehow failing to serve socioeconomically disadvantaged pupils, but LASD follows and benefits from the same practice. The district's Los Altos Educational Foundation, a nonprofit organization dedicated to supporting LASD, asks for $1,200 in donations from each LASD family. The Foundation supporting BCS asks for voluntary donations to make up for the large funding gap between BCS and other LASD schools. No BCS family is required to donate any amount as a condition of enrollment. Seeking voluntary donations is a common practice throughout elementary schools in California, not evidence of discrimination by either party.

D. LASD's Failure to Address Discrimination Concerns at LASD Schools

LASD criticizes BCS's "low" enrollment of LASD-Selected Subgroup Students, but LASD schools serve a percentage range of these same student groups (some higher than BCS, some much lower), yet LASD has done nothing to equalize its own percentages. For example, Almond and Santa Rita Elementary Schools have much larger percentages of socioeconomically disadvantaged pupils and English Language Learners compared to the other LASD schools. By LASD's own standards, the district should be outraged and seek to immediately "desegregate" those schools and "integrate" those LASD-Selected Subgroup Students into its schools with fewer representative students than Almond and Santa Rita.

If LASD was sincere about its "discriminatory impact" concerns, one would expect the District to take action for its own schools. For example, LASD could change the attendance boundaries of its district schools so there is a greater balance of LASD-Selected Subgroup Students among LASD schools. LASD could also seek to modify school district boundaries to server a greater number of LASD-Selected Subgroup Students. Instead, LASD chooses to focus its ire solely on BCS even though BCS has comparable student demographics as LASD schools.

Documentary Record 000888

E. LASD's Failure to Comply with Proposition 39 Obligations Systematically Discriminates Against Children Who Choose to Attend BCS

LASD has repeatedly accused BCS of discriminatory practices for years. But in fact, LASD has systematically discriminated against BCS's LASD-resident students by failing to meet its legal duty to provide equivalent facilities for those residents.

Under Proposition 39, LASD is required to make available facilities sufficient for BCS to accommodate all students who reside within LASD boundaries in conditions reasonably equivalent to those in which those students would be accommodated if they were attending other LASD schools. (Ed. Code, § 47614(b).) The Courts of Appeal have consistently held charter school students are entitled to receive a proportionate fair share of public resources, including access to reasonably equivalent school facilities. (See *Bullis Charter School v. Los Altos School District* (2011) 200 Cal.App.4th 1022, 1063; see also *Ridgecrest Charter School v. Sierra Sands Unified School Dist.* (2005) 130 Cal.App.4th 986, 999.)

LASD has abused its control of local public school facilities to discriminate against BCS students by forcing those students into cramped, unequal conditions in temporary modular buildings as compared to those facilities they would enjoy if they attended a LASD school. LASD's repeated unlawful conduct has forced us to seek relief from the courts to protect children's right to access public school facilities within the district.

For example, BCS challenged LASD's offer of facilities for the 2009-10 school year because LASD used a distorted methodology with the intention of minimizing its offer of facilities. The Court of Appeal found LASD had violated the law in numerous ways with respect to its obligations under Proposition 39 and criticized LASD's methodology that resulted in a deficient offer of facilities. We hoped LASD would follow the Court of Appeal's direction and remedy its facilities offers. Unfortunately, LASD continues its failure to offer equivalent facilities and instead seeks out opportunities to obstruct BCS.

In 2013, LASD even sought to acquire property far outside of LASD's boundaries (two school districts away in the City of Sunnyvale) in an attempt to forcibly relocate LASD-resident BCS students. LASD tried to use Proposition 39 – the law intended to provide BCS students living within LASD access to facilities *within LASD* – to move BCS far away with the hopes of shuttering the school altogether. They failed. The Court held LASD could not acquire the Sunnyvale site nor could it force BCS to relocate without BCS's consent.

Considering that BCS is the largest school in LASD by far, and approximately 95% of BCS students live within LASD, it is unconscionable LASD has spent the better part of twenty years withholding access to public school facilities these children are entitled to under the law. Even with LASD's persistent attacks, BCS continues to succeed thanks to the strength of its education program and incredible community support.

F. The Geographic Preference Reflects the Former Attendance Boundaries of a Closed LASD School

BCS provided families in Los Altos and Los Altos Hills with an enrollment preference for all grade levels to ensure they had access to a nearby school and the K-8 BCS experience after LASD closed their neighborhood school ("Preference"). The boundaries of the Preference are the former boundaries of the district school LASD closed.

Documentary Record 000889

As part of BCS's short-term facilities resolution with LASD in 2014, BCS agreed to seek SCCBOE's approval to progressively reduce the Preference for only the kindergarten grade level. That change in enrollment preference required SCCBOE's approval at a public hearing. (Ed. Code, § 47605(d)(2)(B)(ii).) At a public board meeting in September 2014, SCCBOE approved a material revision to BCS's charter petition that allowed the modified Preference.

The current SCCBOE-approved charter requires that the Preference will once again apply to kindergarten applicants after the 2019-20 school year. As stated above, BCS accepts option one offered in your October 2, 2019 letter, and shall continue the suspension of the geographic preference formerly applied to students seeking to enroll in kindergarten at BCS from the former Bullis-Purissima attendance area.

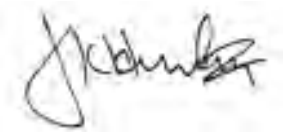
In any event, the Preference is lawful and has never resulted in "discriminatory impacts". As demonstrated above, BCS is more racially and ethnically diverse than LASD and serves a similar percentage of LASD-Selected Subgroup Students.

G. Conclusion

We appreciate this opportunity to address LASD's erroneous claims about our enrollment practices and school. BCS has never had a history of discrimination. BCS uses a public random drawing to decide enrollment and remains committed to recruit students of all backgrounds through the Outreach Recruitment Plan.

LASD claims SCCBOE needs to take action to conduct appropriate oversight, but the requested "desegregation plan" is nonsensical considering BCS has a more diverse student population than LASD. While we vehemently disagree with LASD's accusations, we remain committed to working in good faith with LASD to reach a long-term resolution concerning facilities.

Sincerely,



Joe Hurd
Chair and President,
BCS Board of Directors

Documentary Record 000890

Attachment 1B

Documentary Record 000891

BULLIS charter school
A CALIFORNIA K - 8 PUBLIC SCHOOL

May 5, 2021

VIA EMAIL:
Superintendent:
MaryAnn_Dewan@sccoe.org

Board Members:
crossi@sccoe.org
kking@sccoe.org
vchon@sccoe.org
jdisalvo@sccoe.org
rkamei@sccoe.org
gmah@sccoe.org
portiz@sccoe.org

Santa Clara County Board of Education
Mary Ann Dewan, Ph.D., County Superintendent of Schools
Santa Clara County Office of Education
1290 Ridder Park Drive
San Jose, CA 95131

Re: BCS Response to Santa Clara County Board of Education's May 5, 2021 Agenda Item 7A

Dear Dr. Dewan and Members of the Santa Clara County Board of Education:

On behalf of Bullis Charter School ("BCS"), I request that the Santa Clara County Board of Education ("County Board") deny or decline to take action as set forth in Agenda Item 7A, which incorrectly concludes without specific facts or evidence that BCS is not serving all pupils who wish to attend the school, and suggests that BCS must "cure" that fictitious "alleged violation." Nothing could be further from the truth. In fact, BCS admits all students who wish to attend, subject only to capacity constraints, and uses a fair and transparent admission process that the County Board has approved at least seven times. Making matters especially troubling here, the Santa Clara County Office of Education ("SCCOE") has couched this item in terms of a justification for potential nonrenewal of the charter.

The obvious obstacle to BCS not serving all pupils who wish to attend is our lack of access to school facilities, which has been a constant struggle for BCS. The SCCOE staff have incorrectly and improperly conflated a "notice of violation" provision under new Education Code section 47607(e)—

Documentary Record 000892

which by its own terms cannot be issued until **after** the conclusion of this school year—with a charter element description concerning pupil balance required for our not-yet-submitted renewal petition.

The agenda item came as a complete surprise to us, especially in light of the collaboration we have been experiencing with the SCCOE staff over the past several months. We request that County Board refrain from authorizing or delegating any authority for a notice of violation unless and until the SCCOE staff present substantial, specific, factual evidence that BCS is not complying with the law or has unlawfully excluded any person or group from admission to the school that would warrant such a notice. Otherwise, the County Board is tainting what should be a fair renewal process, in violation of BCS' right to due process.

Background

For more than a year, BCS has been working collaboratively and constructively with the SCCOE Staff to develop and strengthen a plan to educate and serve all students in our community. We appreciate the insights and advice that SCCOE staff have provided, and we have made several adaptations to our Outreach Plan—and expect to continue making adaptations going forward—based on their input.

BCS is required to and does admit all pupils who wish to attend, subject to capacity. (Ed. Code § 47605(e)(2)(A).) BCS is a school of choice offering enrollment opportunities to all interested families. BCS continues to implement an equitable and transparent admissions process that the County Board has approved at least seven times through charter and material revision approvals.

Because we receive many more applications than seats available, we use a public random drawing process to admit students set forth in our approved charter. The use of a random drawing is not discriminatory against any student group.

It is significant that BCS is the largest school within the Los Altos School District ("LASD"), enrolling more than a quarter of all public-school students grades K-8 residing within LASD. LASD operated schools have seen their enrollment drop from 2018-19 to 2020-21 by 668 students, while BCS increased enrollment by 177 students during the same period. And notably, BCS enrolled just under **one-third** of all Kindergarteners residing within LASD in 2020-21.

In addition to taking all students either on completion of enrollment forms or, when oversubscribed, through the use of a fair-and-transparent random lottery, BCS is committed to enrolling a more diverse student population, consistent with the letter and spirit of the Charter Schools Act. We value guidance from SCCOE Staff, but there are several assertions about our current enrollment that need to be corrected:

Documentary Record 000893

1. The Action Item oddly asserts that "BCS is not serving all pupils who wish to attend." While BCS encourages and welcomes all pupils to enroll, as the Trustees know, BCS **cannot** serve all students and families who wish to attend because we have many more applications than we have available spots in our classrooms. Each year, enrollment is determined by a public random drawing ("the lottery") that is held following our Open Enrollment period, using common enrollment preferences authorized by you, the County Board.

2. The Action Item incorrectly asserts without evidence that "the percentage of BCS's enrollment of some pupil groups has actually decreased." That is true only for the white student group. In fact, enrollment of almost all subgroups of students at BCS have remained steady in recent years, with statistically small increases or decreases. The only student group at BCS with a statistically significant decrease in enrollment is white students:
   2017 - 27.6%
   2018 - 25.8%
   2019 - 25.5%
   2020 - 22.5%

3. The Action Item incorrectly asserts without evidence that "Pupil groups that are underrepresented at BCS include:
   - English learners
   - Hispanic
   - Socioeconomically disadvantaged
   - Students with disabilities"

   In fact, based on data from the California School Dashboard:
   - English Learner enrollment percentage at BCS has been steadily increasing: 4.5% in 2019, 5.7% in 2020, and 6.7% in 2021, and the English Learner/Reclassified Fluent English Proficient enrollment percentage at BCS is on par with the district.
   - Hispanic student enrollment is steady: 4.2% in 2018, 3.8% in 2019, 3.9% in 2020, and 3.3% in 2021
   - SED student enrollment is steady: 1.6% in 2018, 1.2% in 2019, 1.4% in 2020, and 1.7% in 2021.
   - Enrollment of students with disabilities is steady: 6.9% in 2018, 7.0% in 2019, 6.7% in 2020, 6.7% in 2021.

   These percentages are similar to several LASD schools, and close to the averages for the district as a whole.

BCS appreciates diversity. We respect all students and families, and we appreciate the support of County Staff as we continue developing, improving, and implementing our Outreach Plan that will help BCS enroll an even more diverse student population.

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A Notice of Concern under Section 47607(e) is Statutorily Premature

Under Education Code § 47607(e)—the new code section that Action Item 7A explicitly purports to rely upon—the County Board may only submit a notice to a charter school for allegedly failing to serve all pupils who wish to attend based on data provided only "at the conclusion of the year immediately preceding the final year of the charter school's term." (See Ed. Code § 47607(d)-(e).) Furthermore, that notice must be based upon documentation provided by CDE at the end of that school year. (Id.) BCS's final year of its charter term is FY 2021-22, and thus the County Board and SCCOE are prohibited from submitting a notice under Education Code § 47607(e) before the end of this school year. Thus, Agenda Item 7A is premature and should be denied.

Because SCCOE staff cannot under any circumstance—for good reason or not—form a basis to issue a notice under Education Code § 47607(e) until the end of the school year, the County Board cannot, or at least should not, delegate authority to SCCOE to issue such a significant notice as a predicate to a non-renewal recommendation. Otherwise, the County Board is tainting what should be a fair renewal process, in violation of BCS' right to due process. And again, the Agenda Item here utterly fails to meet the County Board's burden—it fails to make any specific allegations let alone offer any reviewable, never mind substantial, evidence that BCS is not serving all pupils who wish to attend.

BCS is required to and does admit all students subject to capacity and, as stated in the current charter, the school describes the means by which the school will achieve a pupil balance reflective of the general population within the boundaries of LASD. The County Board and SCCOE staff have previously acknowledged BCS is not required to serve the exact percentage of a particular student group as LASD, but instead must "[offer] equal enrollment opportunities to all students" to meet its legal obligations.[1]

SCCOE Staff Conflates the Obligation to Admit All Students With the Description of the Means To Achieve Pupil Balance

The Charter Schools Act does not (and cannot) require BCS to enroll specific percentages of particular student subgroups. Instead, BCS is required to describe the school's means to achieve pupil balance reflective of the population residing within the local school district (LASD) in the charter petition. Charter schools cannot guarantee a reflective balance will occur because they are schools of choice required to admit all pupils. BCS's charter petition exceeds the statutory requirements by describing BCS's Outreach Recruitment Plan.

The Agenda Item 7A irresponsibly alleges without evidence that BCS is not serving sufficient percentages of certain student groups, yet the County Board and SCCOE staff previously considered and refuted similar claims from LASD. SCCOE issued a letter in response to a claim that BCS failed to

[1] See https://www.sccoe.org/supoffice/charter-schools-office/Documents/SCBOE%20Response%20to%20close%20BCS.pdf.

Documentary Record 000895

enroll the same percentage of special education pupils as LASD stating: "So long as BCS is offering equal enrollment opportunities to all students ... it is meeting its obligation."[2] Thus, it is inappropriate for the County Board to now authorize SCCOE staff to issue a notice here. And as demonstrated by facts, BCS has increased percentages among most pupil subgroups, except for the white student group.

BCS's Student Population Reflects General Population Residing within LASD, Is Growing More and More Diverse, and Our Outreach Recruitment Plan Increases Student Diversity

The Agenda Item claims BCS has "underrepresented" certain student groups, yet BCS reflects the geographic pupil balance of LASD (to the extent it can even be known—LASD has repeatedly refused to released data for in-District students, combining it with demographic data for out-of-District students it accepts for financial and other reasons). In fact, BCS is more racially and ethnically diverse than LASD in serving non-white student groups according to the latest California Dashboard data. Your Agenda Item claims four student groups are underrepresented and references that BCS's enrollment of certain groups has decreased. Yet, BCS's enrollment of three of the four listed student groups increased or remained steady as a percentage of total student population. Moreover, BCS serves a comparable percentage of these referenced student groups as many LASD schools.

BCS uses a public random drawing for enrollment and remains committed to recruit students of all backgrounds through the Outreach Recruitment Plan. Our extensive efforts have successfully increased diversity for student groups and we have discussed additional strategies with SCCOE staff. This includes the hiring of a staff member dedicated to increasing outreach and consequent diversity, and we are committed to continued deep engagement with the County Board and SCCOE staff on these important issues. However, instead of supporting BCS, this Agenda Item seeks to undermine BCS by creating a superficial notice outside of the parameters of the statutory renewal process.

We appreciate this opportunity to address the Agenda Item's erroneous claims regarding BCS's enrollment practices and the law. There is no "violation" evidenced; and no "cure" proposed. We request that the County Board deny or take no action on Agenda Item 7. The County Board should not delegate broad authority to SCCOE staff to issue a notice that is premature under Education § 47607(e) and wholly lacking in evidentiary support. To the extent SCCOE staff has questions or suggestions regarding BCS's enrollment practices and outreach efforts, we are more than happy to work with them.

Sincerely,

Maureen Israel
Superintendent
Bullis Charter School

[2] See https://www.sccoe.org/supoffice/charter-schools-office/Documents/SCBOE%20Response%20to%20close%20BCS.pdf.

Documentary Record 000896

Attachment 2

Documentary Record 000897

Bullis Charter School Petition

California Department of Education

DataQuest Home / Enrollment Report

Enrollment Multi-Year Summary by Ethnicity

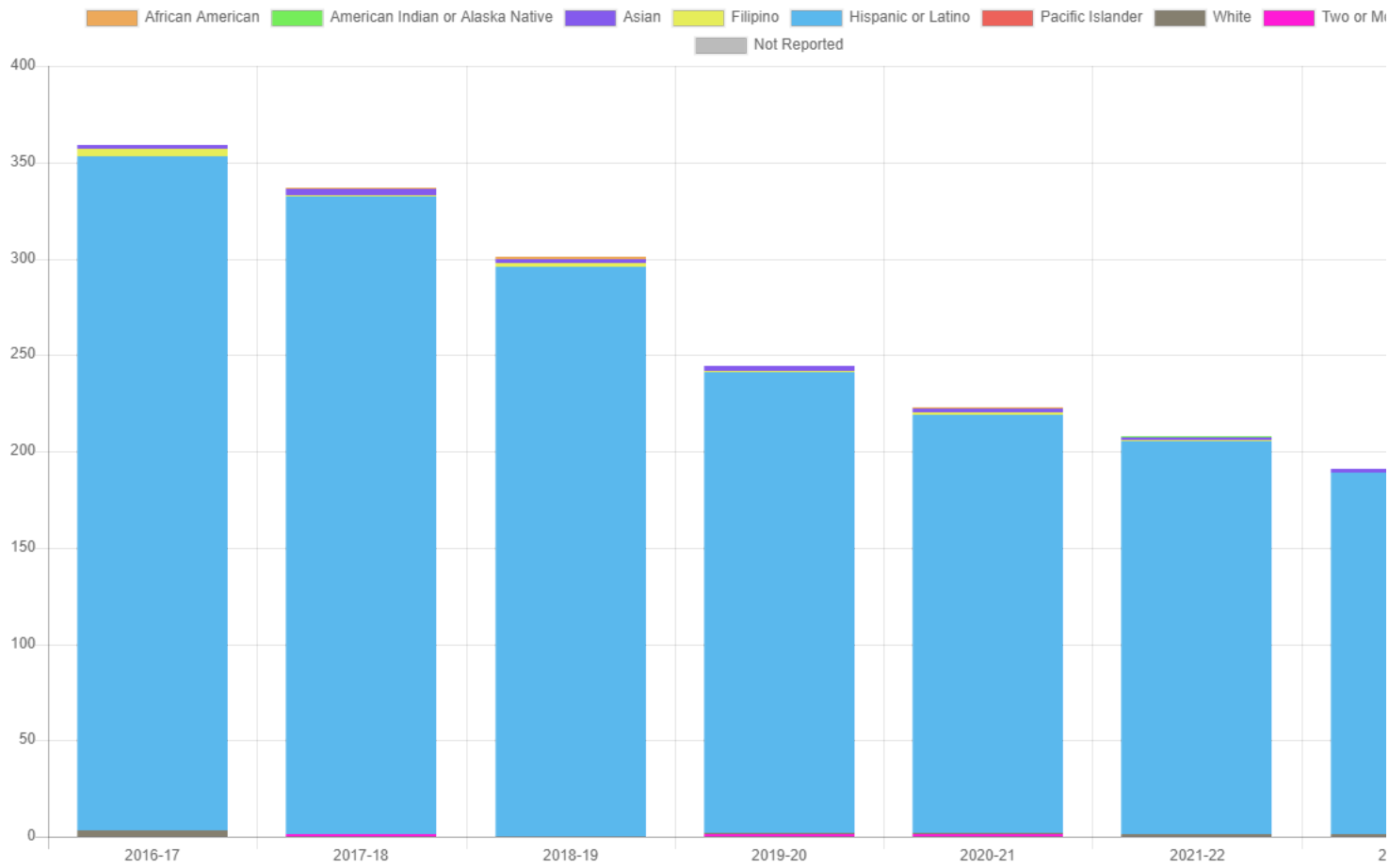
ACE Charter Report (43-10439-0116814)

+ Report Description

+ Report Options and Filters

Academic Year	Total	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White	Two or More Races	Not Reported
2022-23	**191**	0.0%	0.0%	1.0%	0.0%	98.4%	0.0%	0.5%	0.0%	0.0%
2021-22	**208**	0.0%	0.5%	0.5%	0.5%	98.1%	0.0%	0.5%	0.0%	0.0%
2020-21	**223**	0.4%	0.0%	0.9%	0.4%	97.3%	0.0%	0.4%	0.4%	0.0%
2019-20	**244**	0.0%	0.0%	0.8%	0.4%	98.0%	0.0%	0.4%	0.4%	0.0%
2018-19	**301**	0.3%	0.0%	0.7%	0.7%	98.3%	0.0%	0.0%	0.0%	0.0%
2017-18	**337**	0.3%	0.0%	0.9%	0.3%	98.2%	0.0%	0.0%	0.3%	0.0%
2016-17	**359**	0.0%	0.0%	0.6%	1.1%	97.5%	0.0%	0.8%	0.0%	0.0%

Enrollment by Ethnicity



Documentary Record 000898

Documentary Record 000899

Bullis Charter School Petition

California Department of Education

DataQuest Home / Enrollment Report

Enrollment Multi-Year Summary by Ethnicity

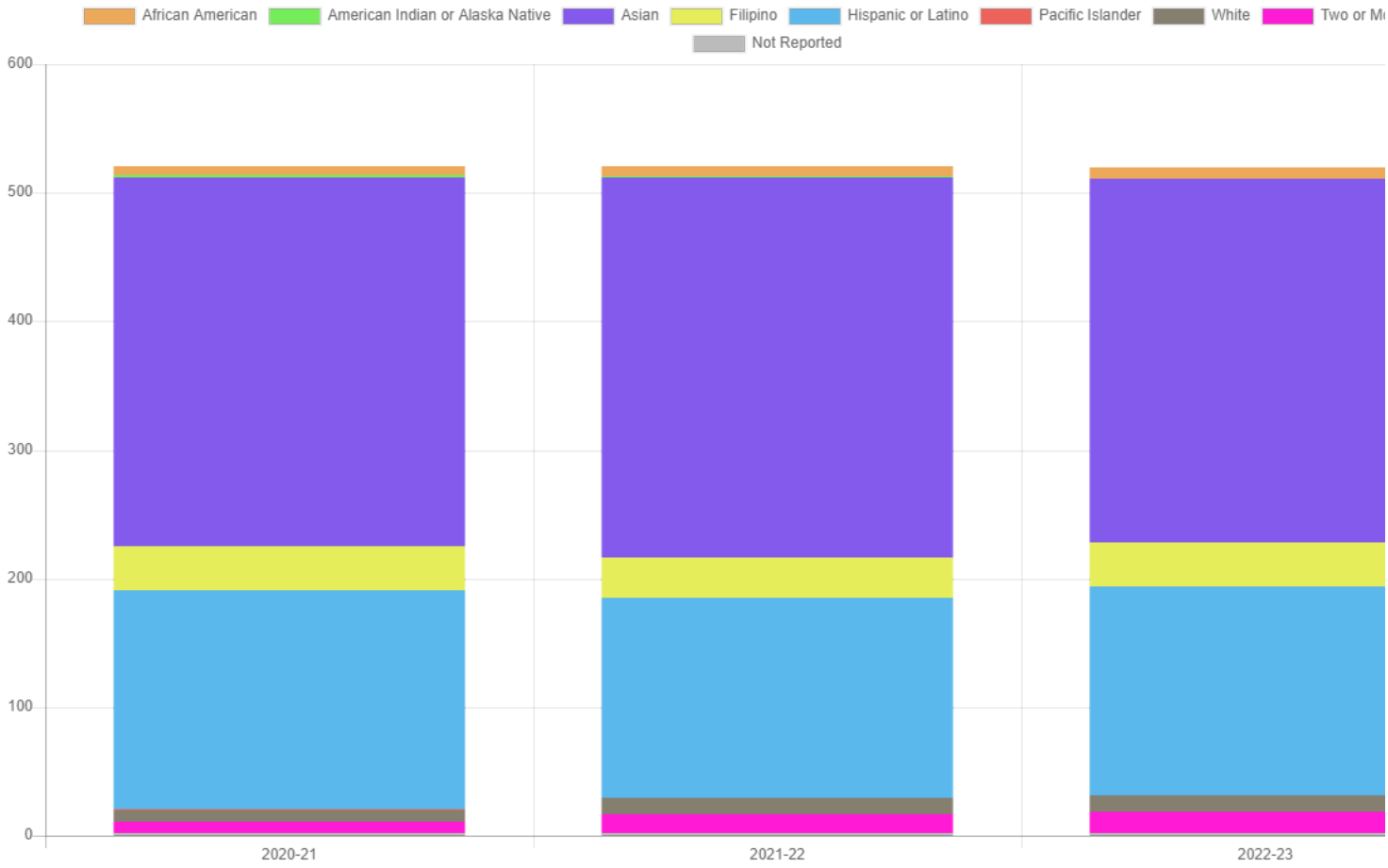
Alpha: Cornerstone Academy Preparatory Report (43-10439-0121483)

+ Report Description

+ Report Options and Filters

Academic Year	Total	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White	Two or More Races	Not Reported
2022-23	**520**	1.7%	0.0%	54.4%	6.5%	31.3%	0.0%	2.3%	3.3%	0.4%
2021-22	**521**	1.5%	0.2%	56.8%	6.0%	29.9%	0.0%	2.3%	2.9%	0.4%
2020-21	**521**	1.3%	0.4%	55.1%	6.5%	32.6%	0.2%	1.7%	1.7%	0.4%

Enrollment by Ethnicity



Documentary Record 000900

Bullis Charter School Petition

California Department of Education

DataQuest Home / Enrollment Report

Enrollment Multi-Year Summary by Ethnicity

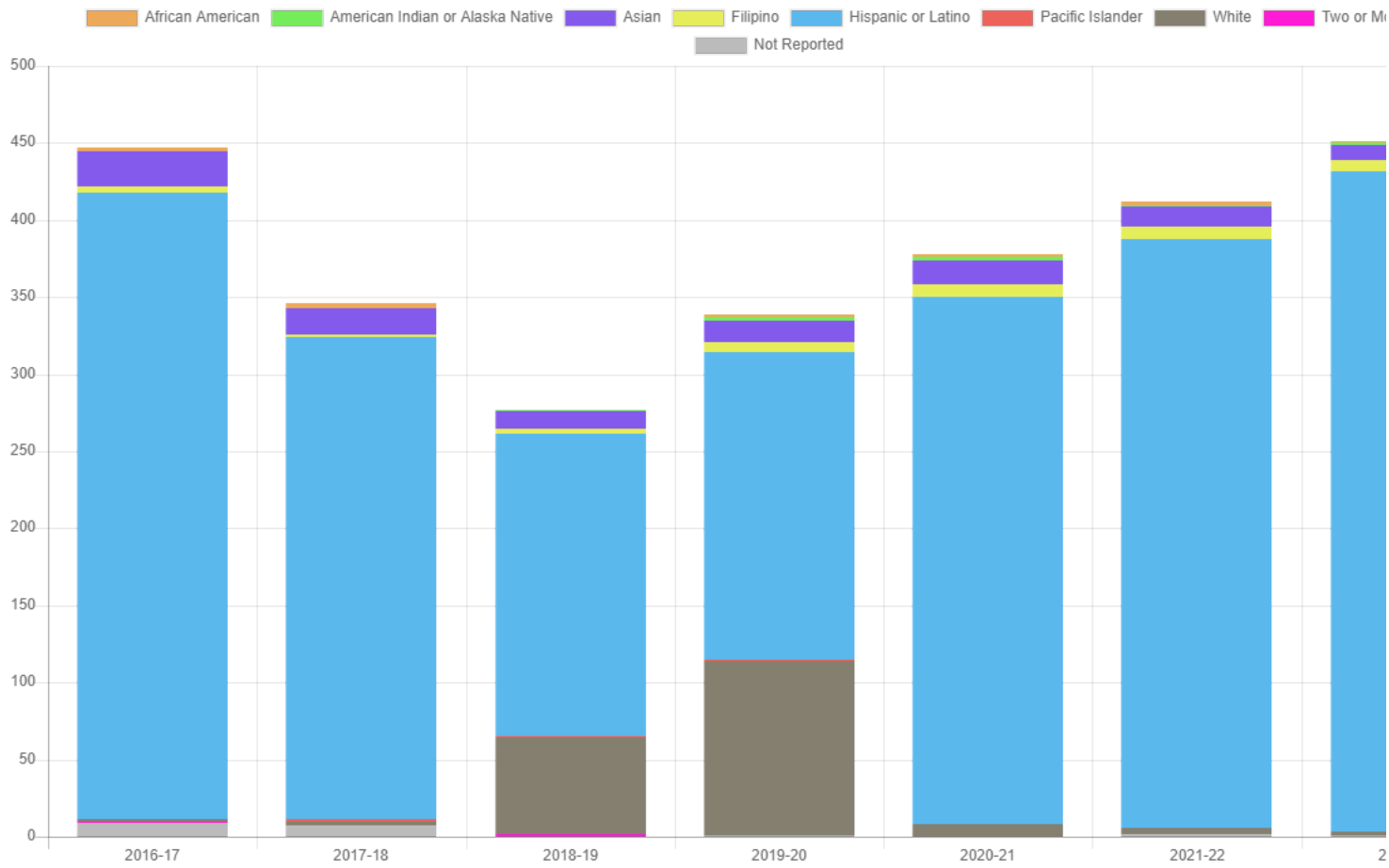
Alpha: Jose Hernandez Middle Report (43-10439-0129213)

+ Report Description

+ Report Options and Filters

Academic Year	Total	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White	Two or More Races	Not Reported
2022-23	**451**	0.2%	0.2%	2.2%	1.6%	95.1%	0.0%	0.4%	0.0%	0.2%
2021-22	**412**	0.5%	0.2%	3.2%	1.9%	92.7%	0.0%	1.0%	0.0%	0.5%
2020-21	**378**	0.5%	0.5%	4.2%	2.1%	90.5%	0.0%	2.1%	0.0%	0.0%
2019-20	**339**	0.6%	0.6%	4.1%	2.1%	58.7%	0.3%	33.3%	0.0%	0.3%
2018-19	**277**	0.0%	0.4%	4.0%	1.4%	70.8%	0.4%	22.4%	0.7%	0.0%
2017-18	**346**	0.9%	0.0%	4.9%	0.6%	90.5%	0.3%	0.9%	0.0%	2.0%
2016-17	**447**	0.4%	0.0%	5.1%	0.9%	91.1%	0.0%	0.2%	0.2%	2.0%

Enrollment by Ethnicity



Documentary Record 000901

Documentary Record 000902

Bullis Charter School Petition

California Department of Education

DataQuest Home / Enrollment Report

Enrollment Multi-Year Summary by Ethnicity

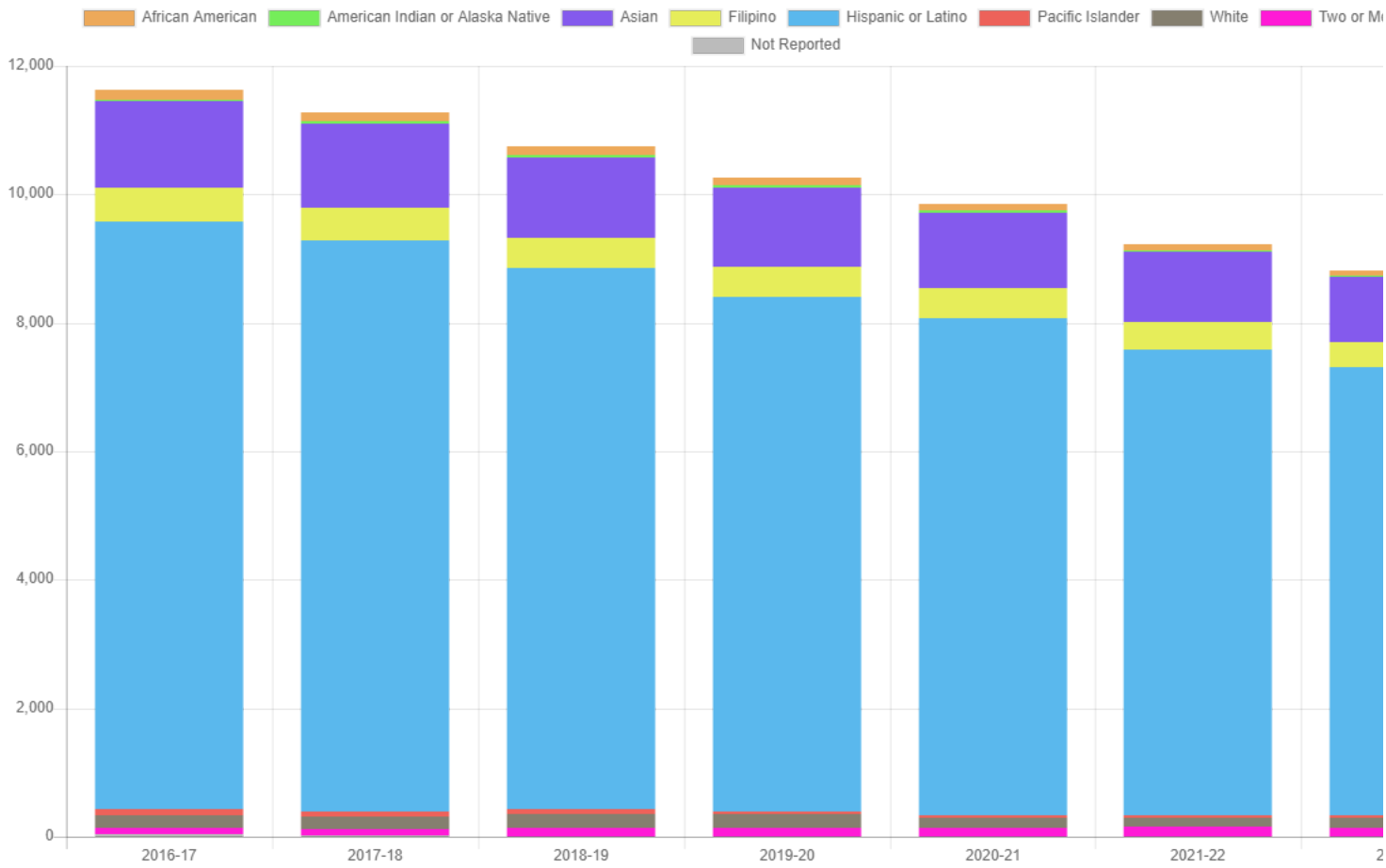
Alum Rock Union Elementary Report (43-69369)

+ Report Description

+ Report Options and Filters

Academic Year	Total	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White	Two or More Races	Not Reported
2022-23	**8,807**	0.9%	0.2%	11.5%	4.5%	79.3%	0.4%	1.7%	1.6%	0.0%
2021-22	**9,226**	1.1%	0.2%	11.9%	4.6%	78.6%	0.3%	1.5%	1.6%	0.1%
2020-21	**9,850**	1.0%	0.3%	12.1%	4.7%	78.5%	0.4%	1.6%	1.4%	0.0%
2019-20	**10,264**	1.2%	0.3%	12.1%	4.5%	78.0%	0.4%	2.1%	1.3%	0.0%
2018-19	**10,744**	1.2%	0.3%	11.8%	4.3%	78.4%	0.7%	2.1%	1.2%	0.0%
2017-18	**11,270**	1.2%	0.2%	11.7%	4.5%	78.9%	0.7%	1.7%	0.9%	0.1%
2016-17	**11,624**	1.3%	0.2%	11.5%	4.6%	78.8%	0.8%	1.7%	0.9%	0.3%

Enrollment by Ethnicity



Documentary Record 000903

Documentary Record 000904

Bullis Charter School Petition

California Department of Education

DataQuest Home / Enrollment Report

Enrollment Multi-Year Summary by Ethnicity

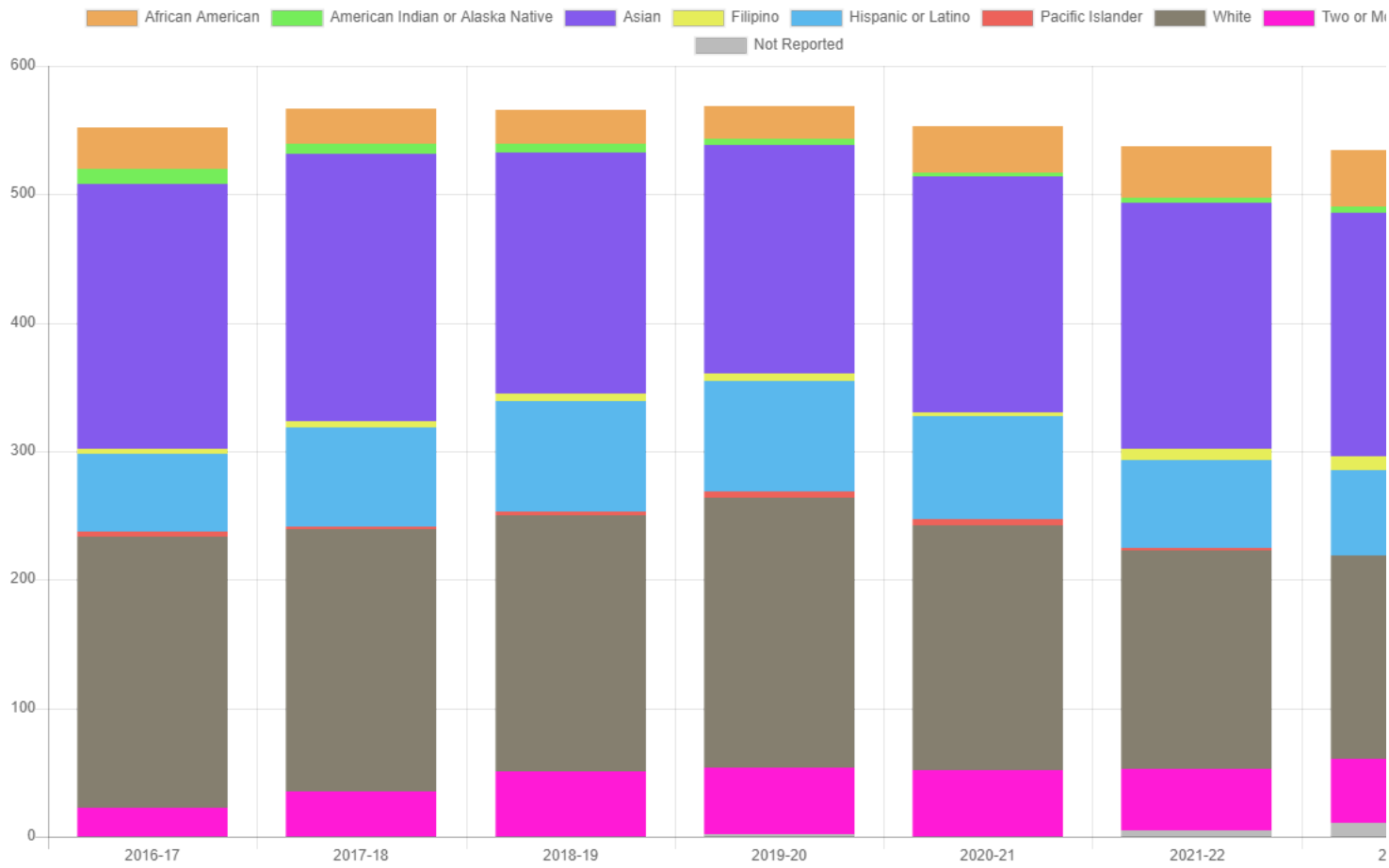
Discovery Charter Report (43-10439-0111880)

+ Report Description

+ Report Options and Filters

Academic Year	Total	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White	Two or More Races	Not Reported
2022-23	**535**	8.2%	0.9%	35.5%	2.1%	12.3%	0.0%	29.5%	9.3%	2.1%
2021-22	**537**	7.4%	0.7%	35.6%	1.7%	12.7%	0.4%	31.7%	8.9%	0.9%
2020-21	**553**	6.5%	0.5%	33.3%	0.5%	14.5%	0.9%	34.4%	9.4%	0.0%
2019-20	**569**	4.6%	0.9%	31.1%	1.1%	15.1%	0.9%	36.9%	9.1%	0.4%
2018-19	**566**	4.8%	1.1%	33.2%	1.1%	15.2%	0.5%	35.2%	9.0%	0.0%
2017-18	**567**	4.9%	1.2%	36.9%	0.7%	13.8%	0.4%	36.0%	6.2%	0.0%
2016-17	**552**	5.8%	2.2%	37.3%	0.7%	11.1%	0.5%	38.4%	4.0%	0.0%

Enrollment by Ethnicity



Documentary Record 000905

Documentary Record 000906

Bullis Charter School Petition

California Department of Education

DataQuest Home / Enrollment Report

Enrollment Multi-Year Summary by Ethnicity

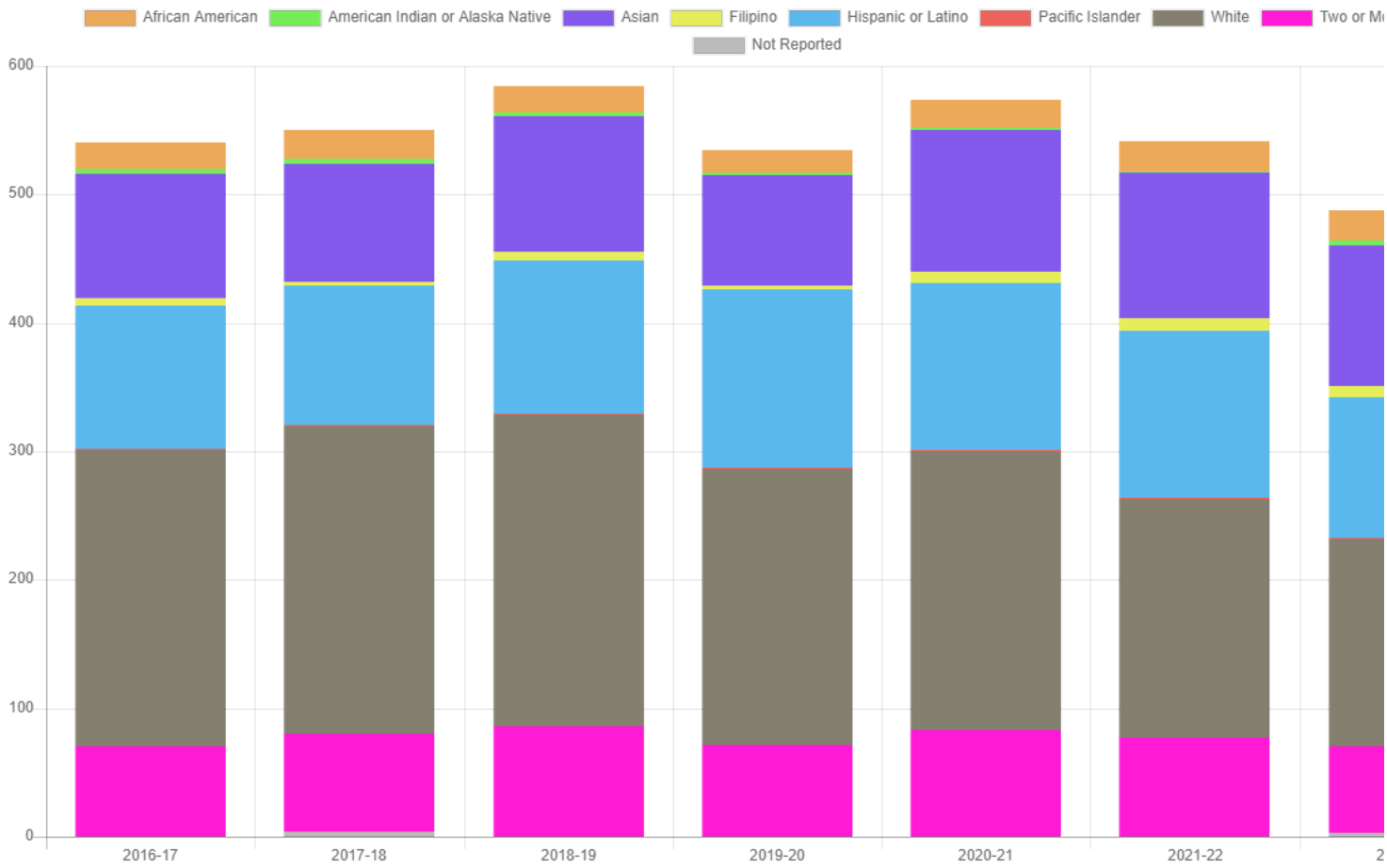
Discovery Charter II Report (43-10439-0127969)

+ Report Description

+ Report Options and Filters

Academic Year	Total	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White	Two or More Races	Not Reported
2022-23	**488**	4.9%	0.8%	22.3%	1.8%	22.3%	0.2%	33.2%	13.7%	0.6%
2021-22	**541**	4.3%	0.2%	20.9%	1.8%	24.0%	0.2%	34.4%	14.2%	0.0%
2020-21	**574**	3.8%	0.3%	19.2%	1.6%	22.6%	0.2%	37.8%	14.5%	0.0%
2019-20	**535**	3.4%	0.4%	16.1%	0.6%	26.0%	0.2%	40.2%	13.3%	0.0%
2018-19	**584**	3.4%	0.5%	18.2%	1.0%	20.5%	0.2%	41.4%	14.7%	0.0%
2017-18	**550**	4.0%	0.7%	16.7%	0.5%	19.6%	0.2%	43.6%	13.8%	0.7%
2016-17	**540**	3.7%	0.7%	18.0%	1.1%	20.6%	0.2%	42.8%	13.0%	0.0%

Enrollment by Ethnicity



Documentary Record 000907

Documentary Record 000908

Bullis Charter School Petition

California Department of Education

DataQuest Home / Enrollment Report

Enrollment Multi-Year Summary by Ethnicity

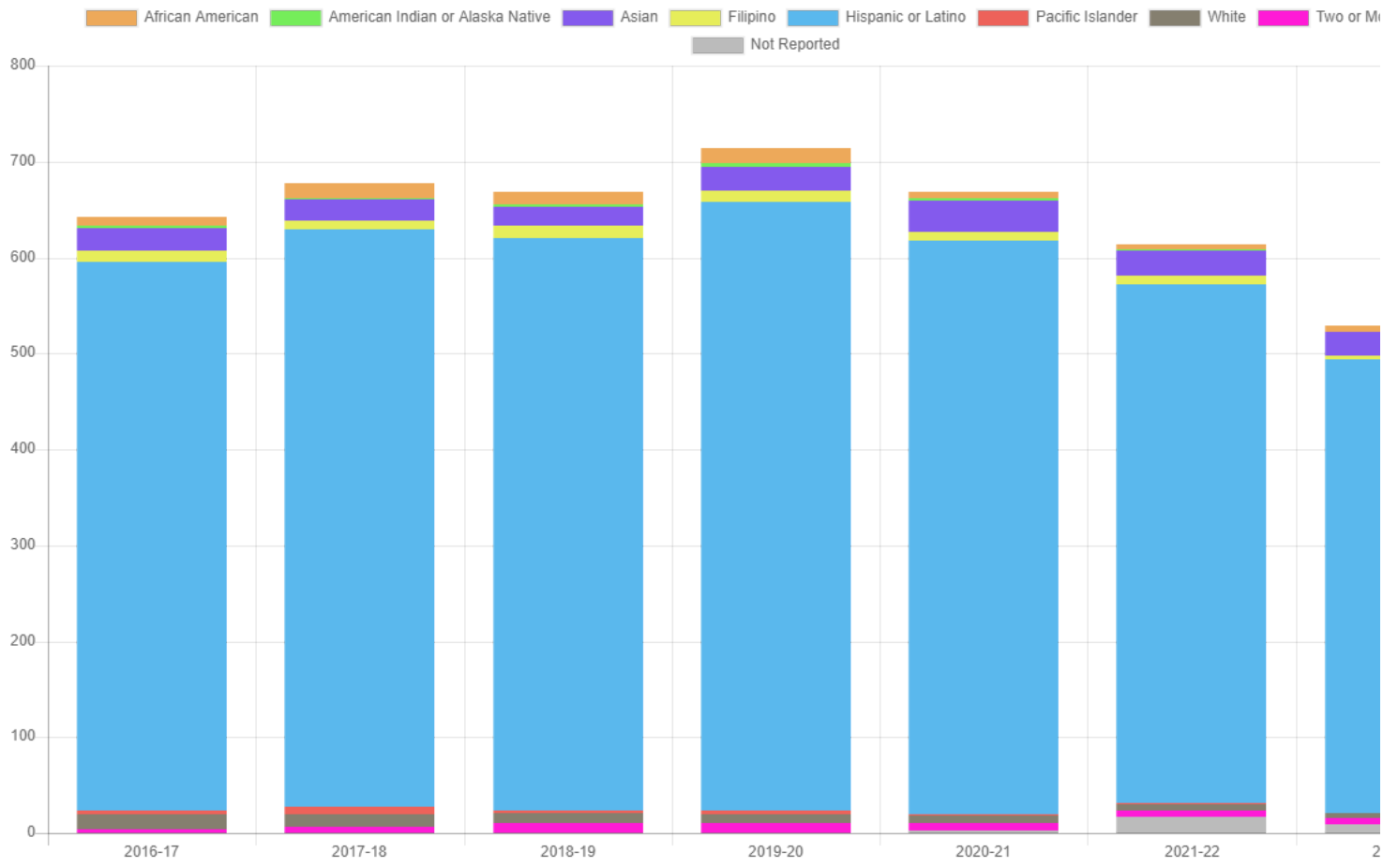
Downtown College Prep - Alum Rock Report (43-10439-0123257)

+ Report Description

+ Report Options and Filters

Academic Year	Total	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White	Two or More Races	Not Reported
2022-23	**529**	1.3%	0.0%	4.5%	0.8%	89.4%	0.0%	0.9%	1.3%	1.7%
2021-22	**614**	1.0%	0.2%	4.2%	1.5%	88.1%	0.2%	1.1%	1.0%	2.8%
2020-21	**669**	1.0%	0.4%	4.8%	1.5%	89.2%	0.3%	1.0%	1.2%	0.4%
2019-20	**714**	2.2%	0.6%	3.4%	1.7%	88.9%	0.4%	1.3%	1.5%	0.0%
2018-19	**668**	1.9%	0.3%	3.0%	1.9%	89.4%	0.3%	1.6%	1.5%	0.0%
2017-18	**677**	2.2%	0.3%	3.1%	1.5%	88.9%	1.0%	1.9%	1.0%	0.0%
2016-17	**642**	1.4%	0.3%	3.7%	1.7%	89.1%	0.6%	2.5%	0.6%	0.0%

Enrollment by Ethnicity



Documentary Record 000909

Documentary Record 000910

Bullis Charter School Petition

California Department of Education

DataQuest Home / Enrollment Report

Enrollment Multi-Year Summary by Ethnicity

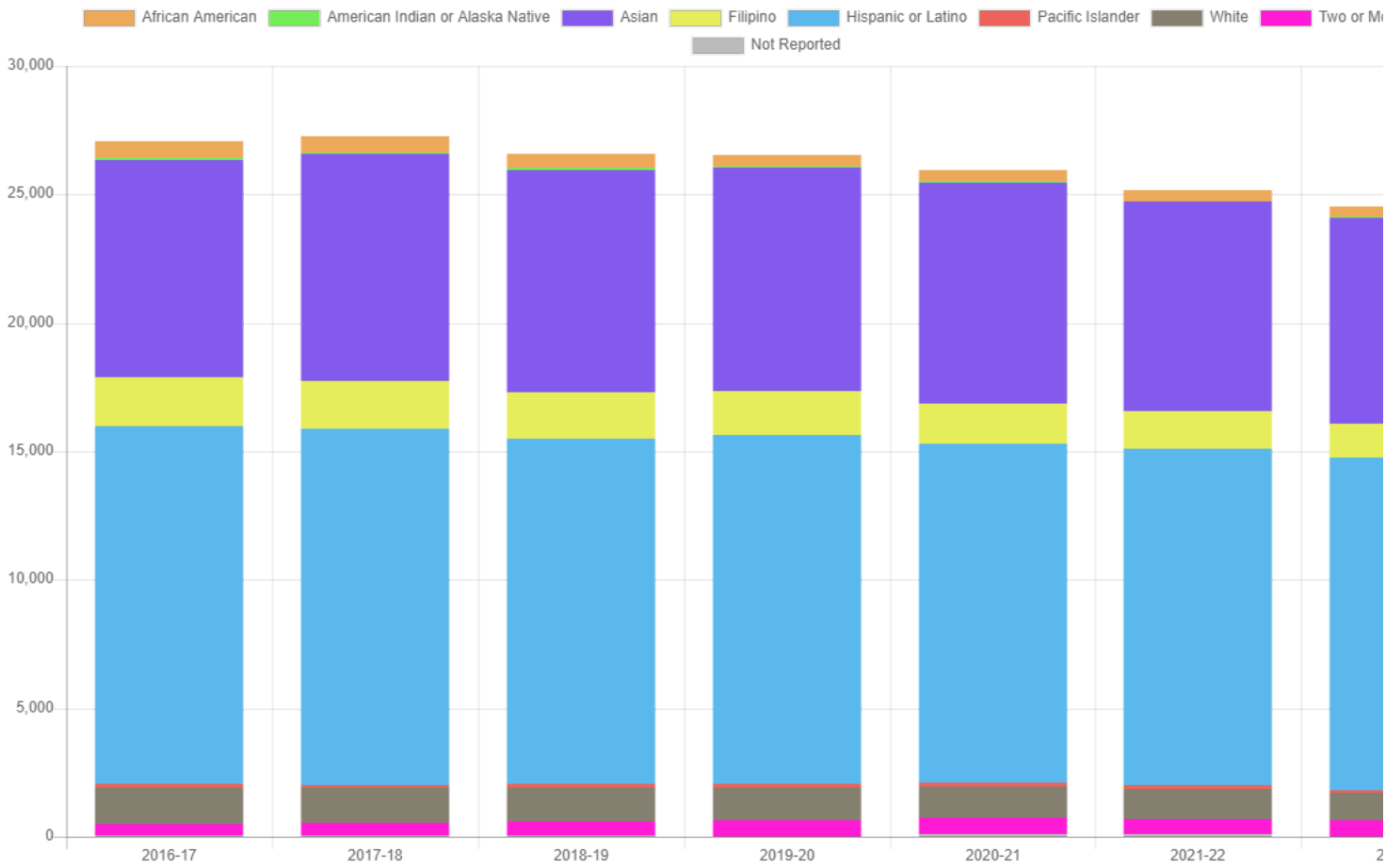
East Side Union High Report (43-69427)

+ **Report Description**

+ **Report Options and Filters**

Academic Year	Total	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White	Two or More Races	Not Reported
2022-23	**24,514**	1.6%	0.2%	32.5%	5.5%	52.7%	0.5%	4.4%	2.5%	0.1%
2021-22	**25,174**	1.7%	0.2%	32.3%	5.7%	52.1%	0.6%	4.6%	2.4%	0.3%
2020-21	**25,946**	1.8%	0.2%	33.0%	6.1%	50.9%	0.6%	4.7%	2.4%	0.3%
2019-20	**26,537**	1.8%	0.2%	32.7%	6.5%	51.2%	0.6%	4.8%	2.3%	0.1%
2018-19	**26,568**	2.1%	0.2%	32.7%	6.8%	50.5%	0.5%	4.9%	2.1%	0.2%
2017-18	**27,263**	2.3%	0.3%	32.4%	6.9%	50.8%	0.5%	4.9%	1.9%	0.1%
2016-17	**27,049**	2.4%	0.3%	31.2%	7.0%	51.6%	0.5%	5.3%	1.7%	0.2%

Enrollment by Ethnicity



Documentary Record 000911

Documentary Record 000912

Bullis Charter School Petition

California Department of Education

DataQuest Home / Enrollment Report

Enrollment Multi-Year Summary by Ethnicity

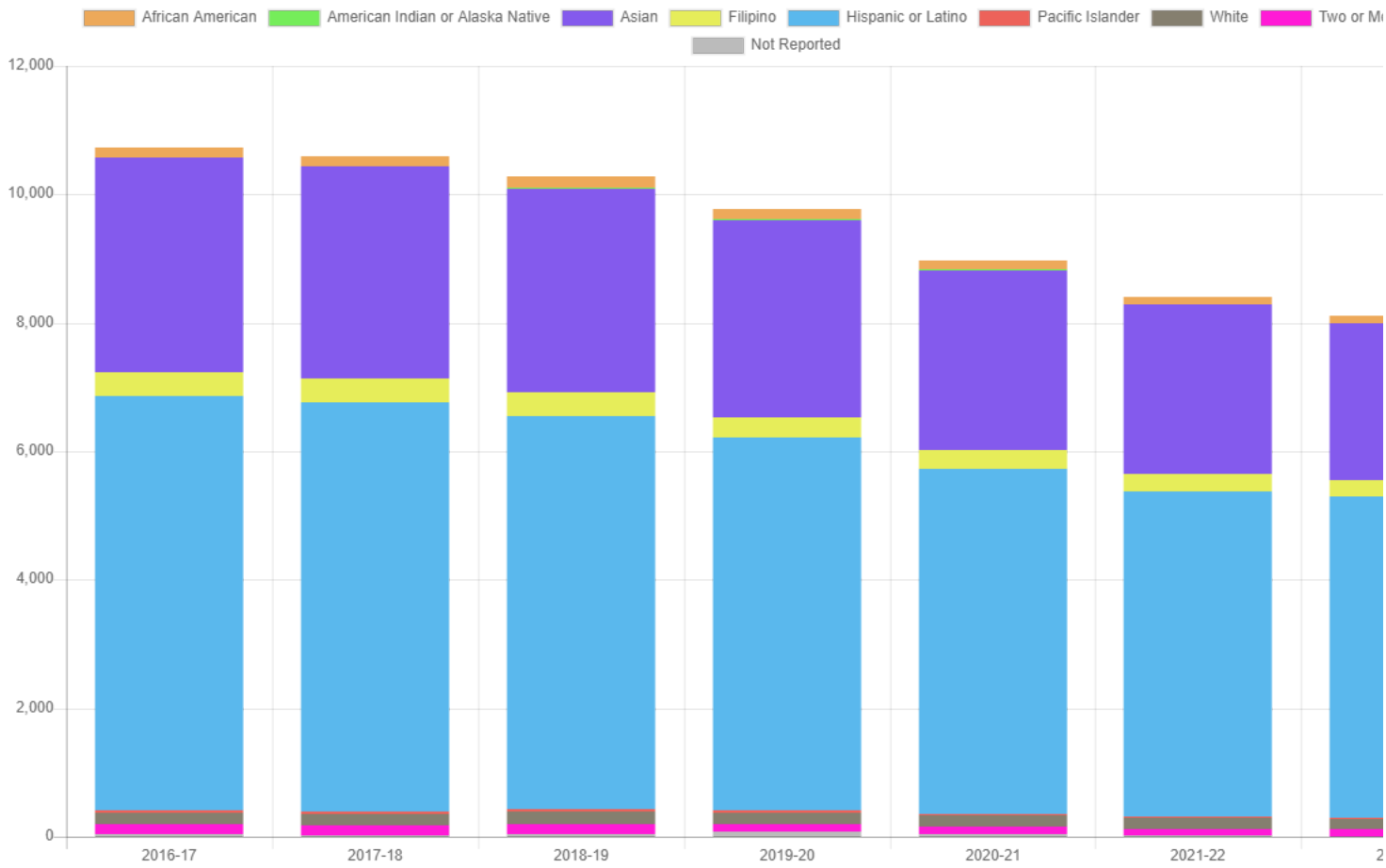
Franklin-McKinley Elementary Report (43-69450)

+ Report Description

+ Report Options and Filters

Academic Year	Total	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White	Two or More Races	Not Reported
2022-23	**8,107**	1.4%	0.1%	30.1%	3.0%	61.7%	0.3%	1.9%	1.4%	0.1%
2021-22	**8,402**	1.4%	0.1%	31.3%	3.2%	60.2%	0.3%	2.0%	1.4%	0.1%
2020-21	**8,980**	1.7%	0.1%	31.2%	3.3%	59.8%	0.3%	2.0%	1.2%	0.4%
2019-20	**9,775**	1.7%	0.1%	31.3%	3.3%	59.4%	0.3%	1.8%	1.3%	0.7%
2018-19	**10,275**	1.7%	0.1%	30.9%	3.6%	59.5%	0.4%	1.9%	1.5%	0.4%
2017-18	**10,596**	1.5%	0.1%	31.1%	3.5%	60.2%	0.3%	1.6%	1.5%	0.2%
2016-17	**10,735**	1.5%	0.1%	31.0%	3.4%	60.2%	0.3%	1.7%	1.4%	0.3%

Enrollment by Ethnicity



Documentary Record 000913

Documentary Record 000914

Bullis Charter School Petition

California Department of Education

DataQuest Home / Enrollment Report

Enrollment Multi-Year Summary by Ethnicity

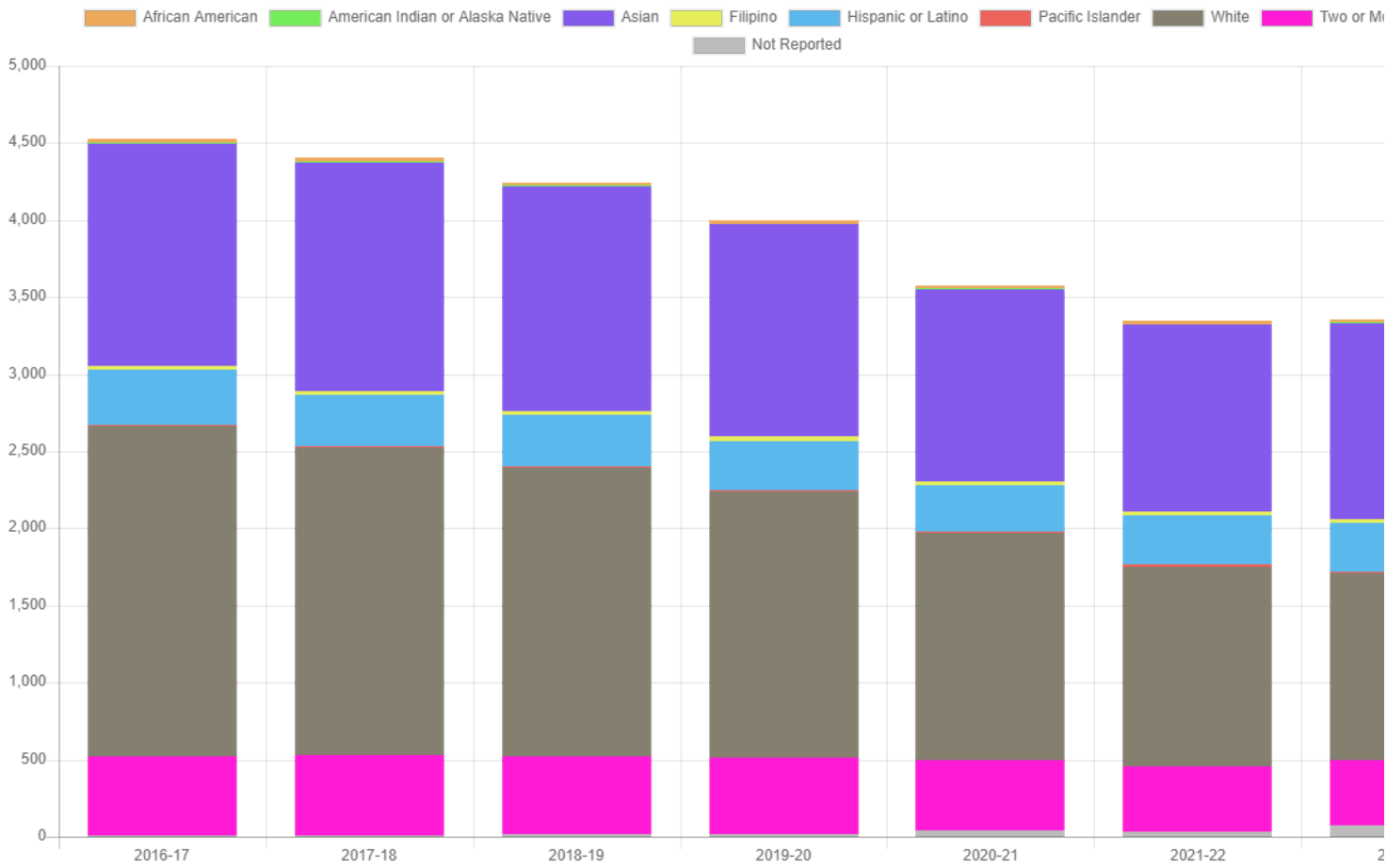
Los Altos Elementary Report (43-69518)

+ Report Description

+ Report Options and Filters

Academic Year	Total	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White	Two or More Races	Not Reported
2022-23	**3,355**	0.5%	0.1%	38.0%	0.7%	9.4%	0.3%	36.2%	12.6%	2.1%
2021-22	**3,347**	0.6%	0.1%	36.3%	0.7%	9.6%	0.3%	38.8%	12.8%	0.9%
2020-21	**3,576**	0.6%	0.1%	34.8%	0.7%	8.4%	0.3%	41.1%	12.7%	1.2%
2019-20	**3,999**	0.6%	0.2%	34.4%	0.6%	8.0%	0.2%	43.2%	12.4%	0.4%
2018-19	**4,246**	0.5%	0.2%	34.2%	0.6%	7.9%	0.2%	44.0%	12.0%	0.3%
2017-18	**4,403**	0.5%	0.2%	33.6%	0.6%	7.6%	0.2%	45.4%	11.7%	0.2%
2016-17	**4,527**	0.5%	0.2%	31.9%	0.6%	8.0%	0.1%	47.3%	11.4%	0.1%

Enrollment by Ethnicity



Documentary Record 000915

Documentary Record 000916

Bullis Charter School Petition

California Department of Education

DataQuest Home / Enrollment Report

Enrollment Multi-Year Summary by Ethnicity

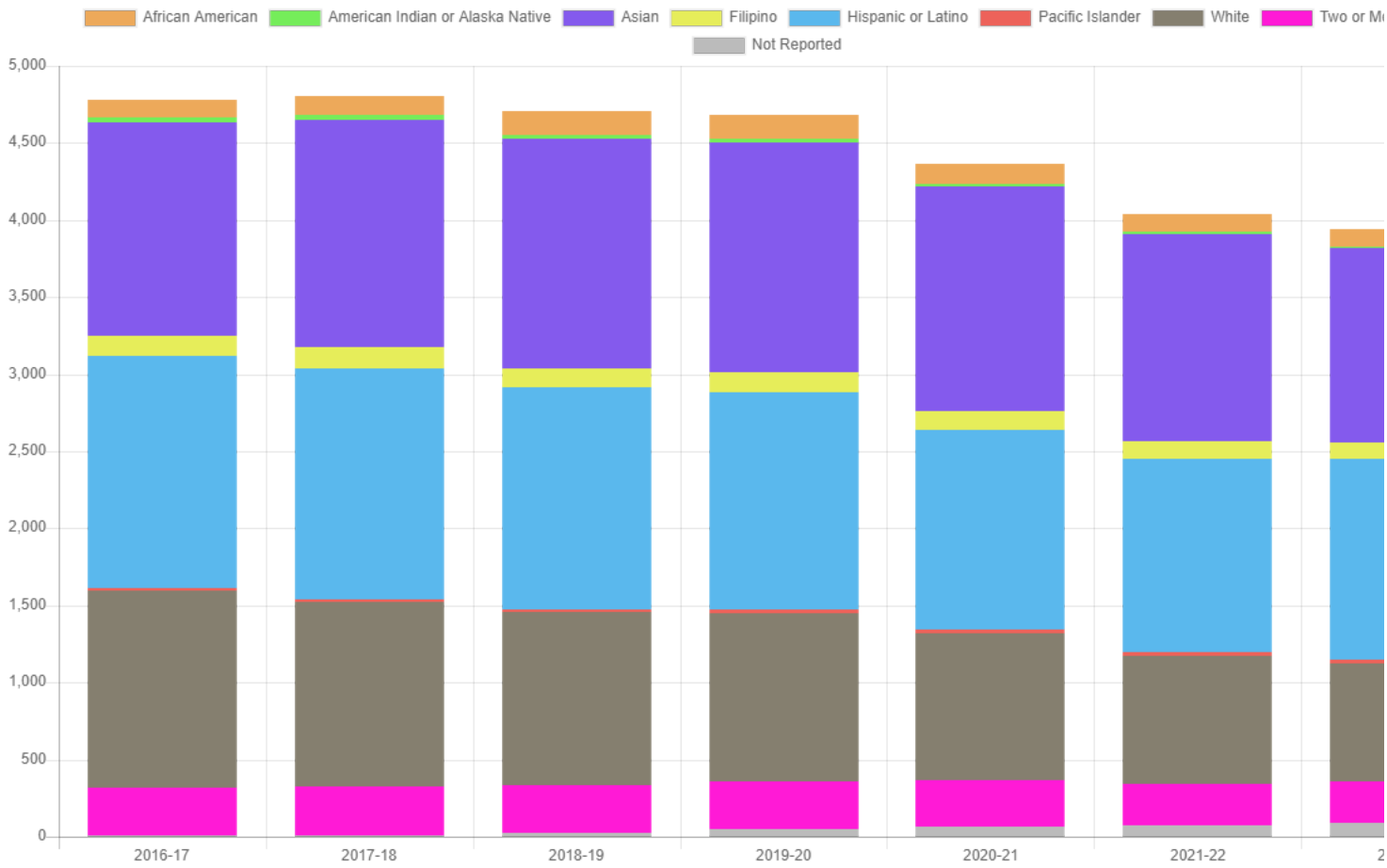
Moreland Report (43-69575)

+ **Report Description**

+ **Report Options and Filters**

Academic Year	Total	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White	Two or More Races	Not Reported
2022-23	**3,940**	2.8%	0.3%	32.0%	2.8%	32.9%	0.7%	19.3%	6.8%	2.3%
2021-22	**4,043**	2.9%	0.4%	33.3%	2.9%	30.9%	0.7%	20.5%	6.5%	1.9%
2020-21	**4,364**	3.0%	0.4%	33.3%	2.7%	29.8%	0.5%	21.9%	6.9%	1.5%
2019-20	**4,683**	3.3%	0.4%	31.9%	2.8%	30.1%	0.4%	23.3%	6.7%	1.0%
2018-19	**4,703**	3.1%	0.6%	31.7%	2.7%	30.6%	0.4%	23.8%	6.6%	0.6%
2017-18	**4,805**	2.6%	0.7%	30.7%	2.7%	31.2%	0.3%	25.0%	6.6%	0.2%
2016-17	**4,780**	2.4%	0.7%	28.9%	2.9%	31.4%	0.3%	26.8%	6.5%	0.1%

Enrollment by Ethnicity



Documentary Record 000917

Documentary Record 000918

Bullis Charter School Petition

California Department of Education

DataQuest Home / Enrollment Report

Enrollment Multi-Year Summary by Ethnicity

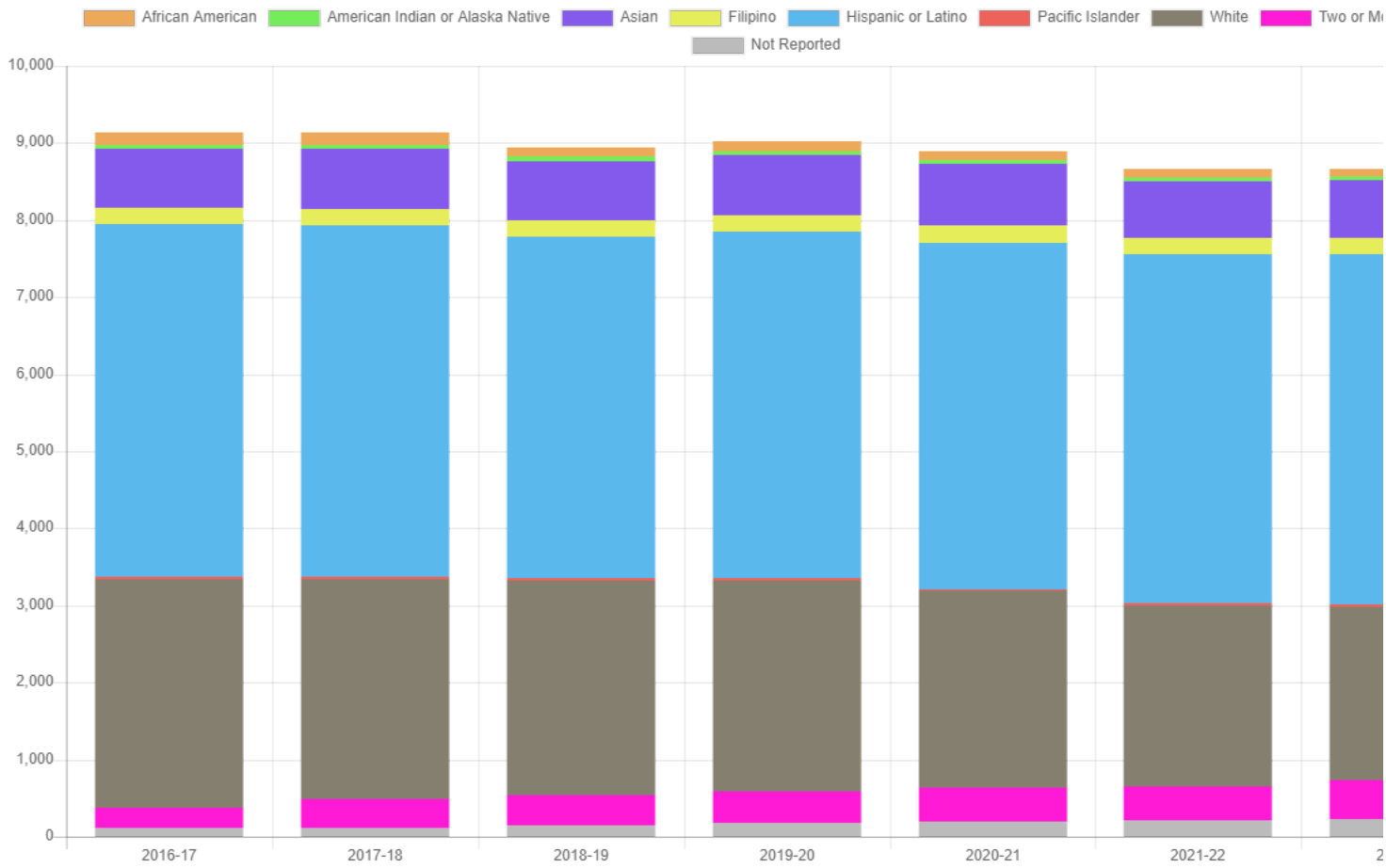
Morgan Hill Unified Report (43-69583)

+ **Report Description**

+ **Report Options and Filters**

Academic Year	Total	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White	Two or More Races	Not Reported
2022-23	**8,667**	1.2%	0.4%	8.7%	2.4%	52.5%	0.4%	26.0%	5.7%	2.7%
2021-22	**8,664**	1.4%	0.5%	8.5%	2.5%	52.1%	0.4%	27.0%	5.1%	2.5%
2020-21	**8,894**	1.4%	0.5%	8.9%	2.6%	50.5%	0.3%	28.6%	4.9%	2.2%
2019-20	**9,022**	1.4%	0.5%	8.7%	2.3%	49.8%	0.4%	30.2%	4.5%	2.0%
2018-19	**8,945**	1.4%	0.6%	8.6%	2.3%	49.6%	0.4%	31.2%	4.3%	1.7%
2017-18	**9,133**	1.7%	0.6%	8.5%	2.3%	50.0%	0.4%	31.3%	4.0%	1.3%
2016-17	**9,137**	1.8%	0.5%	8.4%	2.3%	50.0%	0.4%	32.5%	2.8%	1.2%

Enrollment by Ethnicity



Documentary Record 000919

Documentary Record 000920

Bullis Charter School Petition

California Department of Education

DataQuest Home / Enrollment Report

Enrollment Multi-Year Summary by Ethnicity

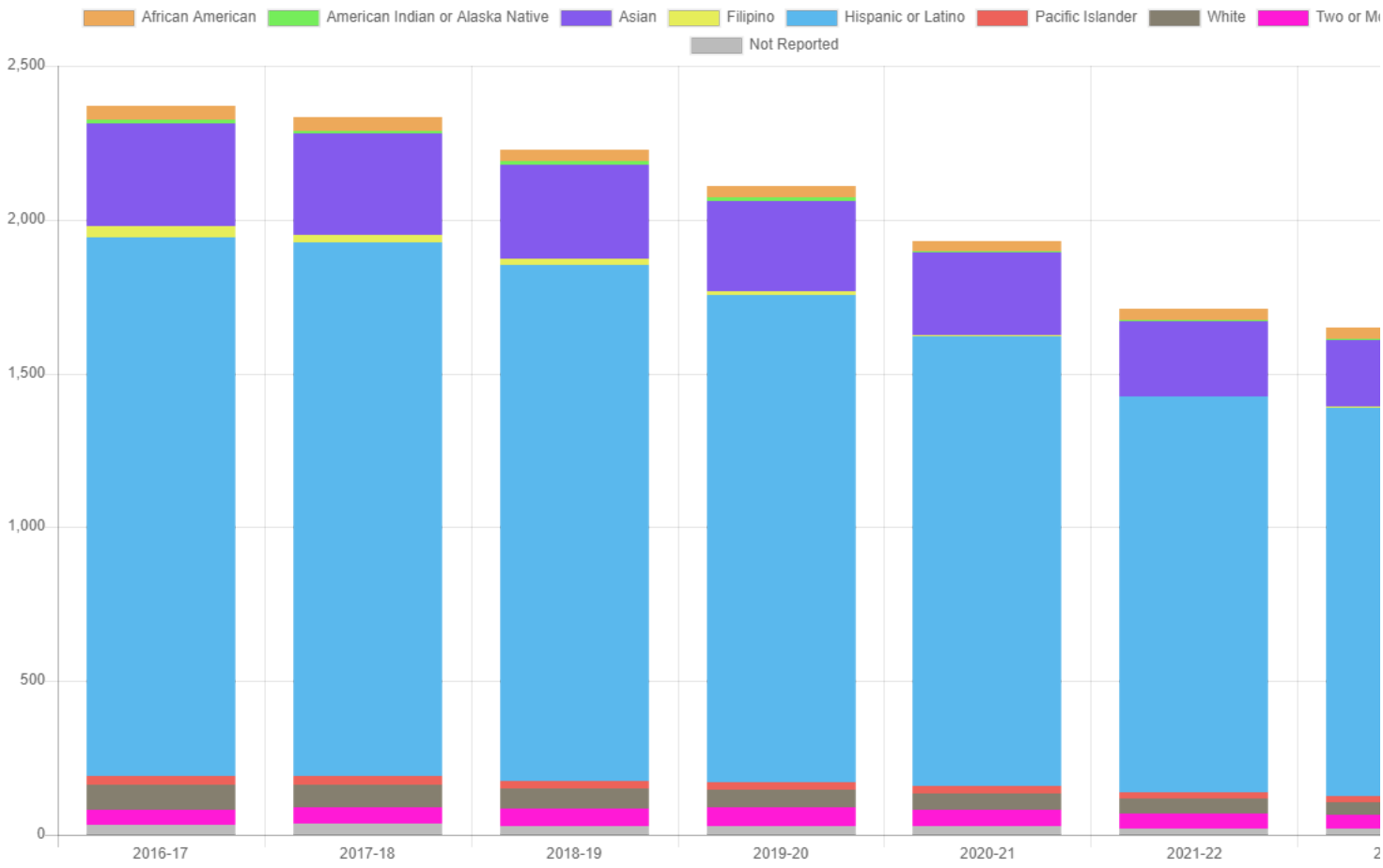
Mount Pleasant Elementary Report (43-69617)

+ Report Description

+ Report Options and Filters

Academic Year	Total	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White	Two or More Races	Not Reported
2022-23	**1,648**	2.1%	0.2%	13.3%	0.1%	76.8%	1.2%	2.4%	2.7%	1.3%
2021-22	**1,710**	2.0%	0.2%	14.3%	0.1%	75.2%	1.2%	2.8%	2.9%	1.2%
2020-21	**1,929**	1.7%	0.2%	13.9%	0.3%	75.7%	1.3%	2.6%	2.7%	1.6%
2019-20	**2,110**	1.8%	0.4%	14.0%	0.6%	75.0%	1.2%	2.7%	2.8%	1.4%
2018-19	**2,229**	1.8%	0.4%	13.7%	0.9%	75.2%	1.1%	3.0%	2.5%	1.3%
2017-18	**2,333**	1.9%	0.3%	14.2%	1.1%	74.2%	1.3%	3.2%	2.2%	1.6%
2016-17	**2,371**	2.0%	0.5%	14.2%	1.5%	73.8%	1.3%	3.3%	2.2%	1.3%

Enrollment by Ethnicity



Documentary Record 000921

Documentary Record 000922

Bullis Charter School Petition

California Department of Education

DataQuest Home / Enrollment Report

Enrollment Multi-Year Summary by Ethnicity

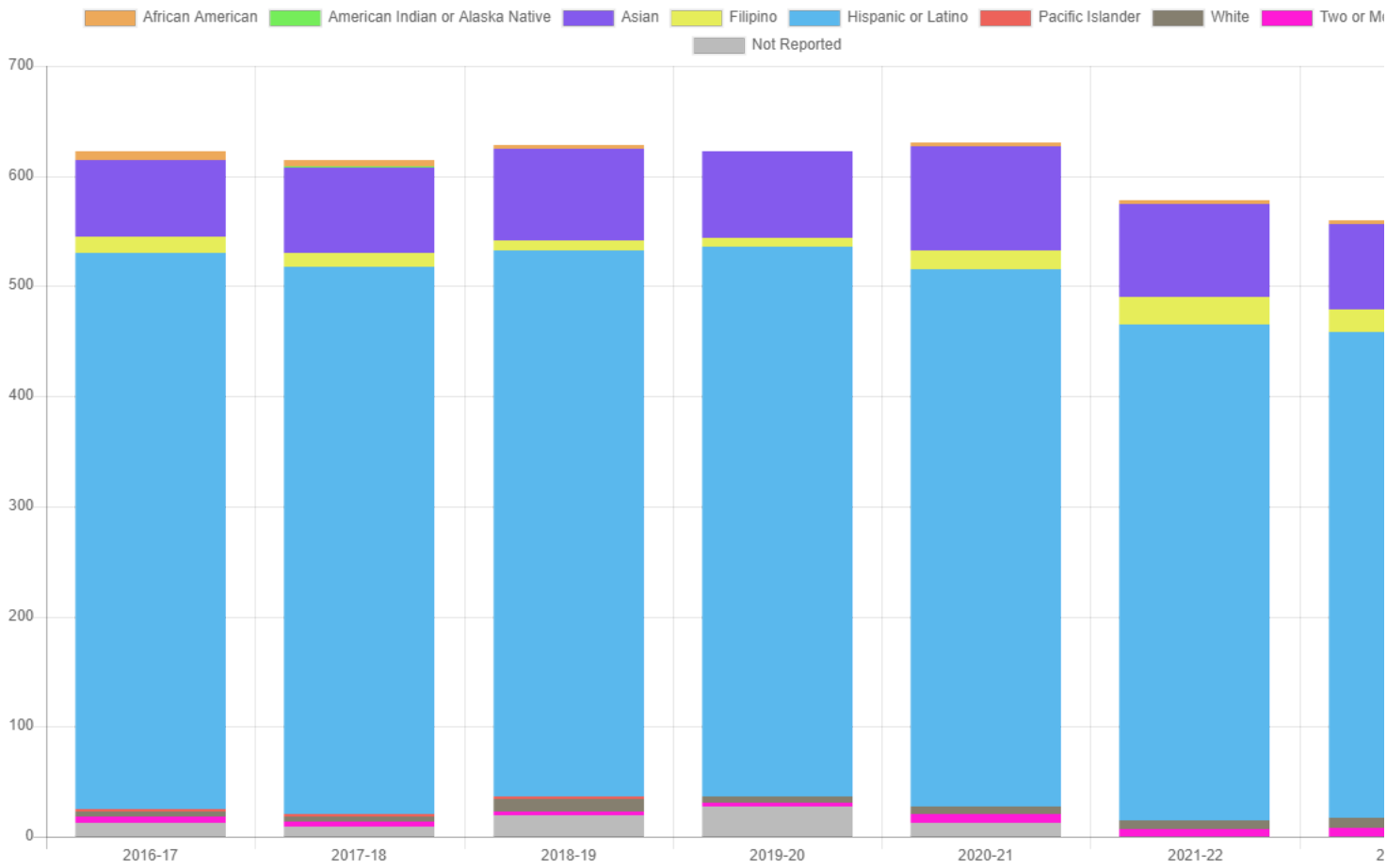
Rocketship Fuerza Community Prep Report (43-10439-0131110)

+ Report Description

+ Report Options and Filters

Academic Year	Total	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White	Two or More Races	Not Reported
2022-23	**560**	0.7%	0.0%	13.8%	3.8%	78.8%	0.0%	1.6%	1.4%	0.0%
2021-22	**578**	0.5%	0.0%	14.7%	4.3%	77.9%	0.0%	1.4%	1.2%	0.0%
2020-21	**631**	0.6%	0.0%	15.1%	2.7%	77.3%	0.0%	1.1%	1.1%	2.1%
2019-20	**623**	0.2%	0.0%	12.5%	1.3%	80.1%	0.0%	1.0%	0.6%	4.3%
2018-19	**628**	0.5%	0.0%	13.2%	1.6%	79.0%	0.3%	1.8%	0.6%	3.0%
2017-18	**614**	0.8%	0.2%	12.7%	2.0%	81.1%	0.3%	0.7%	0.8%	1.5%
2016-17	**622**	1.1%	0.0%	11.3%	2.4%	81.2%	0.3%	0.8%	0.8%	2.1%

Enrollment by Ethnicity



Documentary Record 000923

Documentary Record 000924

Bullis Charter School Petition

California Department of Education

DataQuest Home / Enrollment Report

Enrollment Multi-Year Summary by Ethnicity

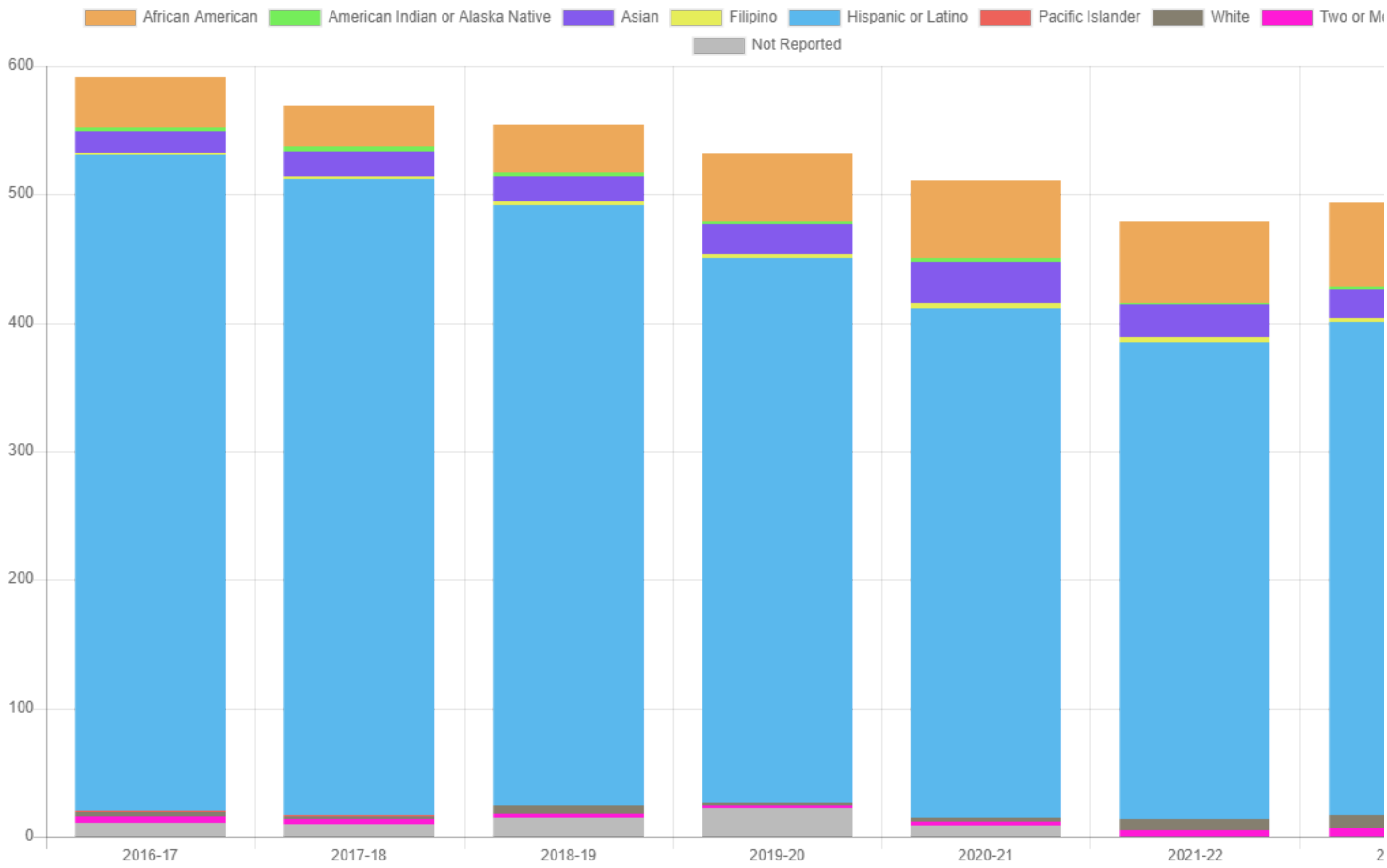
Rocketship Mateo Sheedy Elementary Report (43-10439-0113704)

+ Report Description

+ Report Options and Filters

Academic Year	Total	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White	Two or More Races	Not Reported
2022-23	**493**	13.2%	0.4%	4.5%	0.6%	77.9%	0.0%	2.0%	1.4%	0.0%
2021-22	**479**	13.4%	0.2%	5.2%	0.8%	77.5%	0.0%	1.9%	1.0%	0.0%
2020-21	**511**	11.9%	0.4%	6.5%	0.8%	77.5%	0.0%	0.6%	0.6%	1.8%
2019-20	**532**	10.0%	0.4%	4.5%	0.6%	79.7%	0.0%	0.4%	0.4%	4.1%
2018-19	**554**	6.7%	0.5%	3.6%	0.4%	84.5%	0.0%	1.1%	0.5%	2.7%
2017-18	**569**	5.6%	0.5%	3.5%	0.4%	87.0%	0.2%	0.4%	0.7%	1.8%
2016-17	**591**	6.6%	0.5%	2.7%	0.3%	86.3%	0.2%	0.7%	0.8%	1.9%

Enrollment by Ethnicity



Documentary Record 000925

Documentary Record 000926

Bullis Charter School Petition

California Department of Education

DataQuest Home / Enrollment Report

Enrollment Multi-Year Summary by Ethnicity

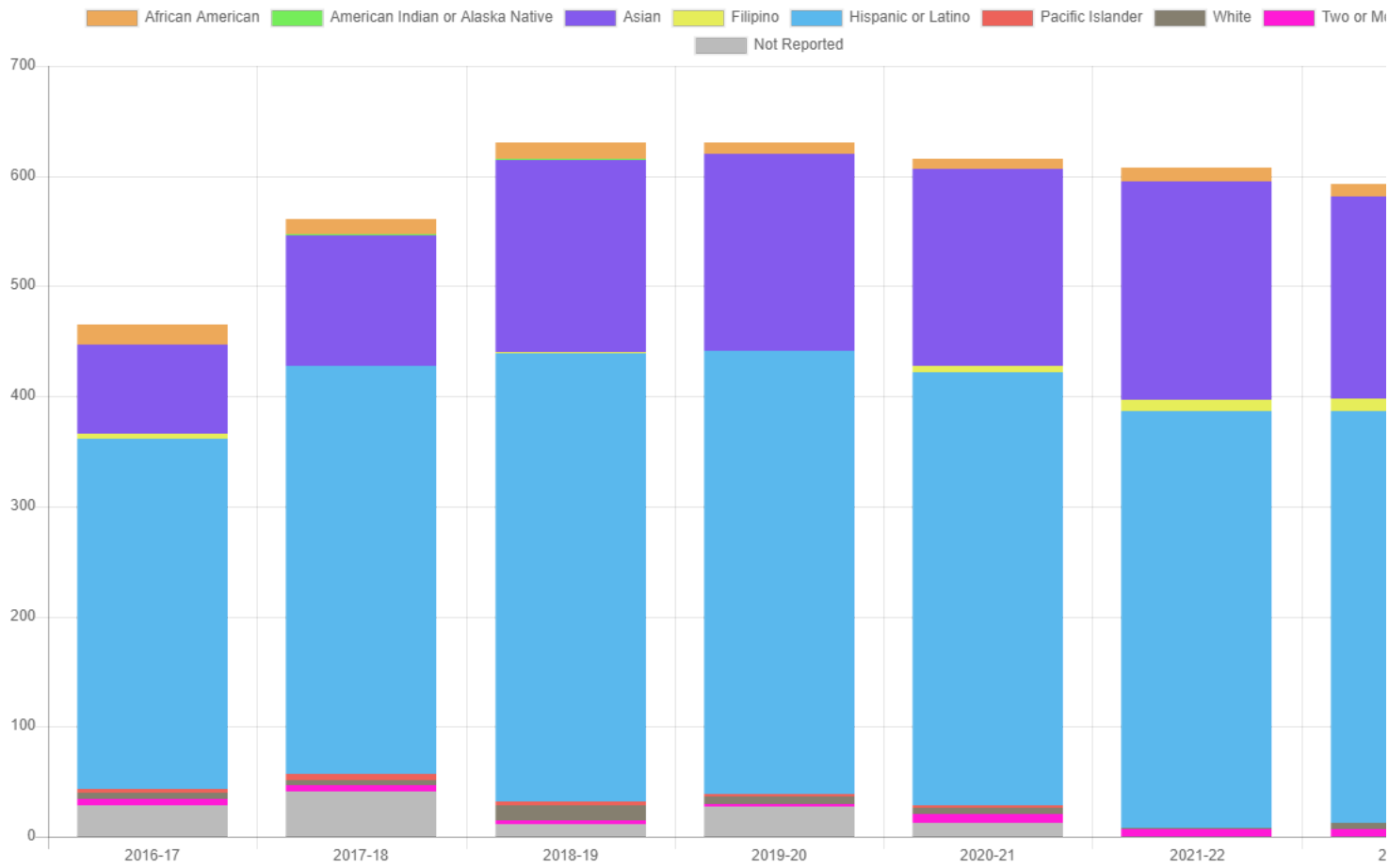
Rocketship Rising Stars Report (43-10439-0133496)

+ Report Description

+ Report Options and Filters

Academic Year	Total	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White	Two or More Races	Not Reported
2022-23	**593**	1.9%	0.0%	31.0%	2.0%	62.9%	0.2%	0.8%	1.2%	0.0%
2021-22	**608**	2.1%	0.0%	32.6%	1.6%	62.3%	0.0%	0.2%	1.2%	0.0%
2020-21	**616**	1.5%	0.0%	29.2%	0.8%	64.0%	0.3%	0.8%	1.3%	2.1%
2019-20	**630**	1.6%	0.0%	28.4%	0.0%	63.8%	0.5%	1.0%	0.5%	4.3%
2018-19	**631**	2.4%	0.2%	27.7%	0.2%	64.5%	0.6%	2.1%	0.6%	1.7%
2017-18	**561**	2.5%	0.2%	21.0%	0.0%	66.1%	1.1%	0.7%	1.1%	7.3%
2016-17	**465**	3.9%	0.0%	17.4%	1.1%	68.4%	0.6%	1.3%	1.3%	6.0%

Enrollment by Ethnicity



Documentary Record 000927

Documentary Record 000928

Bullis Charter School Petition

California Department of Education

DataQuest Home / Enrollment Report

Enrollment Multi-Year Summary by Ethnicity

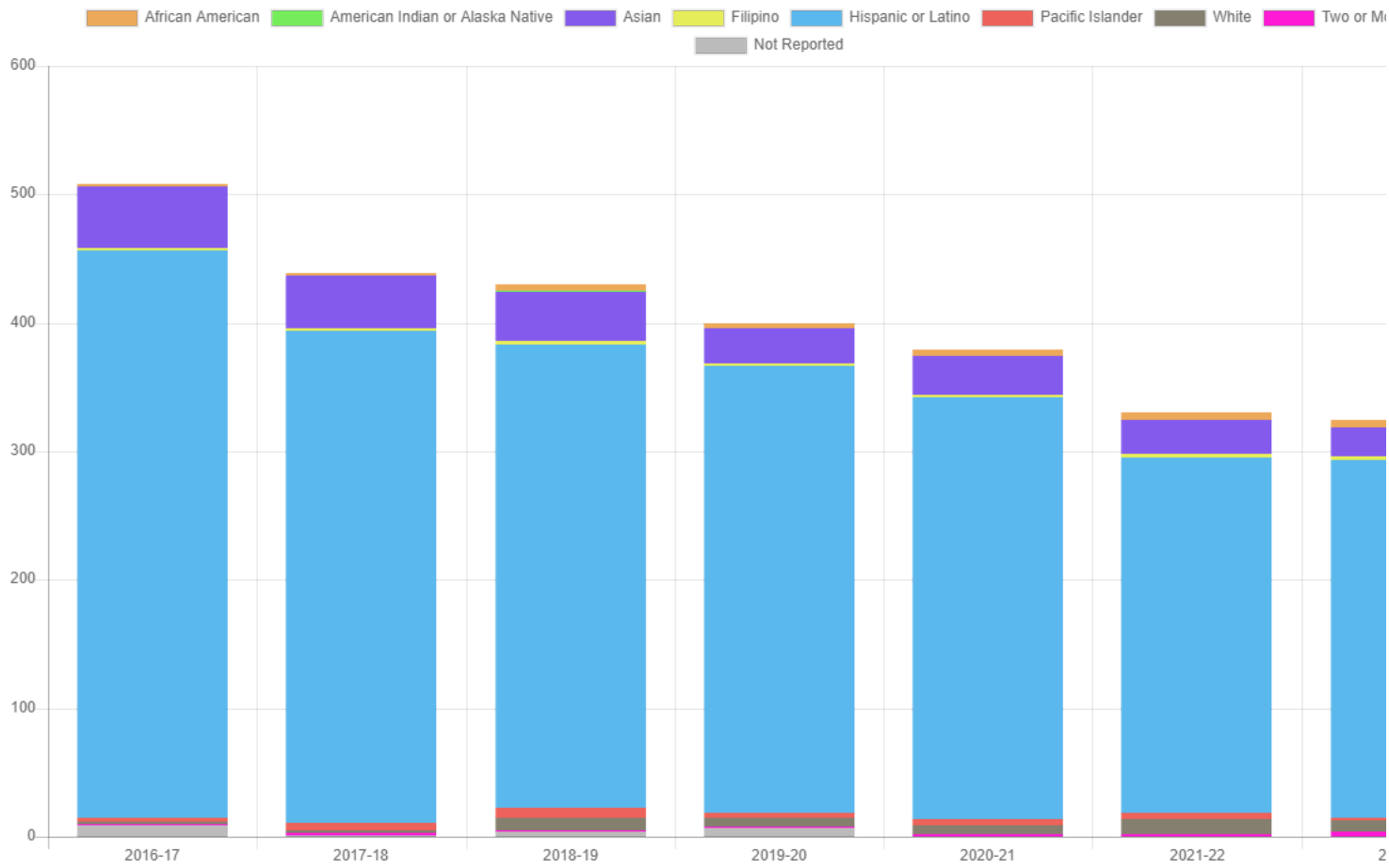
Rocketship Si Se Puede Academy Report (43-10439-0119024)

+ Report Description

+ Report Options and Filters

Academic Year	Total	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White	Two or More Races	Not Reported
2022-23	**324**	1.5%	0.0%	7.1%	0.9%	85.8%	0.6%	2.8%	1.2%	0.0%
2021-22	**330**	1.8%	0.0%	7.9%	0.9%	83.6%	1.5%	3.6%	0.6%	0.0%
2020-21	**379**	1.3%	0.0%	7.9%	0.5%	86.5%	1.3%	1.8%	0.5%	0.0%
2019-20	**400**	1.0%	0.0%	7.0%	0.5%	86.8%	1.0%	1.8%	0.3%	1.8%
2018-19	**430**	1.2%	0.2%	8.8%	0.7%	84.0%	1.6%	2.3%	0.2%	0.9%
2017-18	**439**	0.5%	0.0%	9.3%	0.5%	87.2%	1.4%	0.5%	0.5%	0.2%
2016-17	**508**	0.4%	0.0%	9.4%	0.4%	86.8%	0.6%	0.4%	0.2%	1.8%

Enrollment by Ethnicity



Documentary Record 000929

Documentary Record 000930

Bullis Charter School Petition

California Department of Education

DataQuest Home / Enrollment Report

Enrollment Multi-Year Summary by Ethnicity

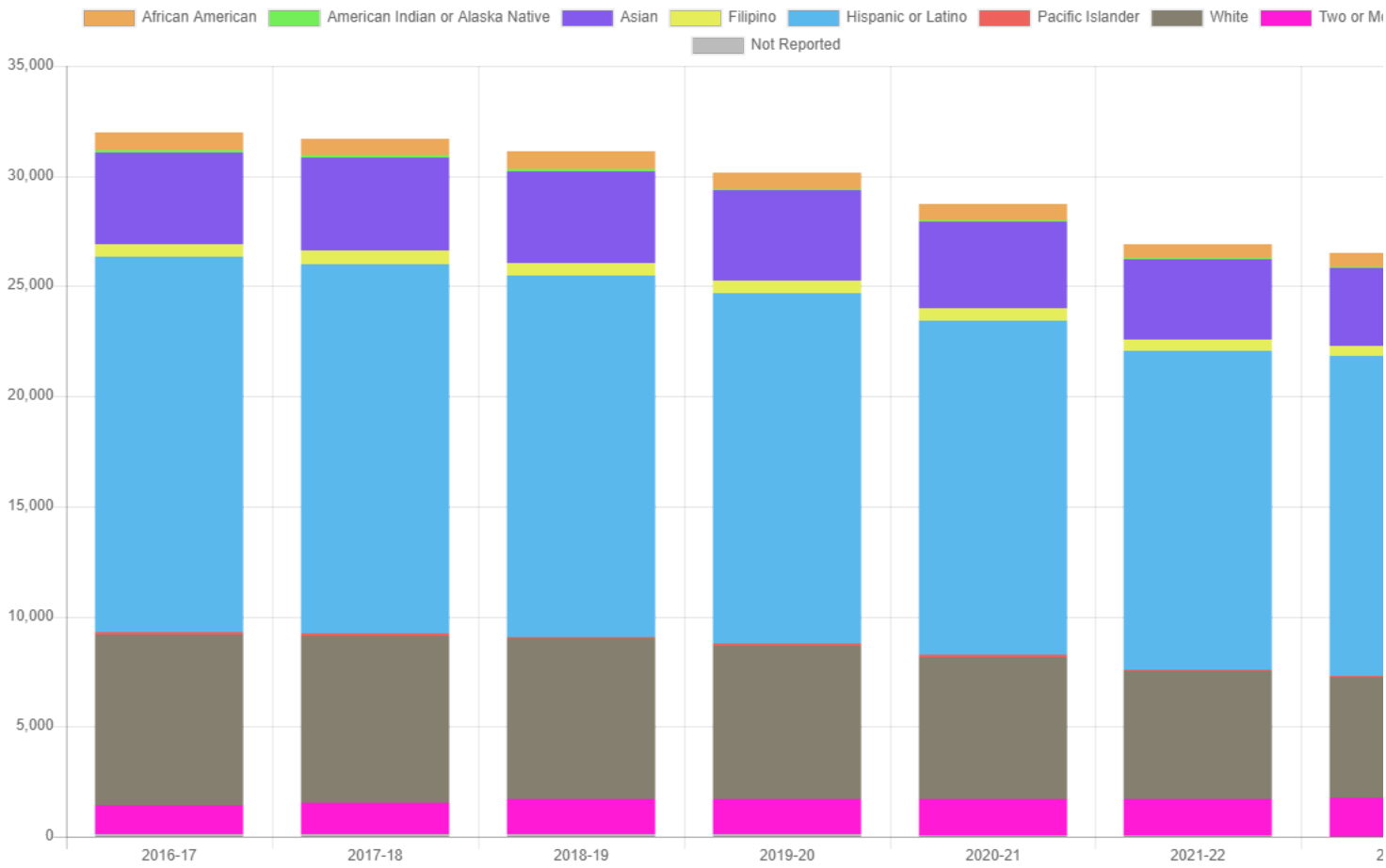
San Jose Unified Report (43-69666)

+ **Report Description**

+ **Report Options and Filters**

Academic Year	Total	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White	Two or More Races	Not Reported
2022-23	**26,479**	2.3%	0.1%	13.3%	1.9%	54.8%	0.2%	20.7%	6.6%	0.0%
2021-22	**26,901**	2.4%	0.2%	13.5%	1.9%	53.8%	0.2%	21.7%	6.2%	0.2%
2020-21	**28,710**	2.5%	0.2%	13.7%	1.9%	52.9%	0.3%	22.4%	5.8%	0.3%
2019-20	**30,172**	2.5%	0.2%	13.6%	1.8%	52.8%	0.3%	23.0%	5.5%	0.3%
2018-19	**31,114**	2.5%	0.3%	13.5%	1.8%	52.7%	0.3%	23.4%	5.2%	0.3%
2017-18	**31,713**	2.5%	0.3%	13.3%	1.9%	52.8%	0.4%	24.0%	4.5%	0.3%
2016-17	**32,004**	2.5%	0.3%	13.1%	1.9%	53.3%	0.4%	24.1%	4.1%	0.4%

Enrollment by Ethnicity



333 Documentary Record 000931

Documentary Record 000932

Bullis Charter School Petition

California Department of Education

DataQuest Home / Enrollment Report

Enrollment Multi-Year Summary by Ethnicity

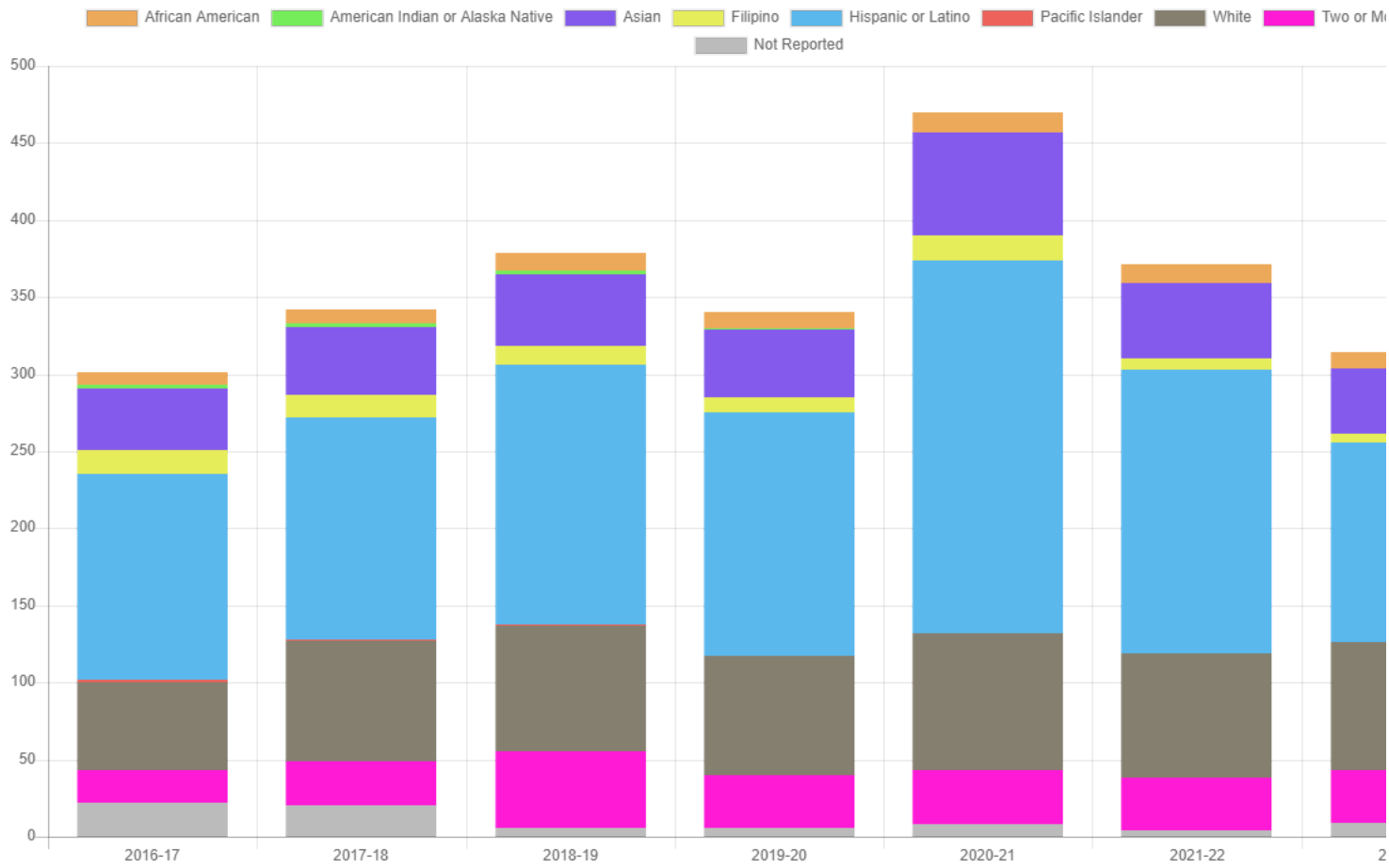
Summit Public School: Tahoma Report (43-10439-0123794)

+ **Report Description**

+ **Report Options and Filters**

Academic Year	Total	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White	Two or More Races	Not Reported
2022-23	**314**	3.2%	0.0%	13.7%	1.6%	41.4%	0.0%	26.4%	10.8%	2.9%
2021-22	**371**	3.2%	0.0%	13.2%	1.9%	49.6%	0.0%	21.8%	9.2%	1.1%
2020-21	**470**	2.8%	0.0%	14.3%	3.4%	51.5%	0.0%	18.9%	7.4%	1.7%
2019-20	**340**	2.9%	0.3%	12.9%	2.9%	46.5%	0.0%	22.6%	10.0%	1.8%
2018-19	**379**	3.2%	0.5%	12.4%	3.2%	44.3%	0.3%	21.6%	12.9%	1.6%
2017-18	**342**	2.6%	0.6%	12.9%	4.4%	42.1%	0.3%	22.8%	8.5%	5.8%
2016-17	**301**	2.7%	0.7%	13.3%	5.3%	44.2%	0.7%	18.9%	7.0%	7.3%

Enrollment by Ethnicity



Documentary Record 000933

Documentary Record 000934

Bullis Charter School Petition

California Department of Education

DataQuest Home / Enrollment Report

Enrollment Multi-Year Summary by Ethnicity

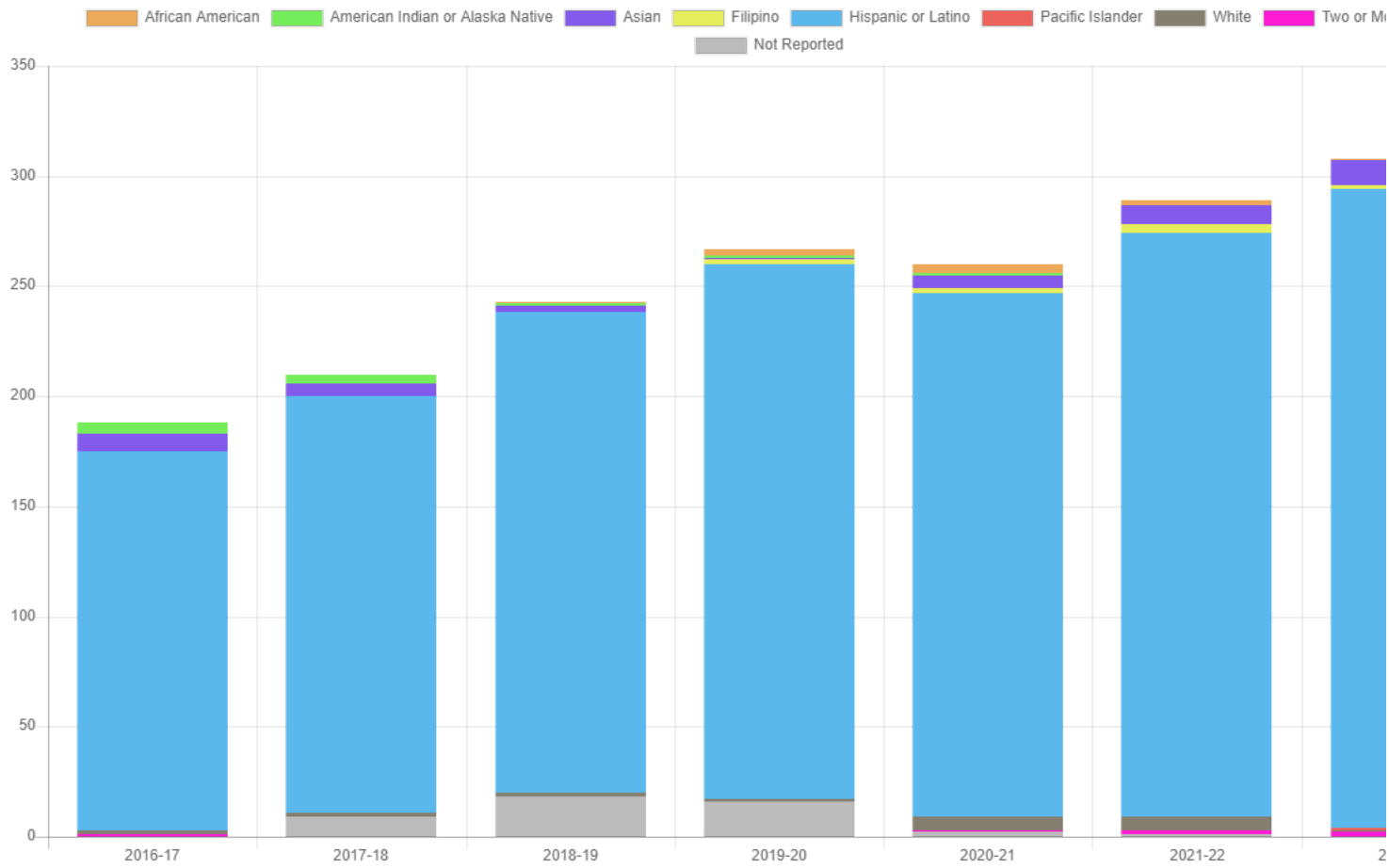
Sunrise Middle Report (43-10439-0124065)

+ Report Description

+ Report Options and Filters

Academic Year	Total	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White	Two or More Races	Not Reported
2022-23	**308**	0.3%	0.0%	3.6%	0.6%	94.2%	0.3%	0.3%	0.6%	0.0%
2021-22	**289**	0.7%	0.0%	3.1%	1.4%	91.7%	0.0%	2.1%	0.7%	0.3%
2020-21	**260**	1.5%	0.4%	2.3%	0.8%	91.5%	0.0%	2.3%	0.4%	0.8%
2019-20	**267**	1.1%	0.4%	0.4%	0.7%	91.0%	0.0%	0.4%	0.0%	6.0%
2018-19	**243**	0.4%	0.4%	1.2%	0.0%	89.7%	0.0%	0.8%	0.0%	7.4%
2017-18	**210**	0.0%	1.9%	2.9%	0.0%	90.0%	0.0%	1.0%	0.0%	4.3%
2016-17	**188**	0.0%	2.7%	4.3%	0.0%	91.5%	0.0%	1.1%	0.5%	0.0%

Enrollment by Ethnicity



Documentary Record 000935

Documentary Record 000936

Bullis Charter School Petition

California Department of Education

DataQuest Home / Enrollment Report

Enrollment Multi-Year Summary by Ethnicity

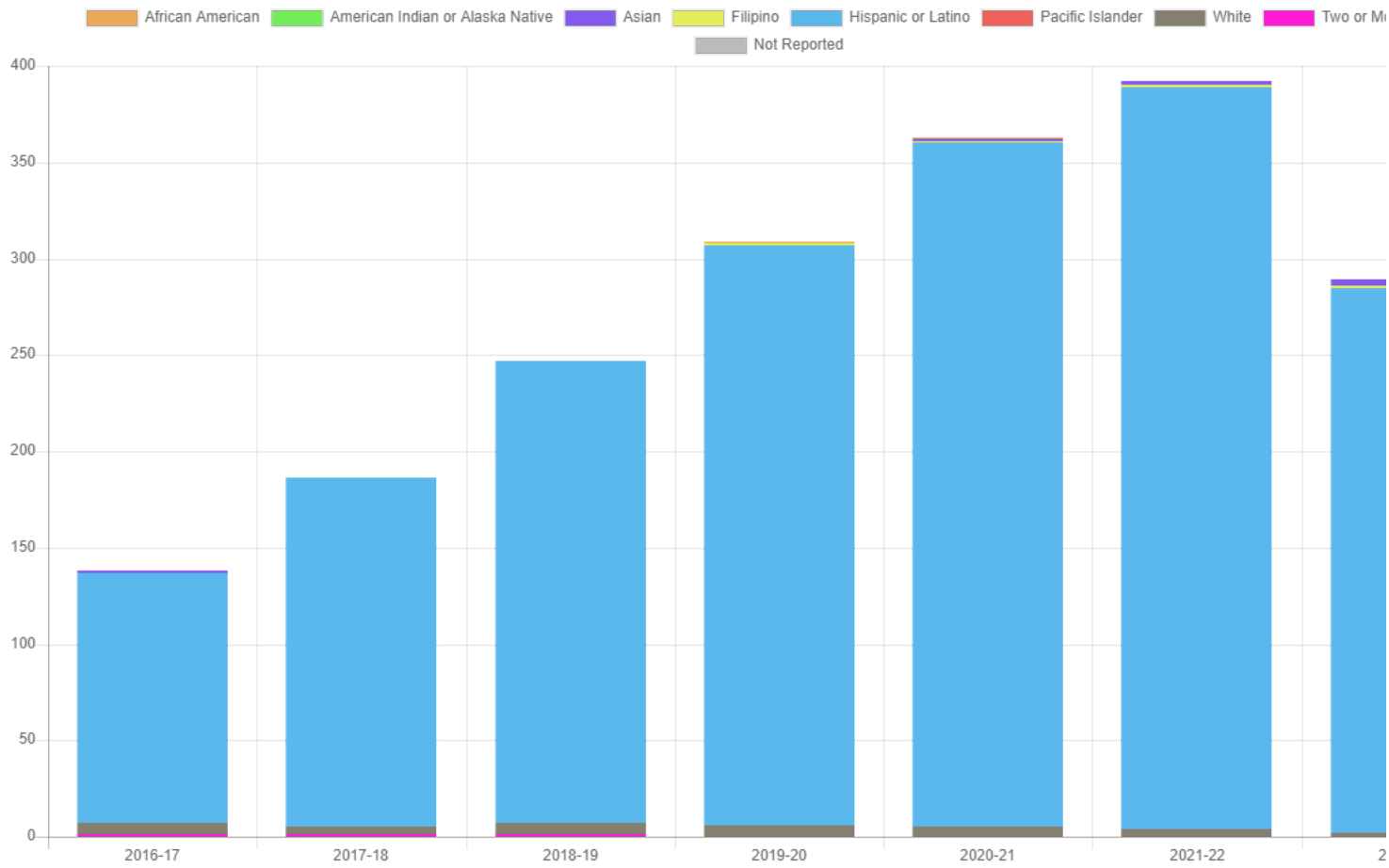
Voices College-Bound Language Academy at Morgan Hill Report (43-10439-0131748)

+ **Report Description**

+ **Report Options and Filters**

Academic Year	Total	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White	Two or More Races	Not Reported
2022-23	**289**	0.0%	0.0%	1.0%	0.3%	97.9%	0.0%	0.7%	0.0%	0.0%
2021-22	**392**	0.0%	0.0%	0.5%	0.3%	98.2%	0.0%	1.0%	0.0%	0.0%
2020-21	**363**	0.3%	0.0%	0.3%	0.3%	97.8%	0.0%	1.4%	0.0%	0.0%
2019-20	**309**	0.3%	0.0%	0.0%	0.3%	97.4%	0.0%	1.9%	0.0%	0.0%
2018-19	**247**	0.0%	0.0%	0.0%	0.0%	97.2%	0.0%	2.4%	0.4%	0.0%
2017-18	**186**	0.0%	0.0%	0.0%	0.0%	97.3%	0.0%	2.2%	0.5%	0.0%
2016-17	**138**	0.0%	0.0%	0.7%	0.0%	94.2%	0.0%	4.3%	0.7%	0.0%

Enrollment by Ethnicity



Documentary Record 000937

Documentary Record 000938

Bullis Charter School Petition

California Department of Education

DataQuest Home / Enrollment Report

Enrollment Multi-Year Summary by Ethnicity

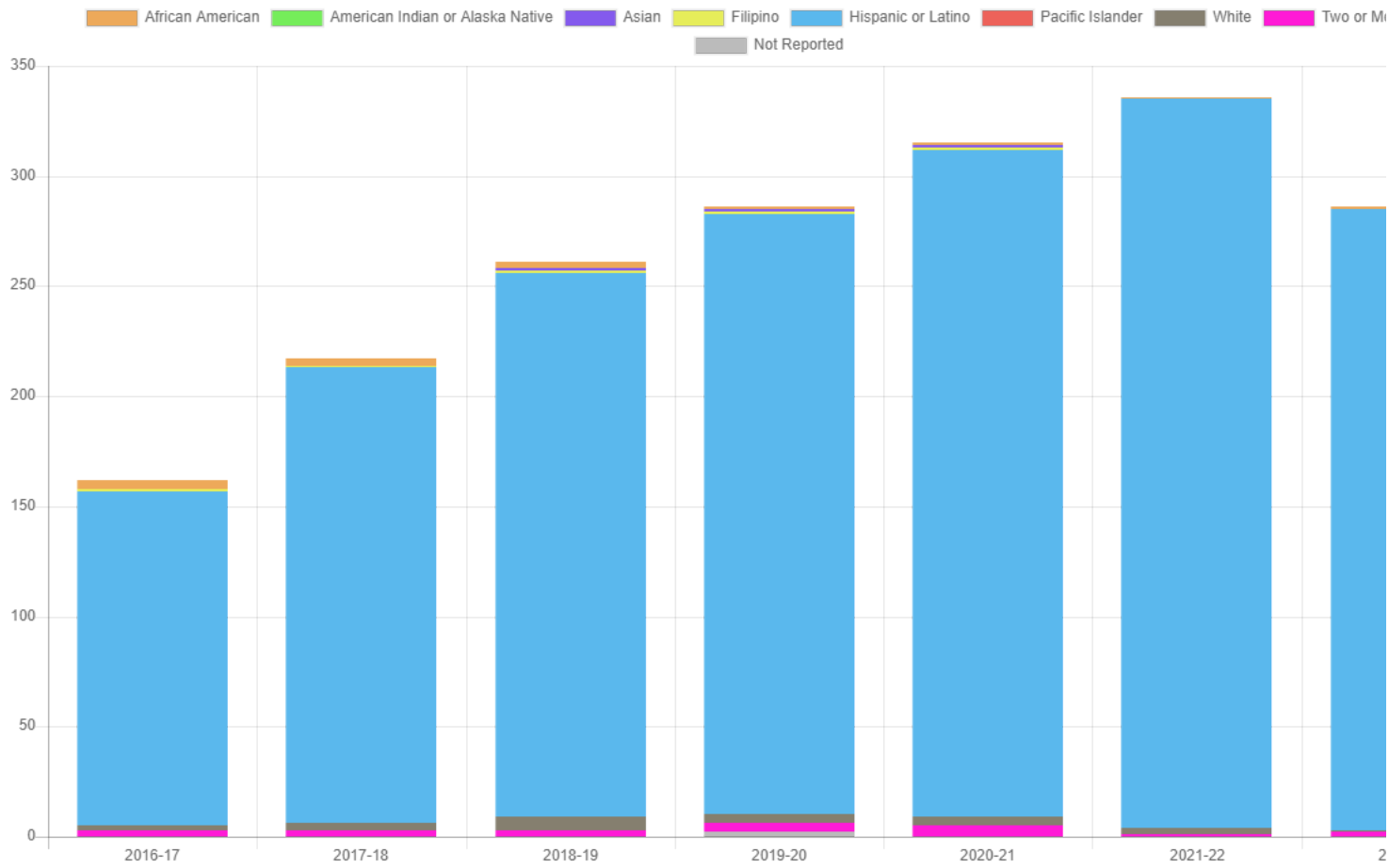
Voices College-Bound Language Academy at Mt. Pleasant Report (43-10439-0132530)

+ Report Description

+ Report Options and Filters

Academic Year	Total	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White	Two or More Races	Not Reported
2022-23	**286**	0.3%	0.0%	0.0%	0.0%	98.6%	0.0%	0.3%	0.7%	0.0%
2021-22	**336**	0.3%	0.0%	0.0%	0.0%	98.5%	0.0%	0.9%	0.3%	0.0%
2020-21	**315**	0.3%	0.0%	0.3%	0.3%	96.2%	0.0%	1.3%	1.6%	0.0%
2019-20	**286**	0.3%	0.0%	0.3%	0.3%	95.5%	0.0%	1.4%	1.4%	0.7%
2018-19	**261**	1.1%	0.0%	0.4%	0.4%	94.6%	0.0%	2.3%	1.1%	0.0%
2017-18	**217**	1.4%	0.0%	0.0%	0.5%	95.4%	0.0%	1.4%	1.4%	0.0%
2016-17	**162**	2.5%	0.0%	0.0%	0.6%	93.8%	0.0%	1.2%	1.9%	0.0%

Enrollment by Ethnicity



Documentary Record 000939

Documentary Record 000940

Bullis Charter School Petition

California Department of Education

DataQuest Home / Enrollment Report

2022-23 Enrollment by Subgroup

ACE Charter Report (43-10439-0116814)

+ Report Description

− Report Options and Filters

Report Selection

Report:
Enrollment by Subgroup

County:
43 - Santa Clara

District:
4310439 - Santa Clara County Office of Education

School:
43104390116814 - ACE Empower Academy

Year:
2022-23

Display Options

View Data As:

○ **Numbers** ○ **Row Percents** ◉ **Column Percents**

Subgroup	Enrollment
English Learners	64.9%
Foster Youth	0.0%
Homeless Youth	0.0%

Documentary Record 000941

Migrant Education	0.0%
Students with Disabilities	16.2%
Socioeconomically Disadvantaged	93.2%
All Students	**191**

Documentary Record 000942

Bullis Charter School Petition

California Department of Education

DataQuest Home / Enrollment Report

2022-23 Enrollment by Subgroup

Alpha: Cornerstone Academy Preparatory Report (43-10439-0121483)

+ Report Description

− Report Options and Filters

Report Selection

Report:
Enrollment by Subgroup

County:
43 - Santa Clara

District:
4310439 - Santa Clara County Office of Education

School:
43104390121483 - Alpha: Cornerstone Academy Preparatory

Year:
2022-23

Display Options

View Data As:

○ **Numbers** ○ **Row Percents** ◉ **Column Percents**

Subgroup	Enrollment
English Learners	27.5%
Foster Youth	0.0%
Homeless Youth	0.0%

Documentary Record 000943

Bullis Charter School Petition

Migrant Education	0.0%
Students with Disabilities	8.1%
Socioeconomically Disadvantaged	53.5%
All Students	**520**

Documentary Record 000944

Bullis Charter School Petition

California Department of Education

DataQuest Home / Enrollment Report

2022-23 Enrollment by Subgroup

Alpha: Jose Hernandez Middle Report (43-10439-0129213)

+ Report Description

− Report Options and Filters

Report Selection

Report:
Enrollment by Subgroup

County:
43 - Santa Clara

District:
4310439 - Santa Clara County Office of Education

School:
43104390129213 - Alpha: Jose Hernandez

Year:
2022-23

Display Options

View Data As:

○ **Numbers** ○ **Row Percents** ◉ **Column Percents**

Subgroup	Enrollment
English Learners	66.5%
Foster Youth	0.0%
Homeless Youth	0.2%

Documentary Record 000945

Bullis Charter School Petition

Migrant Education	0.0%
Students with Disabilities	9.3%
Socioeconomically Disadvantaged	93.6%
All Students	**451**

Documentary Record 000946

Bullis Charter School Petition

California Department of Education

DataQuest Home / Enrollment Report

2022-23 Enrollment by Subgroup for Charter and Non-Charter Schools

Alum Rock Union Elementary Report (43-69369)

+ Report Description

− Report Options and Filters

Report Selection

Report:
Enrollment by Subgroup for Charter and Non-Charter Schools

County:
43 - Santa Clara

District:
4369369 - Alum Rock Union Elementary

School:
- Select a School

Year:
2022-23

Display Options

View Data As:

○ **Numbers** ○ **Row Percents** ◉ **Column Percents**

Subgroup	Charter School Enrollment	Non-Charter School Enrollment	Total Enrollment
English Learners	49.4%	43.2%	44.4%

Documentary Record 000947

Bullis Charter School Petition

Foster Youth	0.2%	0.2%	0.2%
Homeless Youth	0.8%	1.1%	1.0%
Migrant Education	0.2%	0.2%	0.2%
Students with Disabilities	10.0%	13.0%	12.4%
Socioeconomically Disadvantaged	80.6%	76.7%	77.5%
All Students	**1,700**	**7,107**	**8,807**

Documentary Record 000948

Bullis Charter School Petition

California Department of Education

DataQuest Home / Enrollment Report

2022-23 Enrollment by Subgroup

Bullis Charter Report (43-10439-0106534)

+ Report Description

− Report Options and Filters

Report Selection

Report:
Enrollment by Subgroup

County:
43 - Santa Clara

District:
4310439 - Santa Clara County Office of Education

School:
43104390106534 - Bullis Charter

Year:
2022-23

Display Options

View Data As:

○ **Numbers** ○ **Row Percents** ◉ **Column Percents**

Subgroup	Enrollment
English Learners	6.1%
Foster Youth	0.0%
Homeless Youth	0.0%

Documentary Record 000949

Migrant Education	0.0%
Students with Disabilities	6.9%
Socioeconomically Disadvantaged	1.9%
All Students	**1,058**

Documentary Record 000950

Bullis Charter School Petition

California Department of Education

DataQuest Home / Enrollment Report

2022-23 Enrollment by Subgroup

Discovery Charter Report (43-10439-0111880)

+ Report Description

− Report Options and Filters

Report Selection

Report:
Enrollment by Subgroup

County:
43 - Santa Clara

District:
4310439 - Santa Clara County Office of Education

School:
43104390111880 - Discovery Charter

Year:
2022-23

Display Options

View Data As:

○ **Numbers** ○ **Row Percents** ◉ **Column Percents**

Subgroup	Enrollment
English Learners	13.3%
Foster Youth	0.2%
Homeless Youth	0.0%

Documentary Record 000951

Migrant Education	0.0%
Students with Disabilities	9.5%
Socioeconomically Disadvantaged	10.3%
All Students	**535**

Documentary Record 000952

Bullis Charter School Petition

California Department of Education

DataQuest Home / Enrollment Report

2022-23 Enrollment by Subgroup

Discovery Charter II Report (43-10439-0127969)

+ Report Description

− Report Options and Filters

Report Selection

Report:
Enrollment by Subgroup

County:
43 - Santa Clara

District:
4310439 - Santa Clara County Office of Education

School:
43104390127969 - Discovery Charter II

Year:
2022-23

Display Options

View Data As:

○ **Numbers** ○ **Row Percents** ◉ **Column Percents**

Subgroup	Enrollment
English Learners	9.4%
Foster Youth	0.0%
Homeless Youth	0.0%

Documentary Record 000953

Migrant Education	0.0%
Students with Disabilities	13.1%
Socioeconomically Disadvantaged	13.7%
All Students	**488**

Documentary Record 000954

Bullis Charter School Petition

California Department of Education

DataQuest Home / Enrollment Report

2022-23 Enrollment by Subgroup

Downtown College Prep - Alum Rock Report (43-10439-0123257)

+ Report Description

− Report Options and Filters

Report Selection

Report:
Enrollment by Subgroup

County:
43 - Santa Clara

District:
4310439 - Santa Clara County Office of Education

School:
43104390123257 - Downtown College Prep - Alum Rock

Year:
2022-23

Display Options

View Data As:

○ **Numbers** ○ **Row Percents** ◉ **Column Percents**

Subgroup	Enrollment
English Learners	31.2%
Foster Youth	0.2%
Homeless Youth	1.1%

Documentary Record 000955

Migrant Education	0.0%
Students with Disabilities	14.2%
Socioeconomically Disadvantaged	80.3%
All Students	**529**

Documentary Record 000956

Bullis Charter School Petition

California Department of Education

DataQuest Home / Enrollment Report

2022-23 Enrollment by Subgroup for Charter and Non-Charter Schools

East Side Union High Report (43-69427)

+ Report Description

− Report Options and Filters

Report Selection

Report:
Enrollment by Subgroup for Charter and Non-Charter Schools

County:
43 - Santa Clara

District:
4369427 - East Side Union High

School:
- Select a School

Year:
2022-23

Display Options

View Data As:

○ **Numbers** ○ **Row Percents** ◉ **Column Percents**

Subgroup	Charter School Enrollment	Non-Charter School Enrollment	Total Enrollment
English Learners	39.8%	19.8%	22.5%

Documentary Record 000957

Bullis Charter School Petition

Foster Youth	0.0%	0.2%	0.2%
Homeless Youth	15.4%	3.7%	5.3%
Migrant Education	0.0%	0.5%	0.4%
Students with Disabilities	11.1%	11.9%	11.8%
Socioeconomically Disadvantaged	84.5%	41.1%	47.1%
All Students	**3,366**	**21,148**	**24,514**

Documentary Record 000958

Bullis Charter School Petition

California Department of Education

DataQuest Home / Enrollment Report

2022-23 Enrollment by Subgroup for Charter and Non-Charter Schools

Franklin-McKinley Elementary Report (43-69450)

+ Report Description

− Report Options and Filters

Report Selection

Report:
Enrollment by Subgroup for Charter and Non-Charter Schools

County:
43 - Santa Clara

District:
4369450 - Franklin-McKinley Elementary

School:
- Select a School

Year:
2022-23

Display Options

View Data As:

○ **Numbers** ○ **Row Percents** ◉ **Column Percents**

Subgroup	Charter School Enrollment	Non-Charter School Enrollment	Total Enrollment
English Learners	47.3%	48.8%	48.4%

Documentary Record 000959

Bullis Charter School Petition

Foster Youth	0.0%	0.2%	0.2%
Homeless Youth	2.9%	2.3%	2.4%
Migrant Education	0.0%	0.1%	0.1%
Students with Disabilities	10.1%	12.4%	11.8%
Socioeconomically Disadvantaged	65.8%	62.0%	63.0%
All Students	**2,155**	**5,952**	**8,107**

Documentary Record 000960

Bullis Charter School Petition

California Department of Education

DataQuest Home / Enrollment Report

2022-23 Enrollment by Subgroup for Charter and Non-Charter Schools

Los Altos Elementary Report (43-69518)

+ Report Description

− Report Options and Filters

Report Selection

Report:
Enrollment by Subgroup for Charter and Non-Charter Schools

County:
43 - Santa Clara

District:
4369518 - Los Altos Elementary

School:
- Select a School

Year:
2022-23

Display Options

View Data As:

○ **Numbers** ○ **Row Percents** ◉ **Column Percents**

Subgroup	Charter School Enrollment	Non-Charter School Enrollment	Total Enrollment
English Learners	0.0%	10.2%	10.2%

Documentary Record 000961

Bullis Charter School Petition

Foster Youth	0.0%	0.0%	0.0%
Homeless Youth	0.0%	0.0%	0.0%
Migrant Education	0.0%	0.0%	0.0%
Students with Disabilities	0.0%	9.5%	9.5%
Socioeconomically Disadvantaged	0.0%	7.0%	7.0%
All Students	**0**	**3,355**	**3,355**

Documentary Record 000962

Bullis Charter School Petition

California Department of Education

DataQuest Home / Enrollment Report

2022-23 Enrollment by Subgroup for Charter and Non-Charter Schools

Moreland Report (43-69575)

+ Report Description

− Report Options and Filters

Report Selection

Report:
Enrollment by Subgroup for Charter and Non-Charter Schools

County:
43 - Santa Clara

District:
4369575 - Moreland

School:
- Select a School

Year:
2022-23

Display Options

View Data As:

○ **Numbers** ○ **Row Percents** ◉ **Column Percents**

Subgroup	Charter School Enrollment	Non-Charter School Enrollment	Total Enrollment
English Learners	0.0%	28.4%	28.4%

Documentary Record 000963

Bullis Charter School Petition

Foster Youth	0.0%	0.1%	0.1%
Homeless Youth	0.0%	0.4%	0.4%
Migrant Education	0.0%	0.0%	0.0%
Students with Disabilities	0.0%	12.7%	12.7%
Socioeconomically Disadvantaged	0.0%	35.2%	35.2%
All Students	**0**	**3,940**	**3,940**

Documentary Record 000964

Bullis Charter School Petition

California Department of Education

DataQuest Home / Enrollment Report

2022-23 Enrollment by Subgroup for Charter and Non-Charter Schools

Morgan Hill Unified Report (43-69583)

+ Report Description

− Report Options and Filters

Report Selection

Report:
Enrollment by Subgroup for Charter and Non-Charter Schools

County:
43 - Santa Clara

District:
4369583 - Morgan Hill Unified

School:
- Select a School

Year:
2022-23

Display Options

View Data As:

○ **Numbers** ○ **Row Percents** ◉ **Column Percents**

Subgroup	Charter School Enrollment	Non-Charter School Enrollment	Total Enrollment
English Learners	1.5%	18.2%	16.9%

Documentary Record 000965

Foster Youth	0.0%	0.2%	0.1%
Homeless Youth	0.2%	8.4%	7.8%
Migrant Education	0.2%	2.1%	1.9%
Students with Disabilities	7.8%	12.7%	12.3%
Socioeconomically Disadvantaged	8.1%	40.1%	37.7%
All Students	**654**	**8,013**	**8,667**

Documentary Record 000966

Bullis Charter School Petition

California Department of Education

DataQuest Home / Enrollment Report

2022-23 Enrollment by Subgroup for Charter and Non-Charter Schools

Mount Pleasant Elementary Report (43-69617)

+ Report Description

− Report Options and Filters

Report Selection

Report:
Enrollment by Subgroup for Charter and Non-Charter Schools

County:
43 - Santa Clara

District:
4369617 - Mount Pleasant Elementary

School:
- Select a School

Year:
2022-23

Display Options

View Data As:

○ **Numbers** ○ **Row Percents** ◉ **Column Percents**

Subgroup	Charter School Enrollment	Non-Charter School Enrollment	Total Enrollment
English Learners	41.9%	43.3%	43.0%

Documentary Record 000967

Bullis Charter School Petition

Foster Youth	0.0%	0.4%	0.3%
Homeless Youth	6.3%	6.6%	6.6%
Migrant Education	2.1%	1.0%	1.3%
Students with Disabilities	9.6%	16.0%	14.3%
Socioeconomically Disadvantaged	57.1%	73.8%	69.5%
All Students	**427**	**1,221**	**1,648**

Documentary Record 000968

Bullis Charter School Petition

California Department of Education

DataQuest Home / Enrollment Report

2022-23 Enrollment by Subgroup

Rocketship Fuerza Community Prep Report (43-10439-0131110)

+ Report Description

− Report Options and Filters

Report Selection

Report:
Enrollment by Subgroup

County:
43 - Santa Clara

District:
4310439 - Santa Clara County Office of Education

School:
43104390131110 - Rocketship Fuerza Community Prep

Year:
2022-23

Display Options

View Data As:

○ **Numbers** ○ **Row Percents** ◉ **Column Percents**

Subgroup	Enrollment
English Learners	63.8%
Foster Youth	0.2%
Homeless Youth	3.4%

Documentary Record 000969

Migrant Education	0.0%
Students with Disabilities	6.6%
Socioeconomically Disadvantaged	78.4%
All Students	**560**

Documentary Record 000970

Bullis Charter School Petition

California Department of Education

DataQuest Home / Enrollment Report

2022-23 Enrollment by Subgroup

Rocketship Mateo Sheedy Elementary Report (43-10439-0113704)

+ Report Description

− Report Options and Filters

Report Selection

Report:
Enrollment by Subgroup

County:
43 - Santa Clara

District:
4310439 - Santa Clara County Office of Education

School:
43104390113704 - Rocketship Mateo Sheedy Elementary

Year:
2022-23

Display Options

View Data As:

○ **Numbers** ○ **Row Percents** ◉ **Column Percents**

Subgroup	Enrollment
English Learners	57.8%
Foster Youth	0.0%
Homeless Youth	7.7%

Documentary Record 000971

Bullis Charter School Petition

Migrant Education	0.0%
Students with Disabilities	7.3%
Socioeconomically Disadvantaged	77.1%
All Students	**493**

Documentary Record 000972

Bullis Charter School Petition

California Department of Education

DataQuest Home / Enrollment Report

2022-23 Enrollment by Subgroup

Rocketship Rising Stars Report (43-10439-0133496)

+ Report Description

− Report Options and Filters

Report Selection

Report:
Enrollment by Subgroup

County:
43 - Santa Clara

District:
4310439 - Santa Clara County Office of Education

School:
43104390133496 - Rocketship Rising Stars

Year:
2022-23

Display Options

View Data As:

○ **Numbers** ○ **Row Percents** ◉ **Column Percents**

Subgroup	Enrollment
English Learners	52.3%
Foster Youth	0.0%
Homeless Youth	3.7%

Documentary Record 000973

Bullis Charter School Petition

Migrant Education	0.0%
Students with Disabilities	7.8%
Socioeconomically Disadvantaged	73.7%
All Students	**593**

Documentary Record 000974

Bullis Charter School Petition

California Department of Education

DataQuest Home / Enrollment Report

2022-23 Enrollment by Subgroup

Rocketship Si Se Puede Academy Report (43-10439-0119024)

+ Report Description

− Report Options and Filters

Report Selection

Report:
Enrollment by Subgroup

County:
43 - Santa Clara

District:
4310439 - Santa Clara County Office of Education

School:
43104390119024 - Rocketship Si Se Puede Academy

Year:
2022-23

Display Options

View Data As:

○ **Numbers** ○ **Row Percents** ◉ **Column Percents**

Subgroup	Enrollment
English Learners	67.9%
Foster Youth	0.0%
Homeless Youth	9.9%

Documentary Record 000975

Migrant Education	0.0%
Students with Disabilities	9.6%
Socioeconomically Disadvantaged	85.2%
All Students	**324**

Documentary Record 000976

Bullis Charter School Petition

California Department of Education

DataQuest Home / Enrollment Report

2022-23 Enrollment by Subgroup for Charter and Non-Charter Schools

San Jose Unified Report (43-69666)

+ Report Description

− Report Options and Filters

Report Selection

Report:
Enrollment by Subgroup for Charter and Non-Charter Schools

County:
43 - Santa Clara

District:
4369666 - San Jose Unified

School:
- Select a School

Year:
2022-23

Display Options

View Data As:

○ **Numbers** ○ **Row Percents** ◉ **Column Percents**

Subgroup	Charter School Enrollment	Non-Charter School Enrollment	Total Enrollment
English Learners	46.4%	22.3%	23.3%

Documentary Record 000977

Foster Youth	0.0%	0.2%	0.2%
Homeless Youth	0.0%	1.1%	1.0%
Migrant Education	0.0%	0.0%	0.0%
Students with Disabilities	17.4%	13.0%	13.2%
Socioeconomically Disadvantaged	85.4%	44.0%	45.6%
All Students	**1,028**	**25,451**	**26,479**

Documentary Record 000978

Bullis Charter School Petition

California Department of Education

DataQuest Home / Enrollment Report

2022-23 Enrollment by Subgroup

Summit Public School: Tahoma Report (43-10439-0123794)

+ Report Description

− Report Options and Filters

Report Selection

Report:
Enrollment by Subgroup

County:
43 - Santa Clara

District:
4310439 - Santa Clara County Office of Education

School:
43104390123794 - Summit Public School: Tahoma

Year:
2022-23

Display Options

View Data As:

○ **Numbers** ○ **Row Percents** ◉ **Column Percents**

Subgroup	Enrollment
English Learners	9.9%
Foster Youth	0.3%
Homeless Youth	0.0%

Documentary Record 000979

Migrant Education	0.6%
Students with Disabilities	18.5%
Socioeconomically Disadvantaged	25.2%
All Students	**314**

Documentary Record 000980

Bullis Charter School Petition

California Department of Education

DataQuest Home / Enrollment Report

2022-23 Enrollment by Subgroup

Sunrise Middle Report (43-10439-0124065)

+ Report Description

− Report Options and Filters

Report Selection

Report:
Enrollment by Subgroup

County:
43 - Santa Clara

District:
4310439 - Santa Clara County Office of Education

School:
43104390124065 - Sunrise Middle

Year:
2022-23

Display Options

View Data As:

○ **Numbers** ○ **Row Percents** ◉ **Column Percents**

Subgroup	Enrollment
English Learners	42.2%
Foster Youth	0.0%
Homeless Youth	13.3%

Documentary Record 000981

Migrant Education	0.0%
Students with Disabilities	13.0%
Socioeconomically Disadvantaged	85.4%
All Students	**308**

Documentary Record 000982

Bullis Charter School Petition

California Department of Education

DataQuest Home / Enrollment Report

2022-23 Enrollment by Subgroup

Voices College-Bound Language Academy at Morgan Hill Report (43-10439-0131748)

+ Report Description

− Report Options and Filters

Report Selection

Report:
Enrollment by Subgroup

County:
43 - Santa Clara

District:
4310439 - Santa Clara County Office of Education

School:
43104390131748 - Voices College-Bound Language Academy at Morgan Hill

Year:
2022-23

Display Options

View Data As:

○ **Numbers** ○ **Row Percents** ◉ **Column Percents**

Subgroup	Enrollment
English Learners	59.9%
Foster Youth	0.0%

Documentary Record 000983

Homeless Youth	0.0%
Migrant Education	0.0%
Students with Disabilities	9.0%
Socioeconomically Disadvantaged	64.7%
All Students	**289**

Documentary Record 000984

Bullis Charter School Petition

California Department of Education

DataQuest Home / Enrollment Report

2022-23 Enrollment by Subgroup

Voices College-Bound Language Academy at Mt. Pleasant Report (43-10439-0132530)

+ Report Description

− Report Options and Filters

Report Selection

Report:
Enrollment by Subgroup

County:
43 - Santa Clara

District:
4310439 - Santa Clara County Office of Education

School:
43104390132530 - Voices College-Bound Language Academy at Mt. Pleasant

Year:
2022-23

Display Options

View Data As:

○ **Numbers** ○ **Row Percents** ◉ **Column Percents**

Subgroup	Enrollment
English Learners	54.5%
Foster Youth	0.3%

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Bullis Charter School Petition

Homeless Youth	0.0%
Migrant Education	0.0%
Students with Disabilities	8.7%
Socioeconomically Disadvantaged	64.0%
All Students	**286**

Documentary Record 000986

Attachment 3

Documentary Record 000987

LASD
Los Altos School District

September 10, 2019

Santa Clara County Board of Education
Mary Ann Dewan, Ph.D., County Superintendent of Schools
1290 Ridder Park Drive
San Jose, CA 95131

Re: Los Altos School District
Bullis Charter School

Dear Dr. Dewan and Santa Clara County Board of Education:

The Los Altos School District Board ("LASD" or "Board") sends this correspondence seeking significant steps to end the longstanding discrimination at Bullis Charter School ("BCS") and ensure equitable access to *all* students. Not only has BCS fostered discriminatory impacts since it initiated its program nearly 15 years ago, it now intends to give enrollment priority to students who reside in the wealthiest and least socioeconomically diverse area within LASD (the "Exclusionary Los Altos Hills Preference"). Based upon the information presented below it is long past time for you, as the BCS authorizer, to act. Both the Santa Clara County Board of Education ("SCCBOE") and the County Superintendent must take the requisite steps to protect our public education system. To meet these obligations, the Board asks that you, among other things, take the following actions:

- Reject the Exclusionary Los Altos Hills Preference;
- Develop a comprehensive desegregation plan designed to ensure a student population that mirrors the demographics within the LASD boundaries;
- Ensure that the desegregation plan include: transparent lottery conducted by the Santa Clara County Office of Education ("SCCOE") staff, priority preference for free and reduced lunch students, English Language Learners ("ELL"), special needs students and other underrepresented students, and restricted growth until such time as the discrimination is corrected;
- Hold BCS accountable to the requirements of a school operating in the public school system.

Board of Trustees
Vladimir Ivanovic
Bryan Johnson
Vaishali Sirkay
Jessica Speiser
Steve Taglio





650 947-1150
650 947-0118 fax
201 Covington Road
Los Altos, CA 94024
@lasdk8
lasdschools.org

Documentary Record 000988

As you know, BCS's failure to serve a student population that reflects the demographics within the LASD boundaries has long been a concern for LASD, its parents, and the community at large – a concern that has been voiced for many years including at the SCCBOE meetings. In fact, the SCCBOE recognized BCS's continuing failure to meet this statutory requirement (Ed. Code, § 47605(b)(5)(G)) when it considered the most recent renewal of its charter for another term.

When BCS sought the approval of the LASD to operate a charter school in the district, LASD rejected the application, believing that a charter school would do little more than divide an educational community that was serving well *all* public school students in the District. The SCCBOE nonetheless approved the charter and SCCBOE and its Office of Education thus assumed the responsibility to ensure BCS would deliver educational services in alignment with current educational expectations and at the same time would not implement policies that discriminate against students, or effectuate policies that create a discriminatory disparate impact against vulnerable students.

LASD's worst fears have been realized. BCS has engaged in systematic discrimination throughout its fifteen plus years of existence, and SCCBOE/SCCOE has throughout done little to fulfill its mandatory duty to restrain the long running discrimination at BCS. The combination of BCS's discrimination and SCCBOE/SCCOE's neglect has not only harmed students but produced ever increasing adverse financial impacts on LASD, and is tearing apart a community that has an exceptional commitment to the highest quality public education yet whose laudable aspirations are stymied by an unregulated, divisive and discriminatory charter school.

The straw that threatens to break the camel's back, and that prompts this letter, is BCS's recently announced proposal to *reinstate* a discriminatory admissions preference that gives priority to students who reside in the wealthiest and least socioeconomically diverse area within LASD (the "Exclusionary Los Altos Hills Preference"). This discrimination coupled with unregulated charter school student enrollment growth results in a negative fiscal impact to the district, threatens to force cuts to district staffing, educational programs and class sizes, and erodes opportunities for students in our traditional neighborhood public schools. This "two-tier" educational system is a disservice to taxpayers who fund our schools and an injustice to the students in our neighborhoods.

Six years ago, LASD brought a court action to seek a judicial declaration regarding the illegality of BCS's discriminatory practices. At this time, several SCCBOE trustees expressed concern about BCS's practices and whether they should preclude renewal of BCS's charter. Trustee Anna Song noted in a formal communication to the BCS Board, "BCS has performed abysmally in serving socioeconomically disadvantaged students." Joe DiSalvo, another SCCBOE trustee, stated at an April 3, 2013 board meeting, "I don't want to be too melodramatic here but I'm thinking there's an emerging board majority that

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would not renew what you have." (See https://www.sccoe.org/countyboard/Pages/2012-13.aspx). He added, "I feel like my vote furthered a divide in an exceptional community in California, the United States and the world." (*Id*.) Michael Chang, another trustee, stated at the April 3, 2013 meeting, "we would like to see more ethnic and income diversity in your student population and that we made the point that we were looking for outcomes not your outreach efforts ..." (*Id.*)

As the concerns over discriminatory policies and practices mounted, BCS avoided further scrutiny by entering a settlement of LASD's action in which BCS pledged to be more inclusionary. Yet, over the six years that has followed that settlement, BCS has become even *more* discriminatory in the population it has enrolled. BCS now seeks to literally turn back the clock to reinstate a discriminatory preference for families that reside in an area that is among the wealthiest 0.0001% of the entire state of California. SCCBOE/SCCOE must act to not only reject that proposal but to take further action that brings BCS into compliance with law.

A. The Law Prohibits Policies/Systems That Produce Discriminatory Impacts

Access to public education is a fundamental right afforded the highest levels of protection under California law. (*Serrano v. Priest* (1971) 5 Cal.3d 584 ("*Serrano I*") ["the distinctive and priceless function of education in our society warrants, indeed compels, our treating it as a 'fundamental interest.'"]; *Serrano v. Priest* (1976) 18 Cal.3d 728, 766 [affirming *Serrano I* and applying strict scrutiny to examining discriminatory school financing system].)

Accordingly, California law forbids any charter school provisions, practices, rules or other systems that result in a disproportionate impact on a protected group. (*Serrano I*, 5 Cal.3d at p. 589 [striking down the state's school funding system as unconstitutional due to its disparate impact upon socioeconomically disadvantaged students]; *Crawford v. Board of Education* (1976) 17 Cal.3d 280, 296 [schools are "not constitutionally free to adopt any facially neutral policy it chooses, oblivious to such policy's actual differential impact on the minority children in its schools"]; *Griggs v. Duke Power Company* (1971) 401 U.S. 424 [an admissions scheme that is on its face arguably neutral is discriminatory if it has a disparate impact on a protected group].)

Despite this controlling law, County Superintendent Dr. Mary Ann Dewan recently responded to concerns raised by Eric Shiu, an LASD parent, by stating:

> *Bullis is required to conduct any admissions lottery in accordance with the preferences as set forth in its charter and cannot deviate from those approved preferences, including by adding additional preferences, without processing a request for a material revision to its charter. Neither the community nor SCCBOE can unilaterally impose additional preference requirements in the middle of Bullis' charter term. If you would like to*

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recommend that Bullis change or add to its admission preferences, those suggestions should be recommended to Bullis, and the charter school could seek such changes if it chooses.

The response reflects an alarming misunderstanding of the SCCBOE's/SCCOE's role in charter school oversight. The statement that "Bullis is required to conduct any admissions lottery in accordance with the preferences set forth in its charter and cannot deviate from the approved preferences" serves to reinforce discrimination, rather than seek to correct it. This stated policy, together with approval of the admissions provisions and the failure to take any corrective action, makes the SCCOE and SCCBOE complicit in the discrimination.

Contrary to Dr. Dewan's statement, BCS and the SCCOE/SCCBOE must ensure that BCS: (1) complies with its duty to ensure that the racial and ethnic balance of its pupils is reflective of the general population residing within LASD boundaries (Ed. Code, § 47605(b)(5)(G); Charter, p. 23); and (2) does not take any action that adversely affects protected groups of students (Cal. Const. art. I § 7; Ed. Code, § 200 et seq.)

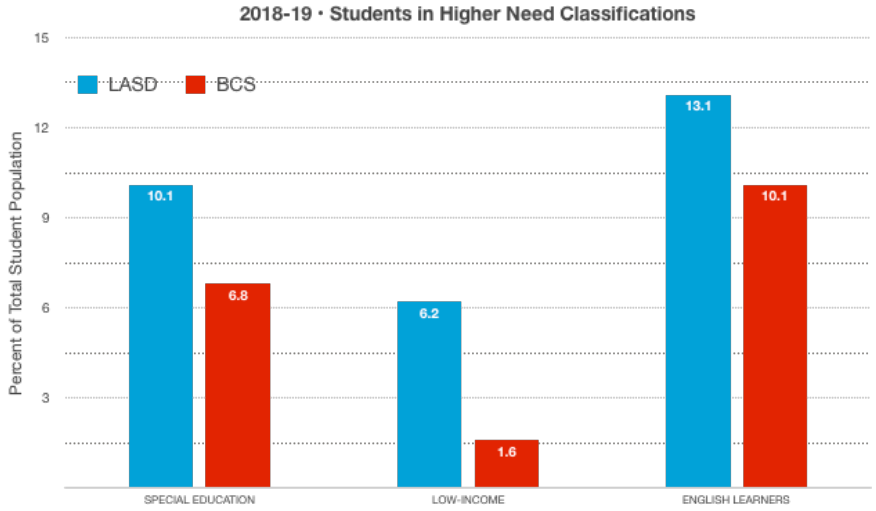
B. Bullis Continues To Underserve Marginalized Pupils

It is the requirement and the responsibility of public schools in the State of California to serve all students.

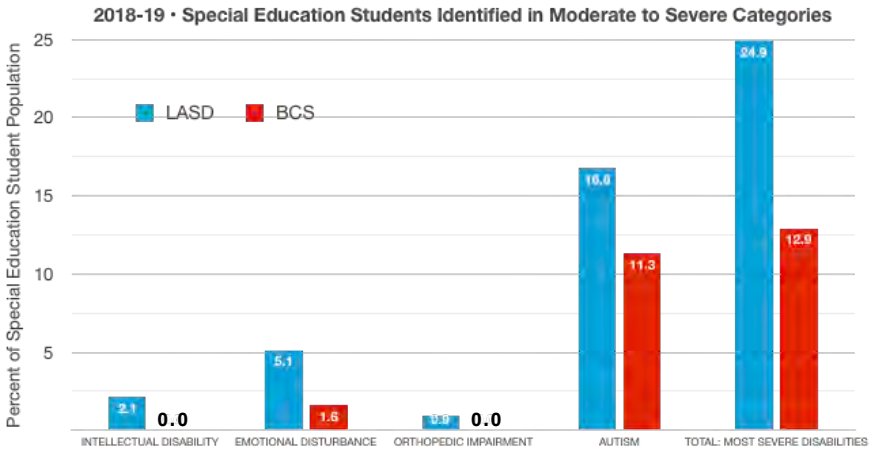
Publicly-available data from the California Department of Education shows the discriminatory/disparate impact on protected classes of students through BCS's practices. In 2018, 6.2% of LASD's students were identified as socioeconomically disadvantaged, whereas only 1.6% of BCS's pupil population was identified as the same. Similarly, in 2018, the District's English learner population was 13.1%, whereas BCS lagged again at 10.1%. BCS's stated intention to invoke a preference for students residing within the Los Altos Hills – a zip code recognized as one of the wealthiest in the country – will only serve to exacerbate the now longstanding discriminatory impact upon these protected classes of students.

BCS's underservice of students with disabilities – particularly those whose disabilities tend to require more resources to serve – is notably stark. During the seven (7) years from 2012-13 through 2018-19, LASD's enrollment of special education pupils has averaged 9.5% of its pupils, whereas BCS averaged only 5.6% of its students.

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Equally troubling, BCS's underservice of students with disabilities is compounded by the types of pupils it serves. Some disabilities require more educational resources than others – for example, Speech Language Impairment ("SLI") and Specific Learning Disability ("SLD") typically require less resources than Intellectual Disabilities, Emotional Disturbance, or Orthopedic Impairment. While LASD's ratio of SLI/SLD students (i.e., lower cost special education students) has fallen significantly, BCS continues to maintain a high ratio of such students. BCS consistently enrolls a *far* lower ratio of high cost special education students than LASD:



The data reflects that not only has BCS underserved students with disabilities when compared to LASD, but it has evaded its obligation to serve the full spectrum of disabilities and abrogated its responsibility to educate those pupils who need the most intensive care. The data as well as the information from parents who have had their special needs students turned away from BCS confirm that discrimination is occurring. What has developed is a charter school, ostensibly required to be part of the public school system, serving a narrow student population and failing to serve all pupils in the community – this is not what the law intended. (*Wilson v. State Bd. of Educ.* (1999) 75

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Cal.App.4th 1125, 1137 ["the establishment of charter schools does not create a dual system of public schools"].)

C. BCS's Discrimination and Resulting Segregation Mirrors a Disturbing Statewide Trend Among California's Charter Schools.

As a recent study documented and summarized:

> "It's clear, **there is a high cost to California school districts as a result of how unequally charter schools enroll both special education students in general and students with hardest-to-serve disabilities in particular.** This cost is borne by districts as a result of California's formula for funding special education, which distributes funding roughly on a total per pupil basis, with no accounting for whether or not a student has a disability, or the severity of their disability." See https://www.cta.org/stateofdenial. (Highlight in original.)

The report also summarized the fiscal impact of this charter school discrimination on three public school districts – San Diego Unified School District, Los Angeles Unified School District, and Oakland Unified School District – as follows:



D. The SCCBOE/SCCOE Has The Legal Obligation To Exercise Oversight To Address BCS's Discriminatory Conduct and Impacts

SCCOE and its Board may not continue to turn a blind eye to the BCS practices that have resulted in disproportionate impact on these protected groups of students. Aside from your responsibilities to *all* students within the county, an authorizer who knows, or has reason to know, of a charter school's noncompliance in meeting the requirements to

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serve a comparable student population or to otherwise engage in discrimination/discriminatory practices, can be held liable for the injury caused by the charter school's actions. (Ed. Code, § 47604(c).) In fact, failure to take action in the face of acknowledged discrimination creates an independent liability for the authorizer for its own failure to act.

We note that the County Superintendent's statement to Mr. Shiu takes a very narrow view of oversight and the role of the authorizer. However, oversight not only includes the tasks identified in Education Code section 47604.32, it also includes the obligation to take action where there is a: (1) violation of the charter; (2) a violation of law; (3) a failure to meet pupil (academic) outcomes; and/or (4) fiscal mismanagement. (Ed. Code, § 47607(c).) In fact, any protection from liability under Education Code section 47604(c) is dependent upon the authorizer's compliance "with all oversight responsibilities required by law *including, but not limited to*, those required by Section 47604.32 and subdivision (m) of Section 47605." As such, there is far more to meeting the obligations of an authorizer including, as stated above, taking action under Education Code section 47607(c) in the face of violations.

While authorizers have broad discretion, they must hold charters accountable. The court has expressly acknowledged "[l]ocal school districts and county boards of education, as well as parents and teachers, have a right to expect that charter schools will hew not just to the law, but to their charters ..." The court held that these groups may file suit against an authorizer to require it to take action to hold the charter to account for violations. (*California School Boards Association v. State Board of Education* (2010) 186 Cal.App.4th 1298, 1326.)

We understand that Dr. Dewan is operating under the understanding that because BCS was authorized on appeal to the County rather than as a countywide benefit charter school, SCCBOE's/SCCOE's oversight role is "limited." Such an assertion is baseless and contrary to law. The Charter Schools Act makes no distinction in an authorizer's oversight duties dependent upon how it received a charter petition. (Ed. Code, § 47604(c) ["An authority that grants a charter to a charter school" must comply with oversight duties].) The agency that authorizes a charter school is then fully responsible for overseeing it in compliance with law – any other interpretation would be considered unconstitutional. (*California School Bds. Assn., supra,* 186 Cal.App.4th at 1326 ["It is, thus, the very control and oversight by public officials that legitimize charter schools. If monitoring and enforcement are, in reality, either lax or nonexistent, then the entire statutory scheme governing charter schools is called into question."]; *Wilson v. State Bd. of Educ.* (1999) 75 Cal.App.4th 1125, 1139 ["the very destiny of charter schools lies solely in the hands of public agencies and offices, from the local to the state level: school districts, county boards of education, the Superintendent and the Board."].)

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E. BCS's Continuing Discrimination Arises From The Fact That The School Was Formed For A Discriminatory Purpose

The need for SCCBOE/SCCOE to act is even more apparent when one considers that BCS was founded to create an exclusionary school, a purpose that is antithetical to the public school system. From BCS's inception, its exclusionary purpose has injected division and discrimination into an otherwise exceptional public school system and the discrimination has grown over time and has reached a breaking point. An overview of BCS's history illustrates the adverse impact that BCS's formation has had on the LASD public school community.

1. The Bullis Charter School Forms For Reasons That Bear Little Relation To The *Raison D'Etre* For Charter Schools: Expanding Opportunities For Those That The Public School System Is Underserving

The Charter Schools Act declares charter schools to be "part of the public school system" and places "special emphasis on expanding learning opportunities for pupils who are identified as academically low achieving." (Ed. Code, § 47601(b).) To that end, the charter school laws require charter schools to admit pupils on an equal opportunity basis, prohibit the charging of tuition, and require the chartering authority to "consider increases in public academic achievement for *all groups* of pupils served by the charter school as the most important factor in determining whether to grant charter renewal." (Ed. Code, § 47605(a)(3)(A) [emph. added].) Thus, the idea is to provide parents and pupils in poorly performing public schools with expanded educational choices that advance improvement, particularly in groups underserved by the existing public school system.

LASD has long produced among the highest achieving public schools in California, and a community dedicated to producing quality education for every public school pupil—in every demographic category. The residents vote to tax themselves to fund the public schools and parents volunteer countless time to help the schools.

In 2003, the LASD closure of Bullis-Purissima Elementary School in Los Altos Hills, prompted a small group of parents to form BCS, seeking to establish a charter school that this small group, rather than elected public officials, would control. The founders soon raised over $5 million in private funds and demanded that the District handover the closed school site to BCS. BCS also granted an admissions preference for residents of the former Bullis-Purissima elementary school—the Exclusionary Los Altos Hills Preference.

Thus, from the start, BCS's purpose was not to expand learning opportunities for an underserved group, but was instead to create a school where the District's wealthiest residents could combine private donations with public funds to establish a "semi-private school." (See "Taypayers Get Billed for Kids of Millionaires at Charter School," *Bloomberg* (Nov. 2011), [https://www.bloomberg.com/news/articles/2011-11-

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15/taxpayers-billed-for-millionaires-kids-at-charter-school].) To that end, BCS established an expectation that each pupil's family will donate more than $5,000 per year in private funds, established an Exclusionary Los Altos Hills Preference to favor the wealthiest portion of LASD, and has engaged in a wide variety of other outreach, fundraising practices or messaging that has consistently *for 15 plus years* resulted in BCS under-enrolling low income, ELL and special needs students when compared to the enrollment of pupils in those same categories in LASD-run schools.
(See https://www.bcsfoundation.com/two-students; see also https://www.bcsfoundation.com/annual-campaign.)

In 2008, the District reopened the Gardner Bullis Elementary School in Los Altos Hills on the former Bullis-Purissima site, thereby eliminating the only ostensible ground BCS has ever given for its Exclusionary Los Altos Hills Preference. Nonetheless, BCS refused to drop the preference. LASD brought a petition for writ of mandate in court to attempt to challenge the preference, but the court ruled that LASD lacked standing to sue because SCCBOE had the authority and discretion to decide whether to allow the Preference. LASD now turns to SCCBOE to ensure that BCS does not bring this discriminatory preference back.

2. After SCCBOE Urges BCS To Improve Its Under-Enrollment Of Certain Students, And After Litigation Concerning BCS's Discriminatory Practices, BCS Enters A Settlement Agreement In Which It Suggests It Will Phase Out The Exclusionary Los Altos Hills Preference

After SCCBOE approved the Exclusionary Los Altos Hills Preference, notwithstanding the expressed concerns of SCCOE staff that the preference was discriminatory, members of LASD's public came forward with evidence of other discriminatory BCS practices. Among other things, this evidence showed that between 2003 and 2012, BCS illegally requested confidential health information and educational records from applicants before conducting its admissions lottery. This improperly suggested to potential applicants that factors such as a child's disability or prior academic performance could bear on whether BCS would admit the child, and that BCS could manipulate the information in its possession to discriminate in its admissions. In a May 30, 2012 letter, the County's Superintendent of Schools, Dr. Charles Weis, advised BCS that its application process "infringed on the rights of children and parents under state and federal laws protecting the privacy of confidential health information and the privacy of educational records."

Also in 2012, a number of LASD parents filed statements with this Board or declarations under penalty of perjury in court, attesting to BCS conduct hostile to special needs students during the admission process and afterwards. LASD filed a cross-complaint with the court, seeking a determination whether BCS was discriminating unlawfully in its practices and what remedies should follow for such discrimination. BCS tried repeatedly in the trial and appellate court to block the courts from addressing those

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questions on their merits. But both the trial court and appellate court made rulings that made clear that BCS could not duck the discrimination allegations but would have to address those allegations on their merits. After suffering those rulings, in 2014, BCS entered a settlement agreement with LASD in which BCS agreed to limit its growth to around 900 pupils for five years, through the end of the 2018-19 school year and agreed to be more inclusive and less discriminatory in its admissions practices. During the course of the five-year agreement, as noted, several SCCBOE trustees took note of BCS's continued discrimination, demanded change, and questioned whether SCCBOE should renew its charter.

The settlement included a provision limiting the Exclusionary Los Altos Hills Preference. At the time, LASD understood this provision would effectuate a permanent phase out of the Hills Preference—BCS was agreeing to eliminate the Exclusionary Los Altos Hills preference over time, but was keeping a limited version of it in place for the benefit of Los Altos Hills families who already had enrolled a child at BCS and would like a sibling to attend the same school.

LASD and BCS further pledged to work together during the five-year agreement to procure funding for a 10th school site to house BCS. Community volunteers from LASD and BCS then worked together to convince LASD voters to agree to tax themselves via a $150 million bond measure. After the LASD voters approved that bond measure, LASD after an exhaustive search located a remarkable opportunity to acquire land on terms highly advantageous to the LASD taxpayers in the North of El Camino ("NEC") area in Mountain View within LASD's boundaries. This site (the "10th Site") represented the best opportunity throughout the five-year agreement for a potential facilities option for BCS, and it met the promise both LASD and BCS had made to the community that a 10th Site would be located and developed. Furthermore it represented a wonderful opportunity for BCS—LASD would spend more than $100 million to provide BCS brand new, exclusive use facilities on its own site.

3. BCS Rejects A Preference For The Most Socioeconomically Diverse Area Of The District, But Then Seeks To Restore An Admissions Preference For The Wealthiest And Least Diverse Area Within The District

Because the City of Mountain View is partnering with LASD to effectuate the purchase of the 10th Site, the Mountain View City Council made clear that its approval of certain funding that would be part of the 10th Site acquisition was conditioned on LASD placing a school on the site that would grant an enrollment preference to residents of the NEC neighborhood. BCS's board president promptly declared that if BCS were placed on this site, BCS would NOT grant a preference for residents of the NEC neighborhood: "Bullis Charter School board president Joe Hurd told the Voice that the board has expressed zero interest in adding a neighborhood preference, and has sought an even-handed approach to serving students throughout the Los Altos School District." (https://mv-

Documentary Record 000997

voice.com/news/2018/12/13/council-agrees-on-new-san-antonio-school; see also, http://mountainview.granicus.com/MediaPlayer.php?view_id=2&clip_id=3105.)

Yet, BCS more recently has advised LASD that BCS intends to restore the Exclusionary Los Altos Hills Preference. (A copy of the recent correspondence between LASD and BCS regarding the Los Altos Hills Preference is enclosed.) In other words, BCS's stated "even-handed approach to serving students throughout the Los Altos School District" consists of *rejecting* an admissions preference for the most socioeconomically diverse area in LASD—the NEC neighborhood—while *granting* a preference to the least diverse area—Los Altos Hills.

On June 19, 2018, BCS Board members Joe Hurd and Ann Waterman Roy gave public comment before the Mountain View City Council, appearing in their "individual capacities, not representing the [BCS] Board." Hurd and Waterman Roy proposed to open a new and *separate* charter school at the 10th Site with a preference for NEC students and LASD as the chartering authority. When Councilmember John McCallister asked if BCS would provide the same preference for NEC students if BCS "in its current form" were to be located at the 10th Site, the two BCS Board members demurred. (See http://mountainview.granicus.com/MediaPlayer.php?view_id=2&clip_id=3105.)

While BCS has flaunted its obligation as a public school to further education equity within LASD, BCS recently gave lip service to such goals when BCS sought approval to establish another charter school in the Mountain View Whisman School District ("MVWSD") stating that BCS wished to serve underprivileged students residing within the MVWSD. MVWSD demanded more than just lip service and instead required that BCS's proposed MVWSD charter school align its admission preferences to its stated goals to serve socio-economically disadvantaged and/or English language learners. In response, BCS refused to do so. MVWSD also required a charter board made up of MVWSD residents and reflective of the students BCS purportedly wished to serve: underprivileged students residing within MVWSD boundaries. Again, BCS refused. As a result, MVWSD exercised its obligations as a charter authorizer and revoked the BCS charter. This is a good example of the kind of oversight SCCBOE can and should exercise if BCS refuses to meet its obligation as a public school to serve all pupil communities.

As things now stand in LASD, BCS has grown to a population of over 1,100 pupils—more than 20 percent of the entire LASD public school pupil population. But as shown by its consistent under-enrollment of low income, ELL and special needs students, BCS has grown to more than 20 percent of LASD by "skimming" from only particular groups, while shunning others. This is intolerable, antithetical to public education and must be corrected.

Documentary Record 000998

F. This Board Must Not Allow BCS To Restore The Exclusionary Los Altos Hills Preference And Take Further Action To Correct BCS Discrimination

BCS's tone deaf plan to restore the Exclusionary Los Altos Hills Preference mandates swift and clear action from this Board that makes clear that the Preference cannot be restored. Indeed, even without that Preference, to paraphrase Ms. Song's comment from 2012, BCS continues to "perform[] abysmally in serving socioeconomically disadvantaged students." For it to restore the Preference despite that abysmal track record is to add insult to injury and amounts to sticking a finger in the eye of the principle of equality in educational opportunity.

One of the core policies of the charter school laws is to allow innovators to take the basic per-pupil state allocation of funds and "do more with less"—i.e. use those same dollars to obtain improved academic performance from those who pose the greater educational challenges. Thus, when measuring charter schools, it should be a key goal that the accolades go to charter schools who educate the most effectively and raise scores among populations that historically have been more difficult or costly to educate.

By contrast, a charter school that "skims" the most affluent and educated families in a district and avoids those with greater challenges, then fundraises from its "skimmed" families, may yield a school with high test scores and academic achievement, may yield enthusiasm and satisfaction from the parents whose children attend the affluent "public" charter school, and may yield demand and a waiting list from others who want to enroll their kids in the affluent charter school. But none of those results, founded on discriminatory policies and practices, are the goals of public charter school law. And certainly, none can justify the discriminatory results -evidenced by the data - which such skimming generates.

Because the charter school laws aim to spur charter schools that will take on more difficult academic challenges, five key ways which a charter school's performance may be measured against the reason for allowing a charter school in the first instance are (a) is the charter school targeting a community in need?; (b) is it targeting the students who need the most help?; (c) how do its demographics compare to that of the district in which it sits?; (d) how much is it spending per pupil in combined public and private funding in comparison to the district in which it sits; and, (e) how much is the school improving academic performance among the groups that historically have posed greater educational challenges in the district in which it sits? (See, e.g., https://www.publiccharters.org/sites/default/files/migrated/wp-content/uploads/2014/01/NAPCS_AchvmntStdy_D8.pdf_20110330T165151.pdf.)

Since BCS does not measure up against *any* of these factors, it is difficult to rationalize the existence of a charter school in Los Altos at all. But even assuming one can rationalize a "public" charter school that does *nothing* to expand educational opportunity for the groups that pose greater educational challenges, one cannot rationalize granting

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an *admissions preference* to the area within LASD that will *further* skew *already skewed* demographics.

The reasons BCS gave in its letter that announced its planned restoration of the Exclusionary Los Altos Hills Preference do not withstand scrutiny. Although it touts its "hard fought" "victory" in persuading a judge to not enjoin the Exclusionary Los Altos Hills Preference in response to LASD's 2008 lawsuit, it ignores that the judge (a) ruled that the decision whether to allow or disallow the preference rested in the first instance with BCS's approving and oversight entity—this Board; and (b) the 2008 lawsuit did not examine the discriminatory results that have followed in the decade since that lawsuit was decided. SCCBOE/SCCOE should not be lulled into the belief that the court has approved the preference or the discriminatory impacts.

The question of whether this Board should allow the Exclusionary Los Altos Hills Preference is now before this Board in the first instance, and the Board must examine the Preference against the long history of BCS discrimination. Again, nothing in the 2008 court ruling justifies allowing the Preference to be reinstated in 2019.

Similarly, BCS's reference to the history that led to adoption of the Preference over a decade ago only underscores how ridiculous that rationale is today. LASD now has a public school in Los Altos Hills, and BCS has grown into an 1,100 plus pupil school which represents over 20 percent of the entire District population. At that size, it is more critical than ever that BCS be held to its (selectively-invoked) objective of an "even-handed approach to serving students throughout the Los Altos School District."

There is simply no place in the *public* school system for this exclusionary preference at a charter school that has spent 15 plus years skimming to admit a skewed population. BCS's skewed demographic population warrants substantial remedial action. Instead, it proposes the entirely *unrepentant* act of reinstating the Exclusionary Preference.

We note that the California Attorney General recently brought an action against the Sausalito Marin City School District ("SMCSD") based on allegations that a charter school in SMCSD had created segregation within that District. After settling the Attorney General's action, SMCSD issued a press release that commendably stated: "The foundational edict and responsibility that we hold as a public school system is to provide an excellent education in a desegregated school. . . .We invite all of our community to stand courageously and make an enduring commitment to put an end to inequitable education, to embrace our differences, to work systematically toward change, and to adopt a plan toward desegregation."

LASD stands committed to the same goal, but unfortunately, it must turn to this chartering authority to obtain the action necessary to end the 15 plus years of ever-increasing segregation of the public schools within LASD that BCS has caused and

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continues to cause. It should not take a lawsuit by the Attorney General—or anyone else—to produce compliance with the foundational edict and responsibility to ensure equality that we hold as in the public school system.

G. Conclusion

In light of the systemic discrimination fostered over the last 15 years, significant steps are required to bring BCS into compliance and to ensure access. It is imperative that the Exclusionary Los Altos Hills Preference be rejected. This action must be part of a comprehensive desegregation plan designed to ensure a student population that reflects the demographics within the LASD boundaries. Careful review of BCS culture and practices will be necessary to address this segregation. Because BCS's discriminatory practices are wide ranging, the plan should include, among other things, a transparent lottery conducted by the SCCOE staff, priority preference for students in higher need classifications (including those identified in the charts on page 5 of this letter), and restricted growth until such time as the discrimination is corrected. SCCBOE must act with intention to require a meaningful desegregation plan within six months and work diligently to end this discrimination.

We look forward to receiving your response.

Respectfully,

Jessica Speiser
President, Board of Trustees
Los Altos School District

Vladimir Ivanović
Member, Board of Trustees
Los Altos School District

Bryan Johnson
Vice President, Board of Trustees
Los Altos School District

Steve Taglio
Member, Board of Trustees
Los Altos School District

Vaishali Sirkay
Clerk, Board of Trustees
Los Altos School District

Documentary Record 001001

cc: Gavin Newsom, California Governor
Xavier Becerra, California Attorney General
Tony Thurmond, California Superintendent of Schools
Linda Darling-Hammond, President of California State Board of Education
Jerry Hill, California State Senator, 13th District
Marc Berman, California State Assembly, 24th District
Connie Leyva, Chair of California State Senate Education Committee
Patrick O'Donnell, Chair of California State Assembly Education Committee

Documentary Record 001002

Attachment 4

Documentary Record 001003

When the public lottery is completed, BCS informs the families of accepted applicants, and asks the families to either accept or decline a space as soon as possible, so that BCS can continue their enrollment process or offer the space to another family. However, completing the registration paperwork can take some time. In the initial lottery, we offered 190 spots for the 2022-23 school year, with the vast majority (136) of these spots being to incoming TK/K students. As new spots become available (when we learn of current families who may be leaving for the 2022-23 school year or offered families decline a spot) we continue to offer to those currently on the waitlist.

Because our enrollment process remains fluid prior to the start of the 2022-2023 school year, we will be able to provide complete demographic information after the start of the school year as we will know which students matriculate and have access to additional data collected. We believe it is essential to wait for that data, so that everyone can assess how our Enrollment Action Plan is working, and make fair comparisons with enrollment and demographic trends at LASD.

As requested, here is detailed demographic information for the 2021-22 school year.

Ethnicity	Total	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Black/African Am	2	1	0	0	0	0	0	0	0	1
Asian	606	81	91	73	74	62	77	56	43	49
Filipino	13	1	1	4	2	2	1	1	0	1
Hispanic	47	7	3	7	2	11	8	1	5	3
Nat Hwiin/Othr Pac Isindr	2	0	0	0	0	1	1	0	0	0
White	209	27	17	15	28	25	29	33	15	20
Multiple	156	17	17	22	18	24	9	18	18	13
Missing	32	3	5	11	8	1	0	1	1	2
Total	1067	137	134	132	132	126	125	110	82	89

Grade	English Only (EO)	Initial Fluent English Proficient (IFEP)	English Learner (EL)	Reclassified Fluent English Proficient (RFEP)	To Be Determined (TBD)	Total
KN	71	43	22	1	0	137
01	61	40	13	20	0	134
02	69	42	8	13	0	132
03	82	29	4	17	0	132
04	68	28	7	23	0	126
05	71	30	2	22	0	125
06	63	19	4	24	0	110
07	56	18	1	7	0	82
08	47	17	0	25	0	89
Total	588	266	61	152	0	1067

Race/Ethnicity Counts	Black/A	Asian	Filipino	Hispanic	Nat Hwiin	White	Multiple	Missing	Total Students
# of Students	2	606	13	47	2	209	156	32	1067

ELAS Categories	EO	IFEP	EL	RFEP	TBD	Total Students
# of Students	588	266	61	152	0	1067
Percentage	55.1%	24.9%	5.7%	14.2%	0.0%	

Additional Data	SED	SPED	Total Students
# of Students	14	75	1067
Percentage	1.3%	7.0%	

While we do not have complete enrollment data for 2022-23, there are three positive preliminary data points revealed during the enrollment process which suggest that the EAP is working, and that BCS is making progress toward our shared goals of providing fair and equal access to all students.

1. Kindergarten/TK enrollment

Most families stay at BCS once they've enrolled, so most of our Open Enrollment spaces each year are in Kindergarten and Transitional Kindergarten (TK). Enrollment in Kindergarten/TK are leading indicators for how our enrollment and demographics are changing. For example, a newly enrolled K/TK student may have siblings who will benefit from the sibling preference in coming years.

Documentary Record 001004

While the data for Kindergarten/TK enrollment is still preliminary (as a result of the lottery), we have made offers to 5 K/TK students who are eligible for Free and Reduced Price Meals (FRPM). This is in line with the demographics of LASD, which enrolled 14 Socioeconomically Disadvantaged (SED) students in Kindergarten in 2021-22, and 15 SED students in Kindergarten in 2020-21. (BCS enrolls approximately 24% of all public school students in the Los Altos School District area – in 2021-22, BCS enrollment = 1,067 and LASD enrollment = 3,347.)

Again, since most families stay at BCS once they've enrolled, we anticipate the number of FRPM-eligible students will continue to grow with each new Kindergarten class.

2. Families qualifying for Free and Reduced Price Meals (FRPM)

This was the first year that BCS offered a preference for families eligible for Free and Reduced Price Meals (FRPM). Here are preliminary totals for applicants who have identified themselves as being eligible for FRPM for all grades (including K/TK) as of May 2:

- In-district applicants eligible for FRPM - 12
- Out-of-district applicants eligible for FRPM - 31

All of the 12 in-district applicants eligible for FRPM have been offered enrollment for 2022-23, and we are optimistic they will all enroll this fall, which would nearly double the number of FRPM-eligible students that we serve. Though we have over 30 additional FRPM-eligible students on the waitlist, at this point BCS has not offered enrollment to **any** out-of-district applicants (FRPM-eligible or otherwise) due to the large number of in-district families interested in BCS and the 8% limit on out-of-district students imposed by our facilities agreement with LASD.

3. Results of expanded outreach efforts

Our expanded outreach in key neighborhoods is already helping us reach more FRPM-eligible families, including applicants who live outside the LASD area. We will continue to evaluate and expand these targeted outreach efforts, adding to recent improvements, including:

- Our contact list of preschool and child care programs, churches, temples, and other community organizations has doubled in the last two years, and now includes more than 80 programs in our community. BCS contacted each of these programs directly (by email or phone) in November and in January to highlight Open Enrollment and our Parent Information Nights and to offer flyers and resources they can share with families. With the pandemic and the rise in omicron during January (when a vast majority of our outreach happens), we were unable to host events at outside locations. We anticipate that being able to host events and visit locations in person for the 2023-24 enrollment year will allow us to track the number of individuals that we connect with during our outreach efforts.

Documentary Record 001005

- Our outreach staff distributed flyers on Saturdays in November, December and January outside Walmart, Kohl's, and other stores in the San Antonio Center. We distributed over 100 flyers to families at these locations.
- As in previous years, BCS staff and families posted flyers and yard signs at key locations in the San Antonio neighborhood, including in local public parks.
- Even with the restraints of COVID, hundreds of families participated in our Parent Information Nights:
    - On November 18 (an elementary school session), 28 attended in person, and 139 joined online;
    - On December 8 (a middle school session), 16 people attended in person, and 53 joined online;
    - On January 27 (an elementary school session) 180 joined online. There was no in-person option due to omicron.
    - On February 3, BCS parents hosted an "Ask Me Anything" webinar for potential new families, and 232 people joined online.

  From what we have been able to track (if families left the same email address at an info night as they used when applying) at least 70% of the families who attended one of the Parent Information Nights completed an application through our Open Enrollment.

BCS will continue to analyze the effectiveness of the new FRPM preference and consider appropriate adjustments. A few examples are below:

- While the Enrollment Form already asks how a family heard about BCS, it limits families to selecting one option (e.g. Word of Mouth **or** flyer). We'd like to adjust this form to allow families to select multiple options (e.g. Word of Mouth **and** a flyer in the community). This can help us ascertain which methods of outreach are most effective.
- We would like to host or attend a minimum of 10 in-person outreach events – such as visiting local preschools or hosting a table at a community fair – which were canceled or reduced this year because of COVID-19 health considerations.
    - Tracking participation in these events (via email addresses or parent name) will allow us to see which families later submit an application for enrollment.
- In addition to our Parent Information Nights, we will host three on-campus visits, where potential new families can see our teachers and students in action.

As we've outlined, preliminary data show positive signs that our Enrollment Action Plan – including targeted outreach efforts in key neighborhoods and the new preference for FRPM-eligible families – is working. We will continue to update you when we have reliable data about enrollment for 2022-23, and we will continue asking LASD for better data about their out-of-district enrollment, so that we can all make fair and clear comparisons. We welcome any advice you may have to help us continue building on this progress.

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Santa Clara County Office of Education
Mary Ann Dewan, Ph.D.
County Superintendent of Schools

December 20, 2023

SENT VIA EMAIL (MISRAEL@BULLISCHARTERSCHOOL.COM)

Maureen Israel, Superintendent/Principal
Bullis Charter School
102 W. Portola Ave.
Los Altos, CA 94022

RE: Reaffirmation Notice and Bullis Admissions Practices

Dear Ms. Israel,

The Santa Clara County Office of Education ("SCCOE") is in receipt of the correspondence you submitted on behalf of Bullis Charter School ("Bullis") on October 10, 2023, in response to the Reaffirmation Notice authorized by the Santa Clara County Board of Education ("SCCBOE") and issued by SCCOE on August 4, 2023, as well as the most recent demographic data provided by Bullis.

As an initial mater, SCCOE is pleased Bullis is reporting the work it has done in response to the initial Education Code Section 47607(e) Notice ("47607(e) Notice") and the Reaffirmation Notice issued by SCCBOE/SCCOE, to help make change and improvement in the areas addressed in those Notices, is having positive results and Bullis's student population more closely reflects that of the Los Altos Unified School District ("LASD"). This work includes, but is not limited to, Bullis adopting and implementing the preferences for students who qualify for free- and reduced-price meals in direct response to the 47607(e) Notice.

Notwithstanding the changes implemented to date, there remains work to be done to fully address the concerns. To that end, SCCOE encourages Bullis to not only continue with the measures and steps identified in your correspondence, but also to consider and implement other measures that can bring about the results expected by the SBCBOE prior to the time the Bullis Charter is considered for renewal.

SCCOE will not attempt to debate or respond to every statement in your October correspondence and reiterates the purpose of the 47607(e) Notice and the Reaffirmation Notice is to ensure that Bullis is aware of and given the opportunity to develop and implement a corrective action plan to address the issues detailed in those Notices. SCCOE again encourages Bullis to continue its efforts at inclusivity in access and enrollment and seeking to serve students who are underrepresented in its population.

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County Board of Education: Maimona Afzal Berta, Victoria Chon, Joseph Di Salvo, Raeena Lari, Grace H. Mah, Don Rocha, Tara Sreekrishnan

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Santa Clara County Office of Education
Mary Ann Dewan, Ph.D.
County Superintendent of Schools

Several statements in your correspondence are incorrect and raise concerns, and SCCOE does want to correct Bullis' misapprehensions and the record on a few important points.

A. SCCOE absolutely has not suggested that Bullis "directly or indirectly[] discriminat[e] against or violat[e] the civil rights of any group of students on the basis of race . . . ." Rather, Bullis must increase and/or change its efforts to recruit and encourage applications and enrollment by students from historically underserved student groups, particularly those underrepresented at Bullis. Encouraging broader-based recruitment, application, and enrollment is not discriminatory. Simply stated, in no way has SCCOE indicated Bullis can or should make any enrollment decisions based on race and agrees this would violate the law and such conduct would not be tolerated by SCCBOE/SCCOE.

B. BCS seems to assert that the only pertinent legal requirement is that Bullis include in its Charter a reasonably comprehensive description of 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 . . . that is reflective of the general population residing within the territorial jurisdiction of the [Los Altos] school district," and that Bullis is in full compliance with the applicable legal requirements simply because its Charter includes such a description. Bullis' implication that simply writing a description, even a comprehensive one, in the Charter is adequate is incorrect. That is not true for any element of an approved charter – the charter school must comply with its charter, not just write something and forget about it. Moreover, in this particular case, the law specifies it is a description of how the charter school will "achieve" this balance, not just set forth a plan.

   Further, as Bullis is aware, a charter may be revoked for committing "a material violation of any of the conditions, standards, or procedures set forth in the charter," which includes the pupil balance element. As SCCOE and Bullis have previously discussed, the Charter Schools Act has been revised over time to further bolster the mandates of inclusivity and equity in enrollment at charter schools. Moreover, Bullis' assertions that nonrenewal pursuant to 47607(e) for failing to serve all pupils who wish to attend applies only to situations in which particular enrolled students have left or been disenrolled for discriminatory reasons and/or a chartering authority would have to produce a particular, individual student(s) who "wishes to attend" in order to non-renew on this basis is also misplaced. There simply is no such restriction or requirement in the law.

C. Bullis' response misinterprets SCCOE's FAQ in an unavailing effort to support its position that the school is only required to include a reasonably comprehensive

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County Board of Education: Maimona Afzal Berta, Victoria Chon, Joseph Di Salvo, Raeena Lari, Grace H. Mah, Don Rocha, Tara Sreekrishnan

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Santa Clara County Office of Education
Mary Ann Dewan, Ph.D.
County Superintendent of Schools

description of its plan to achieve the requisite pupil balance in its Charter and is not actually required to pursue or achieve that balance. The quoted information from SCCOE's website explains that the law prohibits a charter school from making enrollment decisions on the basis of race or ethnicity, but it also correctly points out that charter schools "are charged with developing and implementing effective outreach and recruitment plans …." The concerns set forth in the 47607(e) notice and reiterated in the Reaffirmation Notice are that Bullis has not effectively implemented the necessary outreach and recruitment plans to achieve the balance provided for in the Charter Schools Act and Bullis' Charter and to serve all students who wish to attend.

D. Bullis' response repeatedly uses the term "mirror" in quotation marks, implying that the SCCOE's Reaffirmation Notice demanded that Bullis' "mirror" Los Altos USD's demographics. However, the term "mirror" was not used anywhere in the Reaffirmation Notice, which, instead, cited to and was based in the statutory requirements and language of the Charter Schools Act.

E. Bullis mistakenly asserts that the period of time for which SCCOE conducted its statistical analysis of Bullis and LASD enrollment is arbitrary and, instead, SCCOE should have looked at only the last year (2021-22 to 2022-23). SCCOE used 2017-18 through 2022-23 because that is the current term of the Bullis Charter, which is not remotely arbitrary, but, instead, is directly pertinent to consideration of Bullis' compliance with its Charter and any renewal request.

We also noted that your correspondence devoted considerable time attributing fault to LASD for Bullis's inability to enroll a more diverse student population and you requested SCCOE intervene and "direct" LASD to, among other things, allow Bullis to post Spanish-language advertisements, to include a link on LASD's website inviting students to apply to Bullis, and to include information about Bullis in LASD's enrollment communications to parents. As you are aware, while SCCOE is a partner to both LASD and Bullis in their respective efforts to best serve students, SCCOE does not have authority to compel LASD to do any of these things requested by Bullis. Nevertheless, SCCOE has shared your correspondence with LASD and will continue to encourage both entities to work collaboratively moving forward so both educational entities work in the best interests of all students and enroll all students who wish to attend.

Additionally, information you provided in response to SCCOE's request for clarification of some of the data reported in your correspondence, raised an additional concern with Bullis' compliance with the legal requirements for open enrollment. Specifically, you wrote in an email to me:

(Continued on next page)

County Board of Education: Maimona Afzal Berta, Victoria Chon, Joseph Di Salvo, Raeena Lari, Grace H. Mah, Don Rocha, Tara Sreekrishnan
1290 Ridder Park Drive, San José, CA 95131-2304 (408) 453-6500 www.sccoe.org

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Santa Clara County Office of Education
Mary Ann Dewan, Ph.D.
County Superintendent of Schools

> Not being able to fill empty seats with out of district students i[s] related to our facilities agreement with LASD. The facilities agreement prohibits us from enrolling more than 8% of students who live out of district. I have not been able to enroll any out of district students - including staff students - for the past two years. As you can imagine, when students are with a school from TK-8, families move and adjust where they live and we've seen this happen significantly since the pandemic. If we exceed this 8%, LASD has the ability to revoke our facilities. It would be great if there was some grandfather clause that after students were with us for X number of years they didn't count towards this 8% or even if staff children did not count towards this 8%, but unfortunately LASD has not been willing to adjust on these. For this reason, we cannot bring in any out of district students.

SCCOE is deeply concerned that Bullis has been excluding students from enrollment because they reside outside of LASD boundaries. As Bullis should be aware, the Charter Schools Act specifies in pertinent part:

> . . . admission to a charter school shall not be determined according to the place of residence of the pupil, or of that pupil's parent or legal guardian, within this state. . . .

(Ed. Code § 47605(e)(1).) While Bullis is to grant preference in admission to LASD residents, it cannot lawfully exclude out-of-LASD residents from admission to open seats. SCCOE is aware that Bullis and LASD have had contentious facilities negotiations. Those facilities arrangements, including compliance with the requirements of Education Code Section 47614 and its implementing regulations ("Prop. 39") are separate and apart from Bullis' open admissions and enrollment obligations. The fact that enrolling students from outside of LASD might impact Bullis' entitlement to LASD facilities pursuant to its negotiated facilities agreement and/or require Bullis and LASD to go through the Prop. 39 process does not excuse Bullis from admitting all students who reside within California up to Bullis' capacity. It is not that SCCOE is unsympathetic to Bullis' facilities concerns, but those facilities issues do not trump Bullis' obligation to comply with the open enrollment requirements applicable to all charter schools.

Please provide confirmation by no later than Monday, January 22, 2024, that Bullis understands and will comply with its obligations to enroll students, including students from outside of LASD's boundaries, up to its capacity starting with the open enrollment period for the 2024-25 school year and ongoing thereafter. Moreover, in order to ensure compliance with this requirement, it will be necessary for Bullis to announce publicly – and specifically notify SCCOE – how many openings it has at each grade level prior to commencing the open enrollment process in future years. Because Bullis has already

(Continued on next page)

County Board of Education: Maimona Afzal Berta, Victoria Chon, Joseph Di Salvo, Raeena Lari, Grace H. Mah, Don Rocha, Tara Sreekrishnan
1290 Ridder Park Drive, San José, CA 95131-2304 (408) 453-6500 www.sccoe.org

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Santa Clara County Office of Education
Mary Ann Dewan, Ph.D.
County Superintendent of Schools

commenced the open enrollment process for 2024-25, with your confirmation of your commitment to comply with this legal requirement, please also specify how many openings Bullis has at each grade level for 2024-25. After announcing the number of openings, Bullis cannot decrease the number of available spaces for the year but can choose to increase the number of openings should additional seats become available.

In conclusion, SCCOE recognizes the efforts and results Bullis has reported, and SCCOE staff will continue to monitor and review Bullis' efforts and the corresponding impact on enrolling a diverse population during the remainder of the Charter term. SCCOE looks forward to receipt of confirmation that Bullis will correct its out-of-LASD admissions practices to comport with the requirements of the Charter Schools Act, along with the information about Bullis' enrollment capacity for 2024-25. Please do not hesitate to contact me if you would like to discuss these matters further.

Very truly yours,

DocuSigned by:
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Mefula Fairley
Executive Director, Charter Schools Department

cc: Mary Ann Dewan, Ph.D.
Santa Clara County Superintendent of Schools

County Board of Education: Maimona Afzal Berta, Victoria Chon, Joseph Di Salvo, Raeena Lari, Grace H. Mah, Don Rocha, Tara Sreekrishnan
1290 Ridder Park Drive, San José, CA 95131-2304 (408) 453-6500 www.sccoe.org
Transforming Education through Leadership, Service, and Advocacy

Documentary Record 001011

Sent Via Email: mdewan@sccoe.org
Mary Ann Dewan, Ph.D.
County Superintendent of Schools
Santa Clara County Office of Education
1290 Ridder Park Drive
San Jose, CA 95131

Re: Response to December 20, 2023 "Reaffirmation Notice and Bullis Admission Practices"

Dear Superintendent Dewan:

This is BCS' response to your December 20, 2023 letter which you describe in the subject line as "Reaffirmation Notice and Bullis Admissions Practices". BCS wishes to clarify several material misstatements made in your letter.

First and foremost, BCS does not, has not excluded out-of-district pupils—ever. My statement about the out-of-district limitation imposed by LASD was to highlight for you the District's impropriety, not to suggest that we would exclude anyone—we do not. Further, there is no mandated enrollment "capacity" for charter schools. Conversely, charter schools have no obligation to enroll any particular number of students at all. BCS is no different. The total enrollment desired by a charter school is at its governing board's discretion, based upon a variety of factors, including financial ones.

BCS enrolls all eligible students who wish to attend the school and are selected in the random lottery. BCS has historically, every year, publicly announced at each lottery the number of spaces available for each grade level. BCS then fills those spaces. To the extent you suggest otherwise, you are simply incorrect. Although we disagree with your newly-stated, but incorrect contention that there is a legal requirement that BCS enroll a particular total number of students (you called it a "capacity") each year, we intend to continue our practice of publicly announcing before each year's lottery the number of spaces the board deems to be available for each grade level.

SCCOE's statements about what it calls the "pupil balance element" and "revocation" are so far removed from the demonstrable facts, no further discussion is warranted. Our recent correspondence on that point was thorough and rooted in the publicly-available records posted by the California Department of Education.

SIncerely,

Maureen Israel
Superintendent/Principal

Documentary Record 001012

EXHIBIT 5

SCCOE Statistical Analysis

1. BCS DataQuest Data
2. BCS v. LASD Including Interdistrict Transfer Students
3. BCS v. LASD Excluding Interdistrict Transfer Students
4. BCS v. LASD Including Interdistrict Transfer Students - TK/K
5. BCS v. LASD Excluding Interdistrict Transfer Studetns - TK/K
6. BCS v. LASD Including Interdistrict Transfer Students - Grade 1
7. BCS v. LASD Excluding Interdistrict Transfer Students - Grade 1

Documentary Record 001013

Bullis Charter School Petition

	BCS - ALL Students							
Student Group	**2016-17**		**2021-22**		**2022-23**		**2023-24**	
Total Enrollment	**825**		**1067**		**1058**		**1025**	
Hispanic	36	4.36%	47	4.40%	44	4.16%	46	4.49%
English Learners	90	10.91%	61	5.72%	65	6.14%	92	8.98%
Socio-Economically Disadvantaged	7	0.85%	14	1.31%	20	1.89%	38	3.71%
Students with Disabilities	46	5.58%	75	7.03%	73	6.90%	75	7.32%

Source: CDE DataQuest, Annual Enrollment Data Reports

Table 1. Comparison of Bullis Charter School (BCS) Total Student Enrollment in 2022-23 and 2023-24 for Select Student Groups

	2022-23		*2023-24*					
Student Group	***Count***	***%***	***Count***	***%***	***Difference***	***Z-Score***	***p-value***	***Result***
Hispanic	44	4.16%	46	4.49%	0.33%	**0.3692**	**0.712**	No significant difference
English Learners	65	6.14%	92	8.98%	2.83%	**2.4477**	**0.014**	Significant difference
Socio-Economically Disadvantaged	20	1.89%	38	3.71%	1.82%	**2.5198**	**0.012**	Significant difference
Students with Disabilities	73	6.90%	75	7.32%	0.42%	**0.3706**	**0.711**	No significant difference
Total Enrollment	**1058**		**1025**					

Notes: Z-Score proportion difference tests are two-tailed with *a priori* alpha level set at 0.05.

There is no significant difference between the proportion of Hispanic students enrolled at Bullis Charter School in 2022-23 and in 2023-24.
The proportion of English Learners enrolled at Bullis Charter School in 2023-24 is significantly higher than the proportion enrolled at Bullis Charter School in 2022-23.
The proportion of socio-economically disadvantaged students enrolled at Bullis Charter School in 2023-24 is significantly higher than the proportion enrolled at Bullis Charter School in 2022-23.
There is no significant difference between the proportion of students with disabilities enrolled at Bullis Charter School in 2022-23 and in 2023-24.

Table 2. Comparison of Bullis Charter School (BCS) Total Student Enrollment in 2021-22 and 2023-24 for Select Student Groups

	2021-22		*2023-24*					
Student Group	***Count***	***%***	***Count***	***%***	***Difference***	***Z-Score***	***p-value***	***Result***
Hispanic	47	4.40%	46	4.49%	0.08%	**0.0920**	**0.927**	No significant difference
English Learners	61	5.72%	92	8.98%	3.26%	**2.8617**	**0.004**	Significant difference
Socio-Economically Disadvantaged	14	1.31%	38	3.71%	2.40%	**3.5177**	**< 0.001**	Significant difference
Students with Disabilities	75	7.03%	75	7.32%	0.29%	**0.2553**	**0.799**	No significant difference
Total Enrollment	**1067**		**1025**					

Notes: Z-Score proportion difference tests are two-tailed with *a priori* alpha level set at 0.05.

There is no significant difference between the proportion of Hispanic students enrolled at Bullis Charter School in 2021-22 and in 2023-24.
The proportion of English Learners enrolled at Bullis Charter School in 2023-24 is significantly higher than the proportion enrolled at Bullis Charter School in 2021-22.
The proportion of socio-economically disadvantaged students enrolled at Bullis Charter School in 2023-24 is significantly higher than the proportion enrolled at Bullis Charter School in 2021-22.
There is no significant difference between the proportion of students with disabilities enrolled at Bullis Charter School in 2021-22 and in 2023-24.

Table 3. Comparison of Bullis Charter School (BCS) Total Student Enrollment in 2016-17 and 2023-24 for Select Student Groups

	2016-17		*2023-24*					
Student Group	***Count***	***%***	***Count***	***%***	***Difference***	***Z-Score***	***p-value***	***Result***
Hispanic	36	4.36%	46	4.49%	0.12%	**0.1290**	**0.897**	No significant difference
English Learners	90	10.91%	92	8.98%	-1.93%	**-1.3880**	**0.165**	No significant difference
Socio-Economically Disadvantaged	7	0.85%	38	3.71%	2.86%	**3.9675**	**< 0.001**	Significant difference
Students with Disabilities	46	5.58%	75	7.32%	1.74%	**1.5058**	**0.132**	No significant difference
Total Enrollment	**825**		**1025**					

Notes: Z-Score proportion difference tests are two-tailed with *a priori* alpha level set at 0.05.

There is no significant difference between the proportion of Hispanic students enrolled at Bullis Charter School in 2016-17 and in 2023-24.
There is no significant difference between the proportion of English Learners enrolled at Bullis Charter School in 2016-17 and in 2023-24.
The proportion of socio-economically disadvantaged students enrolled at Bullis Charter School in 2023-24 is significantly higher than the proportion enrolled at Bullis Charter School in 2016-17.
There is no significant difference between the proportion of students with disabilities enrolled at Bullis Charter School in 2016-17 and in 2023-24.

Documentary Record 001014

Bullis Charter School Petition

	BCS - ALL Students Enrolled in Grade 1								LASD - All Students Enrolled in Grade 1							
Student Group	**2016-17**		**2021-22**		**2022-23**		**2023-24**		**2016-17**		**2023-24**		**2022-23**		**2023-24**	
Grade 1 Enrollment	**105**		**134**		**128**		**111**		**414**		**295**		**307**		**284**	
Hispanic	0	0.00%	3	2.24%	9	7.03%	4	3.60%	36	8.70%	27	9.15%	24	7.82%	24	8.45%
English Learners	26	24.76%	13	9.70%	9	7.03%	12	10.81%	95	22.95%	58	19.66%	51	16.61%	53	18.66%
Socio-Economically Disadvantaged*	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	29	7.00%	24	8.14%	13	4.23%	18	6.34%
Students with Disabilities*	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	29	7.00%	26	8.81%	20	6.51%	24	8.45%

Source: CDE DataQuest, Annual Enrollment Data Reports

** Grade level subgroup comparison for socioeconomically disadvantaged and students with disabilities unavailable due to small sample size at BCS.*

Table 1. Comparison of Bullis Charter School (BCS) and Los Altos Elementary School District (LASD) Grade 1 Enrollment in 2016-17 for Select Student Groups

	BCS		LASD					
Student Group	**Count**	**%**	**Count**	**%**	**Difference**	**Z-Score**	**p-value**	**Result**
Hispanic	0	0.00%	36	8.70%	8.70%	**3.1322**	**0.002**	Significant difference
English Learners	26	24.76%	95	22.95%	-1.82%	**-0.3929**	**0.694**	No significant difference
Socio-Economically Disadvantaged*	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities*	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 1 Enrollment	**105**		**414**					

Notes: Z-Score proportion difference tests are two-tailed with *a priori* alpha level set at 0.05.

The proportion of Grade 1 Hispanic students enrolled at Los Altos Elementary School District in 2016-17 is significantly higher than the proportion enrolled at Bullis Charter School in 2016-17.
There is no significant difference between the proportion of Grade 1 English Learners enrolled at Los Altos Elementary School District and at Bullis Charter School in 2016-17.

Table 2. Comparison of Bullis Charter School (BCS) and Los Altos Elementary School District (LASD) Grade 1 Enrollment in 2021-22 for Select Student Groups

	BCS		LASD					
Student Group	**Count**	**%**	**Count**	**%**	**Difference**	**Z-Score**	**p-value**	**Result**
Hispanic	3	2.24%	27	9.15%	6.91%	**2.6023**	**0.009**	Significant difference
English Learners	13	9.70%	58	19.66%	9.96%	**2.5725**	**0.010**	Significant difference
Socio-Economically Disadvantaged*	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities*	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 1 Enrollment	**134**		**295**					

Notes: Z-Score proportion difference tests are two-tailed with *a priori* alpha level set at 0.05.

The proportion of Grade 1 Hispanic students enrolled at Los Altos Elementary School District in 2021-22 is significantly higher than the proportion enrolled at Bullis Charter School in 2021-22.
The proportion of Grade 1 English Learners enrolled at Los Altos Elementary School District in 2021-22 is significantly higher than the proportion enrolled at Bullis Charter School in 2021-22.

Table 3. Comparison of Bullis Charter School (BCS) and Los Altos Elementary School District (LASD) Grade 1 Enrollment in 2022-23 for Select Student Groups

	BCS		LASD					
Student Group	**Count**	**%**	**Count**	**%**	**Difference**	**Z-Score**	**p-value**	**Result**
Hispanic	9	7.03%	24	7.82%	0.79%	**0.2823**	**0.778**	No significant difference
English Learners	9	7.03%	51	16.61%	9.58%	**2.6409**	**0.008**	Significant difference
Socio-Economically Disadvantaged*	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities*	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 1 Enrollment	**128**		**307**					

Notes: Z-Score proportion difference tests are two-tailed with *a priori* alpha level set at 0.05.

There is no significant difference between the proportion of Grade 1 Hispanic students enrolled at Los Altos Elementary School District and at Bullis Charter School in 2022-23.
The proportion of Grade 1 English Learners enrolled at Los Altos Elementary School District in 2021-22 is significantly higher than the proportion enrolled at Bullis Charter School in 2021-22.

Table 4. Comparison of Bullis Charter School (BCS) and Los Altos Elementary School District (LASD) Grade 1 Enrollment in 2023-24 for Select Student Groups

	BCS		LASD					
Student Group	**Count**	**%**	**Count**	**%**	**Difference**	**Z-Score**	**p-value**	**Result**
Hispanic	4	3.60%	24	8.45%	4.85%	**1.6873**	**0.092**	No significant difference
English Learners	12	10.81%	53	18.66%	7.85%	**1.8916**	**0.059**	No significant difference
Socio-Economically Disadvantaged*	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities*	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 1 Enrollment	**111**		**284**					

Notes: Z-Score proportion difference tests are two-tailed with *a priori* alpha level set at 0.05.

There is no significant difference between the proportion of Grade 1 Hispanic students enrolled at Los Altos Elementary School District and at Bullis Charter School in 2023-24.
There is no significant difference between the proportion of Grade 1 English Learners enrolled at Los Altos Elementary School District and at Bullis Charter School in 2023-24.

Documentary Record 001015

Bullis Charter School Petition

	BCS - ALL Students						LASD- All Students Excluding Interdistrict Transfers					
	2021-22		2022-23		2023-24		2021-22		2022-23		2023-24	
Total Enrollment	1071		1031		1025		3185		3202		3214	
Hispanic	47	4.39%	44	4.27%	42	4.10%	299	9.39%	300	9.37%	305	9.49%
English Learners	61	5.70%	61	5.92%	92	8.98%	339	10.64%	340	10.62%	343	10.67%
Socio-Economically Disadvantaged	13	1.21%	20	1.94%	33	3.22%	230	7.22%	249	7.78%	245	7.62%
Students with Disabilities	85	7.94%	74	7.18%	74	7.22%	298	9.36%	291	9.09%	325	10.11%

BCS Notes: Socio-economically disadvantaged was calculated from meeting any of the following criteria:
2021-22: Title I Part C, Homeless, Socioeconomically, FRL
2022-23: Title I Part C, Homeless, Socioeconomically, Parent High School Graduate
2023-24: Title I Part C, Homeless, Socioeconomically, FRL
2016-17 data was pulled from DataQuest only.

LASD Notes: Socio-economically disadvantaged was calculated from meeting any of the following criteria:
2021-22, 2022-23, 2023-24: Title I Part C, Homeless, Socioeconomically, Parent High School Graduate
2016-17 data was pulled from DataQuest only.

Table 2. Comparison of Bullis Charter School (BCS) and Los Altos Elementary School District (LASD) Total Student Enrollment in 2021-22 for Select Student Groups, Excluding Interdistrict Transfers

	BCS		LASD		Difference		Variance		Z		
	Count	%	Count	%	Difference	*Numerator : Difference in Proportions*	*Pooled Proportion*	*Denominator*	Z-Score	p-value	Result
Hispanic	47	4.39%	299	9.39%	5.00%	0.0500	0.081296992	0.009653308	**5.1789**	**<0.0001**	Significant difference
English Learners	61	5.70%	339	10.64%	4.95%	0.0495	0.093984962	0.010307379	**4.8005**	**<0.0001**	Significant difference
Socio-Economically Disadvantaged	13	1.21%	230	7.22%	6.01%	0.0601	0.057095865	0.008195726	**7.3301**	**<0.0001**	Significant difference
Students with Disabilities	85	7.94%	298	9.36%	1.42%	0.0142	0.089990602	0.010108178	**1.4047**	**0.160**	No significant difference
Total Enrollment	**1071**		**3185**	100.00%							

Notes: Z-Score proportion difference tests are two-tailed with *a priori* alpha level set at 0.05.

The proportion of Hispanic students enrolled at Los Altos Elementary School District in 2021-22 is significantly higher than the proportion enrolled at Bullis Charter School in 2021-22.
The proportion of English Learners enrolled at Los Altos Elementary School District in 2021-22 is significantly higher than the proportion enrolled at Bullis Charter School in 2021-22.
The proportion of socio-economically disadvantaged students enrolled at Los Altos Elementary School District in 2021-22 is significantly higher than the proportion enrolled at Bullis Charter School in 2021-22.
There is no significant difference between the proportion ofstudents with disabilities enrolled at Los Altos Elementary School District and the proportion enrolled at Bullis Charter School in 2021-22.

Table 3. Comparison of Bullis Charter School (BCS) and Los Altos Elementary School District (LASD) Total Student Enrollment in 2022-23 for Select Student Groups, Excluding Interdistrict Transfers

	BCS		LASD		Difference		Variance		Z		
	Count	%	Count	%	Difference	*Numerator : Difference in Proportions*	*Pooled Proportion*	*Denominator*	Z-Score	p-value	Result
Hispanic	44	4.27%	300	9.37%	5.10%	0.0510	0.081266241	0.009784397	**5.2139**	**<0.0001**	Significant difference
English Learners	61	5.92%	340	10.62%	4.70%	0.0470	0.094731869	0.010486264	**4.4837**	**<0.0001**	Significant difference
Socio-Economically Disadvantaged	20	1.94%	249	7.78%	5.84%	0.0584	0.063548311	0.00873532	**6.6815**	**<0.0001**	Significant difference
Students with Disabilities	74	7.18%	291	9.09%	1.91%	0.0191	0.086227262	0.010051376	**1.9008**	**0.057**	No significant difference
Total Enrollment	**1031**		**3202**								

Notes: Z-Score proportion difference tests are two-tailed with *a priori* alpha level set at 0.05.

The proportion of Hispanic students enrolled at Los Altos Elementary School District in 2022-23 is significantly higher than the proportion enrolled at Bullis Charter School in 2022-23.
The proportion of English Learners enrolled at Los Altos Elementary School District in 2022-23 is significantly higher than the proportion enrolled at Bullis Charter School in 2022-23.
The proportion of socio-economically disadvantaged students enrolled at Los Altos Elementary School District in 2022-23 is significantly higher than the proportion enrolled at Bullis Charter School in 2022-23.
There is no significant difference between the proportion of students with disabilities enrolled at Los Altos Elementary School District and the proportion enrolled at Bullis Charter School in 2022-23.

Table 4. Comparison of Bullis Charter School (BCS) and Los Altos Elementary School District (LASD) Total Student Enrollment in 2023-24 for Select Student Groups, Excluding Interdistrict Transfers

	BCS		2023-24		Difference		Variance		Z		
	Count	%	Count	%	Difference	*Numerator : Difference in Proportions*	*Pooled Proportion*	*Denominator*	Z-Score	p-value	Result
Hispanic	42	4.10%	305	9.49%	5.39%	0.0539	0.081858929	0.009834099	**5.4831**	**<0.0001**	Significant difference
English Learners	92	8.98%	343	10.67%	1.70%	0.0170	0.102618542	0.010885498	**1.5584**	**0.119**	No significant difference
Socio-Economically Disadvantaged	33	3.22%	245	7.62%	4.40%	0.0440	0.065581505	0.00887903	**4.9588**	**<0.0001**	Significant difference
Students with Disabilities	74	7.22%	325	10.11%	2.89%	0.0289	0.094125973	0.010474553	**2.7615**	**0.006**	Significant difference
Total Enrollment	**1025**	100.00%	**3214**	100.00%							

Notes: Z-Score proportion difference tests are two-tailed with *a priori* alpha level set at 0.05.

The proportion of Hispanic students enrolled at Los Altos Elementary School District in 2023-24 is significantly higher than the proportion enrolled at Los Altos Elementary School District in 2023-24.
There is no significant difference between the proportion of English Learners enrolled at Los Altos Elementary School District and the proportion enrolled at Bullis Charter School in 2023-24.
The proportion of socio-economically disadvantaged students enrolled at Los Altos Elementary School District in 2023-24 is significantly higher than the proportion enrolled at Los Altos Elementary School District in 2023-24.
The proportion of students with disabilities enrolled at Los Altos Elementary School District in 2023-24 is significantly higher than the proportion enrolled at Los Altos Elementary School District in 2023-24.

Documentary Record 001016

Bullis Charter School Petition

	BCS - ALL Students Enrolled in TK/K								LASD - All Students Enrolled in TK/K							
Student Group	**2016-17**		**2021-22**		**2022-23**		**2023-24**		**2016-17**		**2023-24**		**2022-23**		**2023-24**	
TK/K Enrollment	**105**		**137**		**126**		**126**		**451**		**316**		**345**		**406**	
Hispanic	5	4.76%	7	5.11%	2	1.59%	4	3.17%	47	10.42%	28	8.86%	25	7.25%	41	10.10%
English Learners	28	26.67%	22	16.06%	34	26.98%	54	42.86%	111	24.61%	53	16.77%	68	19.71%	82	20.20%
Socio-Economically Disadvantaged*	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	31	6.87%	14	4.43%	25	7.25%	36	8.87%
Students with Disabilities*	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	18	3.99%	18	5.70%	21	6.09%	36	8.87%

Source: CDE DataQuest, Annual Enrollment Data Reports

Notes *: Counts for 2016-17, 2021-22, and 2022-23 are from Grade K enrollment.*

** Grade level subgroup comparison for socioeconomically disadvantaged and students with disabilities unavailable due to small sample size at BCS.*

Table 1. Comparison of Bullis Charter School (BCS) and Los Altos Elementary School District (LASD) Total Student Enrollment in 2016-17 for Select Student Groups

	BCS		LASD					
Student Group	**Count**	**%**	**Count**	**%**	**Difference**	**Z-Score**	**p-value**	**Result**
Hispanic	5	4.76%	47	10.42%	5.66%	**1.7938**	**0.073**	No significant difference
English Learners	28	26.67%	111	24.61%	-2.05%	**-0.4379**	**0.661**	No significant difference
Socio-Economically Disadvantaged*	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities*	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
TK/K Enrollment	**105**		**451**					

Notes: Z-Score proportion difference tests are two-tailed with *a priori* alpha level set at 0.05.

There is no significant difference between the proportion of TK/K Hispanic students enrolled at Los Altos Elementary School District and at Bullis Charter School in 2016-17.
There is no significant difference between the proportion of TK/K English Learners enrolled at Los Altos Elementary School District and at Bullis Charter School in 2016-17.

Table 2. Comparison of Bullis Charter School (BCS) and Los Altos Elementary School District (LASD) TK - K Enrollment in 2021-22 for Select Student Groups

	BCS		LASD					
Student Group	**Count**	**%**	**Count**	**%**	**Difference**	**Z-Score**	**p-value**	**Result**
Hispanic	7	5.11%	28	8.86%	3.75%	**1.3734**	**0.170**	No significant difference
English Learners	22	16.06%	53	16.77%	0.71%	**0.1877**	**0.851**	No significant difference
Socio-Economically Disadvantaged*	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities*	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
TK/K Enrollment	**137**		**316**					

Notes: Z-Score proportion difference tests are two-tailed with *a priori* alpha level set at 0.05.

There is no significant difference between the proportion of TK/K Hispanic students enrolled at Los Altos Elementary School District and at Bullis Charter School in 2021-22.
There is no significant difference between the proportion of TK/K English Learners enrolled at Los Altos Elementary School District and at Bullis Charter School in 2021-22.

Table 3. Comparison of Bullis Charter School (BCS) and Los Altos Elementary School District (LASD) TK - K Enrollment in 2022-23 for Select Student Groups

	BCS		LASD					
Student Group	**Count**	**%**	**Count**	**%**	**Difference**	**Z-Score**	**p-value**	**Result**
Hispanic	2	1.59%	25	7.25%	5.66%	**2.3387**	**0.019**	Significant difference
English Learners	34	26.98%	68	19.71%	-7.27%	**-1.6965**	**0.090**	No significant difference
Socio-Economically Disadvantaged*	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities*	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
TK/K Enrollment	**126**		**345**					

Notes: Z-Score proportion difference tests are two-tailed with *a priori* alpha level set at 0.05.

The proportion of TK/K Hispanic students enrolled at Los Altos Elementary School District in 2022-23 is significantly higher than the proportion enrolled at Bullis Charter School in 2022-23.
There is no significant difference between the proportion of TK/K English Learners enrolled at Los Altos Elementary School District and at Bullis Charter School in 2022-23.

Table 4. Comparison of Bullis Charter School (BCS) and Los Altos Elementary School District (LASD) TK - K Enrollment in 2023-24 for Select Student Groups

	BCS		LASD					
Student Group	**Count**	**%**	**Count**	**%**	**Difference**	**Z-Score**	**p-value**	**Result**
Hispanic	4	3.17%	41	10.10%	6.92%	**2.4400**	**0.015**	Significant difference
English Learners	54	42.86%	82	20.20%	-22.66%	**-5.0939**	**< 0.001**	Significant difference
Socio-Economically Disadvantaged*	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities*	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
TK/K Enrollment	**126**		**406**					

Notes: Z-Score proportion difference tests are two-tailed with *a priori* alpha level set at 0.05.

The proportion of TK/K Hispanic students enrolled at Los Altos Elementary School District in 2023-24 is significantly higher than the proportion enrolled at Bullis Charter School in 2023-24.
The proportion of TK/K English Learners enrolled at Bullis Charter School in 2023-24 is significantly higher than the proportion enrolled at Los Altos Elementary School District in 2023-24.

Documentary Record 001017

Bullis Charter School Petition

	BCS - ALL Students Enrolled in TK/K						LASD- ALL Students in TK/K Excluding Interdistrict Transfers					
	2021-22		2022-23*		2023-24		2021-22		2022-23*		2023-24	
Total Enrollment	137		110		126		293		327		382	
Hispanic	7	5.11%	2	1.82%	2	1.59%	25	8.53%	26	7.95%	37	9.69%
English Learners	22	16.06%	30	27.27%	54	42.86%	52	17.75%	68	20.80%	82	21.47%
Socio-Economically Disadvantaged	0	0.00%	5	4.55%	4	3.17%	14	4.78%	24	7.34%	35	9.16%
Students with Disabilities	3	2.19%	5	4.55%	6	4.76%	17	5.80%	21	6.42%	36	9.42%

BCS Notes: Socio-economically disadvantaged was calculated from meeting any of the following criteria:
2021-22: Title I Part C, Homeless, Socioeconomically, FRL
2022-23: Title I Part C, Homeless, Socioeconomically, Parent High School Graduate
2023-24: Title I Part C, Homeless, Socioeconomically, FRL
2016-17 data was pulled from DataQuest only.
**** Enrollment counts determined from 'KN' enrollment.***

LASD Notes: Socio-economically disadvantaged was calculated from meeting any of the following criteria:
2021-22, 2022-23, 2023-24: Title I Part C, Homeless, Socioeconomically, Parent High School Graduate
2016-17 data was pulled from DataQuest only.
**** Enrollment counts determined from 'KN' enrollment.***

Table 1. Comparison of Bullis Charter School (BCS) and Los Altos Elementary School District (LASD) TK/K Student Enrollment in 2021-22 for Select Student Groups, Excluding Interdistrict Transfers

	BCS		LASD		Difference		Variance		Z		
	Count	%	Count	%	Difference	*Numerator: Difference in Proportions*	*Pooled Proportion*	*Denominator*	Z-Score	p-value	Result
Hispanic	7	5.11%	25	8.53%	3.42%	0.0342	0.074418605	0.027163655	**1.2601**	**0.208**	No significant difference
English Learners	22	16.06%	52	17.75%	1.69%	0.0169	0.172093023	0.039067223	**0.4323**	**0.665**	No significant difference
Socio-Economically Disadvantaged	0	0.00%	14	4.78%	4.78%	0.0478	0.03255814	0.018368867	**2.6012**	**0.009**	Significant difference
Students with Disabilities	3	2.19%	17	5.80%	3.61%	0.0361	0.046511628	0.021796091	**1.6573**	**0.097**	No significant difference
Total Enrollment	**137**	100.00%	**293**								

Notes: Z-Score proportion difference tests are two-tailed with *a priori* alpha level set at 0.05. Enrollment counts determined from 'KN' enrollment.

There is no significant difference between the proportion of TK/K Hispanic students enrolled at Los Altos Elementary School District and at Bullis Charter School in 2021-22.
There is no significant difference between the proportion of TK/K English Learners enrolled at Los Altos Elementary School District and at Bullis Charter School in 2021-22.
The proportion of TK/K socio-economically disadvantaged students enrolled at Los Altos Elementary School District in 2021-22 is significantly higher than the proportion enrolled at Bullis Charter School in 2021-22.
There is no significant difference between the proportion of TK/K students with disabilities enrolled at Los Altos Elementary School District and at Bullis Charter School in 2021-22.

Table 2. Comparison of Bullis Charter School (BCS) and Los Altos Elementary School District (LASD) TK/K Student Enrollment in 2022-23 for Select Student Groups, Excluding Interdistrict Transfers

	BCS*		LASD*		Difference		Variance		Z		
	Count	%	Count	%	Difference	*Numerator: Difference in Proportions*	*Pooled Proportion*	*Denominator*	Z-Score	p-value	Result
Hispanic	2	1.82%	26	7.95%	6.13%	0.0613	0.064073227	0.026991669	**2.2721**	**0.023**	Significant difference
English Learners	30	27.27%	68	20.80%	-6.48%	-0.0648	0.224256293	0.045972905	**-1.4090**	**0.159**	No significant difference
Socio-Economically Disadvantaged	5	4.55%	24	7.34%	2.79%	0.0279	0.066361556	0.027435833	**1.0184**	**0.309**	No significant difference
Students with Disabilities	5	4.55%	21	6.42%	1.88%	0.0188	0.059496568	0.026073339	**0.7197**	**0.472**	No significant difference
Total Enrollment	**110**	100.00%	**327**								

Notes: Z-Score proportion difference tests are two-tailed with *a priori* alpha level set at 0.05. Enrollment counts determined from 'KN' enrollment.

The proportion of TK/K Hispanic students enrolled at Los Altos Elementary School District in 2022-23 is significantly higher than the proportion enrolled at Bullis Charter School in 2022-23.
There is no significant difference between the proportion of TK/K English learners enrolled at Los Altos Elementary School District and at Bullis Charter School in 2022-23.
There is no significant difference between the proportion of TK/K socio-economically disadvantaged students enrolled at Los Altos Elementary School District and at Bullis Charter School in 2022-23.
There is no significant difference between the proportion of TK/K students with disabilities enrolled at Los Altos Elementary School District and at Bullis Charter School in 2022-23.

Table 3. Comparison of Bullis Charter School (BCS) and Los Altos Elementary School District (LASD) TK/K Student Enrollment in 2023-24 for Select Student Groups, Excluding Interdistrict Transfers

	BCS		LASD		Difference		Variance		Z		
	Count	%	Count	%	Difference	*Numerator: Difference in Proportions*	*Pooled Proportion*	*Denominator*	Z-Score	p-value	Result
Hispanic	2	1.59%	37	9.69%	8.10%	0.0810	0.076771654	0.027350793	**2.9610**	**0.003**	Significant difference
English Learners	54	42.86%	82	21.47%	-21.39%	-0.2139	0.267716535	0.045487505	**-4.7026**	**<0.0001**	Significant difference
Socio-Economically Disadvantaged	4	3.17%	35	9.16%	5.99%	0.0599	0.076771654	0.027350793	**2.1892**	**0.029**	Significant difference
Students with Disabilities	6	4.76%	36	9.42%	4.66%	0.0466	0.082677165	0.028292335	**1.6479**	**0.099**	No significant difference
Total Enrollment	**126**	100.00%	**382**								

Notes: Z-Score proportion difference tests are two-tailed with *a priori* alpha level set at 0.05.

The proportion of TK/K Hispanic students enrolled at Los Altos Elementary School District in 2023-24 is significantly higher than the proportion enrolled at Bullis Charter School in 2023-24.
The proportion of TK/K English Learners enrolled at Los Altos Elementary School District in 2023-24 is significantly higher than the proportion enrolled at Bullis Charter School in 2023-24.
The proportion of TK/K socio-economically disadvantaged students enrolled at Los Altos Elementary School District in 2023-24 is significantly higher than the proportion enrolled at Bullis Charter School in 2023-24.
There is no significant difference between the proportion of TK/K students with disabilities enrolled at Los Altos Elementary School District and at Bullis Charter School in 2023-24.

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Bullis Charter School Petition

	BCS - ALL Students Enrolled in Grade 1								LASD - All Students Enrolled in Grade 1							
Student Group	**2016-17**		**2021-22**		**2022-23**		**2023-24**		**2016-17**		**2023-24**		**2022-23**		**2023-24**	
Grade 1 Enrollment	**105**		**134**		**128**		**111**		**414**		**295**		**307**		**284**	
Hispanic	0	0.00%	3	2.24%	9	7.03%	4	3.60%	36	8.70%	27	9.15%	24	7.82%	24	8.45%
English Learners	26	24.76%	13	9.70%	9	7.03%	12	10.81%	95	22.95%	58	19.66%	51	16.61%	53	18.66%
Socio-Economically Disadvantaged*	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	29	7.00%	24	8.14%	13	4.23%	18	6.34%
Students with Disabilities*	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	29	7.00%	26	8.81%	20	6.51%	24	8.45%

Source: CDE DataQuest, Annual Enrollment Data Reports

** Grade level subgroup comparison for socioeconomically disadvantaged and students with disabilities unavailable due to small sample size at BCS.*

Table 1. Comparison of Bullis Charter School (BCS) and Los Altos Elementary School District (LASD) Grade 1 Enrollment in 2016-17 for Select Student Groups

	BCS		LASD					
Student Group	**Count**	**%**	**Count**	**%**	**Difference**	**Z-Score**	**p-value**	**Result**
Hispanic	0	0.00%	36	8.70%	8.70%	**3.1322**	**0.002**	Significant difference
English Learners	26	24.76%	95	22.95%	-1.82%	**-0.3929**	**0.694**	No significant difference
Socio-Economically Disadvantaged*	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities*	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 1 Enrollment	**105**		**414**					

Notes: Z-Score proportion difference tests are two-tailed with *a priori* alpha level set at 0.05.

The proportion of Grade 1 Hispanic students enrolled at Los Altos Elementary School District in 2016-17 is significantly higher than the proportion enrolled at Bullis Charter School in 2016-17.
There is no significant difference between the proportion of Grade 1 English Learners enrolled at Los Altos Elementary School District and at Bullis Charter School in 2016-17.

Table 2. Comparison of Bullis Charter School (BCS) and Los Altos Elementary School District (LASD) Grade 1 Enrollment in 2021-22 for Select Student Groups

	BCS		LASD					
Student Group	**Count**	**%**	**Count**	**%**	**Difference**	**Z-Score**	**p-value**	**Result**
Hispanic	3	2.24%	27	9.15%	6.91%	**2.6023**	**0.009**	Significant difference
English Learners	13	9.70%	58	19.66%	9.96%	**2.5725**	**0.010**	Significant difference
Socio-Economically Disadvantaged*	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities*	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 1 Enrollment	**134**		**295**					

Notes: Z-Score proportion difference tests are two-tailed with *a priori* alpha level set at 0.05.

The proportion of Grade 1 Hispanic students enrolled at Los Altos Elementary School District in 2021-22 is significantly higher than the proportion enrolled at Bullis Charter School in 2021-22.
The proportion of Grade 1 English Learners enrolled at Los Altos Elementary School District in 2021-22 is significantly higher than the proportion enrolled at Bullis Charter School in 2021-22.

Table 3. Comparison of Bullis Charter School (BCS) and Los Altos Elementary School District (LASD) Grade 1 Enrollment in 2022-23 for Select Student Groups

	BCS		LASD					
Student Group	**Count**	**%**	**Count**	**%**	**Difference**	**Z-Score**	**p-value**	**Result**
Hispanic	9	7.03%	24	7.82%	0.79%	**0.2823**	**0.778**	No significant difference
English Learners	9	7.03%	51	16.61%	9.58%	**2.6409**	**0.008**	Significant difference
Socio-Economically Disadvantaged*	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities*	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 1 Enrollment	**128**		**307**					

Notes: Z-Score proportion difference tests are two-tailed with *a priori* alpha level set at 0.05.

There is no significant difference between the proportion of Grade 1 Hispanic students enrolled at Los Altos Elementary School District and at Bullis Charter School in 2022-23.
The proportion of Grade 1 English Learners enrolled at Los Altos Elementary School District in 2021-22 is significantly higher than the proportion enrolled at Bullis Charter School in 2021-22.

Table 4. Comparison of Bullis Charter School (BCS) and Los Altos Elementary School District (LASD) Grade 1 Enrollment in 2023-24 for Select Student Groups

	BCS		LASD					
Student Group	**Count**	**%**	**Count**	**%**	**Difference**	**Z-Score**	**p-value**	**Result**
Hispanic	4	3.60%	24	8.45%	4.85%	**1.6873**	**0.092**	No significant difference
English Learners	12	10.81%	53	18.66%	7.85%	**1.8916**	**0.059**	No significant difference
Socio-Economically Disadvantaged*	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities*	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 1 Enrollment	**111**		**284**					

Notes: Z-Score proportion difference tests are two-tailed with *a priori* alpha level set at 0.05.

There is no significant difference between the proportion of Grade 1 Hispanic students enrolled at Los Altos Elementary School District and at Bullis Charter School in 2023-24.
There is no significant difference between the proportion of Grade 1 English Learners enrolled at Los Altos Elementary School District and at Bullis Charter School in 2023-24.

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Bullis Charter School Petition

	BCS - ALL Students Enrolled in Grade 1						LASD- ALL Students in Grade 1 Excluding Interdistrict Transfers					
	2021-22		2022-23		2023-24		2021-22		2022-23		2023-24	
Total Enrollment	134		124		111		281		283		267	
Hispanic	3	2.24%	9	7.26%	4	3.60%	26	9.25%	21	7.42%	23	8.61%
English Learners	13	9.70%	9	7.26%	12	10.81%	58	20.64%	49	17.31%	53	19.85%
Socio-Economically Disadvantaged	2	1.49%	1	0.81%	7	6.31%	23	8.19%	13	4.59%	18	6.74%
Students with Disabilities	9	6.72%	3	2.42%	3	2.70%	25	8.90%	19	6.71%	23	8.61%

BCS Notes: Socio-economically disadvantaged was calculated from meeting any of the following criteria:
2021-22: Title I Part C, Homeless, Socioeconomically, FRL
2022-23: Title I Part C, Homeless, Socioeconomically, Parent High School Graduate
2023-24: Title I Part C, Homeless, Socioeconomically, FRL
2016-17 data was pulled from DataQuest only.

LASD Notes: Socio-economically disadvantaged was calculated from meeting any of the following criteria:
2021-22, 2022-23, 2023-24: Title I Part C, Homeless, Socioeconomically, Parent High School Graduate
2016-17 data was pulled from DataQuest only.

Table 2. Comparison of Bullis Charter School (BCS) and Los Altos Elementary School District (LASD) Grade 1 Student Enrollment in 2021-22 for Select Student Groups, Excluding Interdistrict Transfers

	BCS		LASD		Difference		Variance		Z		
	Count	%	Count	%	Difference	*Numerator : Difference in Proportions*	*Pooled Proportion*	*Denominator*	Z-Score	p-value	Result
Hispanic	3	2.24%	26	9.25%	7.01%	0.0701	0.069879518	0.026764741	**2.6206**	**0.009**	Significant difference
English Learners	13	9.70%	58	20.64%	10.94%	0.1094	0.171084337	0.039534731	**2.7670**	**0.006**	Significant difference
Socio-Economically Disadvantaged	2	1.49%	23	8.19%	6.69%	0.0669	0.060240964	0.024978865	**2.6793**	**0.007**	Significant difference
Students with Disabilities	9	6.72%	25	8.90%	2.18%	0.0218	0.081927711	0.028792033	**0.7573**	**0.449**	No significant difference
Total Enrollment	**134**	100.00%	**281**								

Notes: Z-Score proportion difference tests are two-tailed with *a priori* alpha level set at 0.05.

The proportion of Grade 1 Hispanic students enrolled at Los Altos Elementary School District in 2021-22 is significantly higher than the proportion enrolled at Bullis Charter School in 2021-22.
The proportion of Grade 1 English learners enrolled at Los Altos Elementary School District in 2021-22 is significantly higher than the proportion enrolled at Bullis Charter School in 2021-22.
The proportion of Grade 1 socio-economically disadvantaged students enrolled at Los Altos Elementary School District in 2021-22 is significantly higher than the proportion enrolled at Bullis Charter School in 2021-22.
There is no significant difference between the proportion of Grade 1 students with disabilities enrolled at Los Altos Elementary School District and at Bullis Charter School in 2021-22.

Table 3. Comparison of Bullis Charter School (BCS) and Los Altos Elementary School District (LASD) Grade 1 Student Enrollment in 2022-23 for Select Student Groups, Excluding Interdistrict Transfers

	BCS		LASD		Difference		Variance		Z		
	Count	%	Count	%	Difference	*Numerator : Difference in Proportions*	*Pooled Proportion*	*Denominator*	Z-Score	p-value	Result
Hispanic	9	7.26%	21	7.42%	0.16%	0.0016	0.073710074	0.028140385	**0.0577**	**0.954**	No significant difference
English Learners	9	7.26%	49	17.31%	10.06%	0.1006	0.142506143	0.037646573	**2.6713**	**0.008**	Significant difference
Socio-Economically Disadvantaged	1	0.81%	13	4.59%	3.79%	0.0379	0.034398034	0.019627231	**1.9296**	**0.054**	No significant difference
Students with Disabilities	3	2.42%	19	6.71%	4.29%	0.0429	0.054054054	0.024352326	**1.7635**	**0.078**	No significant difference
Total Enrollment	**124**	100.00%	**283**								

Notes: Z-Score proportion difference tests are two-tailed with *a priori* alpha level set at 0.05.

There is no significant difference between the proportion of Grade 1 Hispanic students enrolled at Los Altos Elementary School District and at Bullis Charter School in 2022-23.
The proportion of Grade 1 English learners enrolled at Los Altos Elementary School District in 2022-23 is significantly higher than the proportion enrolled at Bullis Charter School in 2022-23.
There is no significant difference between the proportion of Grade 1 socio-economically disadvantaged students enrolled at Los Altos Elementary School District and at Bullis Charter School in 2022-23.
There is no significant difference between the proportion of Grade 1 students with disabilities enrolled at Los Altos Elementary School District and at Bullis Charter School in 2022-23.

Table 4. Comparison of Bullis Charter School (BCS) and Los Altos Elementary School District (LASD) Grade 1 Student Enrollment in 2023-24 for Select Student Groups, Excluding Interdistrict Transfers

	BCS		LASD		Difference		Variance		Z		
	Count	%	Count	%	Difference	*Numerator : Difference in Proportions*	*Pooled Proportion*	*Denominator*	Z-Score	p-value	Result
Hispanic	4	3.60%	23	8.61%	5.01%	0.0501	0.071428571	0.029085224	**1.7227**	**0.085**	No significant difference
English Learners	12	10.81%	53	19.85%	9.04%	0.0904	0.171957672	0.042615327	**2.1212**	**0.034**	Significant difference
Socio-Economically Disadvantaged	7	6.31%	18	6.74%	0.44%	0.0044	0.066137566	0.028066893	**0.1551**	**0.877**	No significant difference
Students with Disabilities	3	2.70%	23	8.61%	5.91%	0.0591	0.068783069	0.028582156	**2.0683**	**0.039**	Significant difference
Total Enrollment	**111**	100.00%	**267**								

Notes: Z-Score proportion difference tests are two-tailed with *a priori* alpha level set at 0.05.

There is no significant difference between the proportion of Grade 1 Hispanic students enrolled at Los Altos Elementary School District and at Bullis Charter School in 2023-24.
The proportion of Grade 1 English learners enrolled at Los Altos Elementary School District in 2023-24 is significantly higher than the proportion enrolled at Bullis Charter School in 2023-24.
There is no significant difference between the proportion of Grade 1 socio-economically disadvantaged students enrolled at Los Altos Elementary School District and at Bullis Charter School in 2023-24.
The proportion of Grade 1 students with disabilities enrolled at Los Altos Elementary School District in 2023-24 is significantly higher than the proportion enrolled at Bullis Charter School in 2023-24.

Documentary Record 001020

Santa Clara County Office of Education

**RESOLUTION CONDITIONALLY APPROVING
FOR THE PERIOD OF JULY 1, 2025 – JUNE 30, 2030,
THE CHARTER RENEWAL FOR BULLIS CHARTER SCHOOL, AND, ALTERNATIVELY, MAKING WRITTEN FACTUAL FINDINGS SUPPORTING DENIAL AND DENYING THE BULLIS CHARTER SCHOOL CHARTER RENEWAL IF THE CONDITIONS ARE NOT MET**

**SANTA CLARA COUNTY BOARD OF EDUCATION
RESOLUTION NO. 2446-1**

WHEREAS, Bullis Charter School is a Santa Clara County Board of Education ("County Board") authorized, district appeal charter school, to be governed by The Bullis-Purissima Elementary School, a California non-profit public benefit corporation. The Bullis Charter School's current charter term runs through and including June 30, 2025. Bullis Charter School and The Bullis-Purissima Elementary School are referred to herein collectively and interchangeably as "Charter School" and/or "Bullis," and all references to one herein apply with full force and effect to both the school and the corporate entity; and

WHEREAS, on June 3, 2024, petitioners for Bullis Charter School submitted to the Santa Clara County Office of Education a petition requesting renewal of its charter ("Charter"). For purposes of convenience, the County Board, the Santa Clara County Superintendent of Schools, and the Santa Clara County Office of Education may be collectively or separately referred to herein as "SCCOE"; and

WHEREAS, as specified in Education Code Section 47607(b), charter school renewals are governed by the standards and criteria in Education Code Section 47605. Pursuant to Education Code Section 47607(c), a charter school's performance on state and local indicators is an "additional criterial for determining whether to grant a charter renewal." For this purpose, charter schools are divided into high, middle, and low performance categories, plus Dashboard alternative status schools, based on criteria set forth in Education Code Sections 47607(c) and 47607.2(a) & (b). The pertinent renewal standards and the available length of the renewal term are dependent on this categorization. (Ed. Code §§ 47607 and 47607.2.); and

WHEREAS, the California Department of Education ("CDE"), on its list of Charter School Performance Categories, has designated the Charter School as a "high" performance level charter school for purposes of this renewal request. As such, Bullis' request for renewal was considered and is being acted on in accordance with the standards and requirements in Education Code Section 47607(c)(2) applicable to high performance level charter schools; and

WHEREAS, in accordance with Education Code Sections 47605 and 47607, the County Board held a public hearing on the provisions of the renewal Charter on July 17, 2024, at which time the County Board considered the level of support for the Charter by teachers employed by Los Altos School District ("LASD"), other employees of LASD, and parents; and

WHEREAS, in accordance with Education Code Section 47607(d), SCCOE requested, received from CDE, and reviewed aggregate data reflecting pupil enrollment patterns at the Charter School and reviewed other data from CDE; and

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WHEREAS, the County Office of Education and the Charter School have entered into a First Amended Memorandum of Understanding (First Amended MOU), which became effective on December 24, 2019. This First Amended MOU is incorporated by reference into the Charter School's Charter and governs SCCOE and Charter School's respective fiscal, operational, and administrative responsibilities, their legal relationship, and terms of the Charter School's operations. This First Amended MOU remains in full force and effect during the period of any renewal granted by the County Board unless and until such time as the parties enter into a replacement memorandum of understanding or specifically agree in writing that the First Amended MOU is terminated; and

WHEREAS, Education Code Section 47607(e) authorizes a chartering authority, in addition to the other bases for denial of a charter renewal set forth under Education Code Sections 47605, 47607, and 47607.2, to deny charter renewal upon a finding that the charter school is demonstrably unlikely to successfully implement the program set forth in the petition due to substantial fiscal or governance factors, or is not serving all pupils who wish to attend. To deny on one of these bases, a chartering authority must first provide the charter school with at least 30 days' notice of the violation(s) and a reasonable opportunity to cure the violation(s), including submission by the charter school of a corrective action plan. Thereafter, the chartering authority may only deny renewal on this basis by making either a finding that the corrective action plan proposed by the charter school has been unsuccessful or that the violations are sufficiently severe and pervasive as to render a corrective action plan unviable; and

WHEREAS, SCCOE identified concerns and violations that support a determination that the Charter School is not serving all students who wish to attend. On May 21, 2021, SCCOE issued the Charter School a notice in accordance with Education Code Section 47607(e) ("Notice"), informing the Charter School of these concerns and of the reasonable opportunity afforded by Education Code Section 47607(e) for the Charter School to correct the concerns, including the submission and implementation of a corrective action plan [the Notice, along with related correspondences, is Exhibit 1 to the written Staff Analysis and Proposed Findings of Fact, dated August 26, 2024, and published August 9, 2024, (hereinafter "Staff Report, Analysis & Findings," attached hereto as Exhibit "A" and incorporated herein by this reference)]; and

WHEREAS, the Charter School submitted its response to the Notice ("Response") on August 25, 2021, (the Response, along with related correspondences, is Exhibit 2 to the Staff Report, Analysis & Findings); and

WHEREAS, on August 4, 2023, the SCCOE issued the Charter School a "Reaffirmation Notice" in accordance with Education Code Section 47607(e)" ("Reaffirmation"), reaffirming the Notice and informing the Charter School of the continued concerns and the ongoing reasonable opportunity afforded by Education Code Section 47607(e) for the Charter School to correct the concerns, including the submission, improvement, and implementation of a corrective action plan (the Reaffirmation, along with related correspondences, is Exhibit 3 to the Staff Report, Analysis & Findings); and

WHEREAS, the Charter School submitted its response to the Reaffirmation ("Response to Reaffirmation") on October 10, 2023, (the Response to Reaffirmation, along with related correspondences, is Exhibit 4 to the Staff Report, Analysis & Findings); and

WHEREAS, SCCOE Staff ("Staff") has reviewed and analyzed the renewal Charter pursuant to the standards and requirements of Education Code Section 47605 and 47607, including whether the Charter

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School's corrective action plan has been successful, in accordance with Education Code Section 47607(e). Staff's analysis, recommendations, and recommended findings, including regarding the issue of the Charter School not serving all students and the Education Code Section 47607(e) findings, are set forth in the Staff Report, Analysis & Findings; and

WHEREAS, for the reasons detailed in the Staff Report, Analysis & Findings, Staff has recommended that the County Board of Education conditionally approve the request for renewal of the Charter for a term of five years (July 1, 2025-June 30, 2030) on the condition that Bullis Charter School, The Bullis-Purissima Elementary School, and SCCOE enter into a memorandum of understanding and/or addendum thereto on or before December 6, 2024, or such later deadline as may be agreed to by the County Superintendent or designee, that includes all the provisions specified in the Staff Report, Analysis & Findings, as well as the additional conditions or requirements identified by the County Board, and that the County Board adopt alternative written findings of denial because Staff believes that renewal is consistent with sound educational practice only *provided* the Charter School commits to and is required to comply with the obligation to continue improving and implementing its corrective action plan, including by complying with each of the conditions and requirements listed in the Staff Report, Analysis & Findings, to help address this issue so that Bullis serves all students who wish to attend; and

WHEREAS, all the issues and concerns noted in the Staff Report, Analysis & Findings as "requiring" remediation/correction/updating and/or identified as conditions of renewal, as well as the specific list of conditions therein must be remediated in order for the Charter to comply with the standards for renewal and for renewal of the Charter to be consistent with sound educational practice; and

WHEREAS, the County Board has taken into consideration the information and documents submitted, including the renewal Charter, statements and information presented at the public hearing, performance data, data provided by CDE, the Notice, the Response, the Reaffirmation Notice, the Response to Reaffirmation, the Charter School's corrective action plan and the results thereof, and the Staff Report, Analysis & Findings; and

WHEREAS, the County Board reviewed and deliberated on the renewal Charter, pursuant to the standards, procedures, and requirements set forth in California Education Code Sections 47605 and 47607; and

WHEREAS, the County Board specifically notes that this Resolution No. 2446-1 does not necessarily include findings relative to every defect in the renewal Charter submitted, and that the findings set forth herein are sufficient to support denial of the renewal Charter if the conditions for approval are not met, and it is the findings set forth and adopted herein, including all of those incorporated by reference from the Staff Report, Analysis & Findings, on which the denial findings are based.

THEREFORE, BE IT RESOLVED AND ORDERED that the County Board finds the above listed recitals to be true and correct and incorporates them herein by this reference.

BE IT FURTHER RESOLVED AND ORDERED that the County Board of Education hereby adopts and incorporates herein by this reference as though set forth in full herein the written factual findings and specific facts supporting those findings as contained in the Staff Report, Analysis & Findings.

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BE IT FURTHER RESOLVED AND ORDERED that the County Board of Education hereby denies Bullis' request to add admissions preferences for siblings of students who are admitted to, rather than already attending, Bullis.

BE IT FURTHER RESOLVED AND ORDERED that the County Board, having fully considered and evaluated the Bullis request for renewal as a high performance category charter school, hereby finds that compliance with each of the conditions set forth below is necessary to the sound operation of Bullis in order for the Charter to comply with the standards for renewal and for renewal of the Charter to be consistent with sound educational practice, and that approval of the Bullis renewal Charter is consistent with sound educational practice only if the Charter School complies fully with each of these conditions.

BE IT FURTHER RESOLVED AND ORDERED that the County Board of Education hereby conditionally approves the Charter for the renewal of Bullis for a period of five years, commencing on July 1, 2025, and continuing through and including June 30, 2030. The Bullis renewal Charter that the Governing Board is hereby conditionally approving is attached hereto as Exhibit "B," and remains subject to the terms of the First Amended MOU unless and until that First Amended MOU is repealed or replaced by mutual agreement of SCCOE and Bullis. This approval is conditional on Bullis complying with all of the following conditions:

A. The Bullis-Purissima Elementary School, Bullis Charter School, and the SCCOE shall enter into a memorandum of understanding ("MOU") or addendum thereto, that will govern the SCCOE's oversight of Bullis, and clarify and provide greater specificity regarding Bullis' operations pursuant to the renewal Charter, and that will, at minimum, address all of Staff's concerns with the renewal Charter identified in the Staff Report, Analysis & Findings as "requiring" remediation/correction/updating and/or identified as conditions of renewal, as well as addressing all of the requirements listed below on terms acceptable to the County Superintendent or designee, and any additional conditions or requirements as noted by the County Board. The Bullis-Purissima Elementary School and Bullis Charter School shall execute an MOU/addendum in the form and including the terms satisfactory to the County Superintendent or designee, on or before December 6, 2024, or on such later deadline as agreed to in writing by the County Superintendent or designee. The MOU/addendum shall be brought before the County Board for consideration and action on or before its December 18, 2024, meeting, or such later deadline as may be agreed to by the County Superintendent or designee. If the County Board does not approve the MOU/addendum in the form presented, the parties shall negotiate any necessary revisions and bring the revised MOU/addendum, executed by The Bullis-Purissima Elementary School and Bullis Charter School, back for County Board consideration and action by the deadline specified by the County Board. The MOU/addendum shall be coextensive with and remain in full force and effect throughout the term of the Charter School's Charter and during the pendency of any appeal of a denial of a renewal request or a revocation of the Charter. Further, the term of the MOU/addendum shall continue in full force and effect beyond the current Charter term during any period when the County Board is the Charter School's chartering authority (whether approved directly or if the County Board is designated by the State Board of Education to serve as the chartering authority) including during the pendency of any appeal of a denial of a renewal request or a revocation of the Charter, unless and until such time as (a) the Parties agree that a replacement MOU/addendum shall supersede and replace the MOU/addendum and that replacement MOU/addendum becomes effective; (b) the Parties agree in writing that the MOU/addendum is terminated; or (c) Bullis ceases operating and relinquishes/loses its Charter for any reason, and complies with all applicable closure

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procedures and any ongoing requirements of the Charter, the MOU/addendum, and/or the First Amended MOU. The MOU/addendum shall be incorporated into the Charter and made a part thereof as if set forth in full in the Charter itself for all purposes, including for purposes of Education Code Section 47607 controlling charter revocation. In the event of a conflict between the law and the terms of the MOU/addendum, the law shall prevail, and any such conflicting terms shall be revised by mutual agreement of the Parties. To the extent that there are any inconsistencies or conflicts between the MOU/addendum, the First Amended MOU, and the approved renewal Charter, the order of precedence shall be as follows: (1) addendum; (2) MOU, (3) First Amended MOU; (4) renewal Charter, and the terms shall control and prevail in this precedence order, and the terms of the addendum, MOU, and First Amended MOU shall be interpreted and deemed to be updates and clarifications to the Charter.

The MOU and/or addendum thereto shall address all of the following requirements on terms acceptable to the County Superintendent or designee:

1. Addresses/remediates each of the items identified as "requiring" remediation/correction/ updating and/or identified as a condition of renewal in the Staff Report, Analysis & Findings.

2. Specifies that Bullis will continue its efforts in accordance with its Enrollment Action Plan/plan to address the issue of serving all students who wish to attend, as the same may be updated from time to time, to ensure equitable access to attendance at Bullis and to increase its enrollment of historically underserved student groups who are under-represented at Bullis as compared to LASD.

3. Bullis shall announce the number of openings at each grade level ***prior*** to commencing the open enrollment period each year in order to avoid the possibility or perception that the number of openings is affected based on who applied (e.g. how many students are in each preference group and/or the number of in-District versus out-of-District applicants). If the number of openings would result in an overall decrease in enrollment spaces from the prior year, Bullis shall explain in writing to SCCOE the reason for the enrollment reduction. After that announcement, Bullis may increase the number of openings in any grade level but may not decrease the number of seats at any grade level for that open enrollment and lottery period. Bullis shall inform SCCOE should it increase the number of openings after the original announcement, including providing a written explanation as to the basis for the increase.

4. Bullis shall unequivocally commit to offer students each of the announced open seats at each grade level, in the order drawn in the lottery (in accordance with all requirements as described in the portion of the staff analysis addressing the Admissions Policies and Procedures element of the Charter) until all such openings have been filled and/or there are no more applicants for the seat(s).

5. Bullis' updated plan shall include metrics for measuring the success/effectiveness of the plan and its components. This section of the plan will include the following information, which may be summarized in a table:

    a. Identified Metric – measures that will provide actionable data related to enrollment

        (e.g., Students who are socioeconomically disadvantaged)

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b. Methodology – how the metric will be measured to ensure valid and reliable results

   (e.g., Number/Percent of students who are socioeconomically disadvantaged who enrolled in the last open enrollment period)

c. Data Source – the origin of the data (i.e., from where will the data came)

   (e.g., School's student data system)

d. Baseline Calculation –the initial, or starting, enrollment data

   (e.g., 3.71%)

e. Annual target(s) and plan for achieving the target – the goal of where the metric should be after implementing the Enrollment Action Plan for the current year, considering past trends and comparable growth rates

   (e.g., 4.91%)

f. Progress Monitoring – interim measures that will monitor progress toward annual target(s)

   (e.g., number of applications received in advance of the lottery that qualify for the FRPM preference)

6. At least annually, Bullis shall review and audit the results of its open enrollment process, including an assessment of the effectiveness of the various components of the Enrollment Action Plan/plan to address the issue of serving all students who wish to attend. The assessment shall not simply assume that the plan is or is not working as a whole based on who enrolled, but it shall include a more specific analysis of facts and factors indicating effectiveness. Bullis shall provide SCCOE a written report of this analysis and any changes/updates to its plan by April 1 of each year.

7. Bullis shall annually provide SCCOE a report (including a data file setting forth the backup data) within 10 days of each public random drawing for admission (lottery) detailing the results of the lottery, including at least the information below. Bullis shall provide an update to this report within 10 days following Census Day each year:

   a. How many openings at each grade level were announced prior to commencement of the open enrollment period (and an update if Bullis subsequently increased that number).

   b. How many applicants there were for each grade level, disaggregated by preference group.

   c. How many applicants were initially offered admission from each preference group at each grade level based on the original lottery results.

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d. How many applicants were subsequently offered admission from each preference group at each grade level based on their position on the waitlist because an applicant(s) before them declined enrollment.

e. How many applicants from each preference group are on the wait list for each grade level.

f. In the post-Census Day update, how many students from each preference group at each grade level enrolled at and are attending Bullis.

8. Bullis shall remove the limit of 10% of the total openings at each grade level from the second level admissions preference for children who qualify for free or reduced-price meals and reside within the boundaries of the Los Altos School District.

Bullis is also strongly encouraged to work cooperatively with SCCOE to address through the MOU or an addendum to the MOU, the other issues and recommendations noted by SCCOE Staff in the Staff Report, Analysis & Findings.

BE IT FURTHER RESOLVED AND ORDERED that the Santa Clara County Board of Education finds that if the conditions described above are not satisfied to the satisfaction of the County Superintendent or designee and approval of the renewal Charter is not consistent with sound educational practice, the Charter can and shall be denied, based upon grounds and factual findings including, but not limited to, the following:

1. The Charter School is not serving all students who wish to attend, and the corrective action plan proposed by the Charter School has been unsuccessful. [Education Code Section 47607(e)]

2. The Charter School failed to update its Charter to include a reasonably comprehensive description of all new requirements of charter schools enacted into law after the charter was originally granted or last renewed and/or as necessary to reflect the current program offered by the charter, as required pursuant to Education Code Section 47607(b) and (c)(2)(F), and, as a result:

   a. The Charter School presents an unsound educational program for the students to be enrolled in the Charter School [Ed. Code § 47605(c)(1)];

   b. The renewal petition does not contain a reasonably comprehensive description of all of the required charter elements [Ed. Code § 47605(c)(5)].

BE IT FURTHER RESOLVED AND ORDERED that the County Board hereby determines that the foregoing findings are supported by specific facts, including the following facts and findings, if the conditions described above are not satisfied to the satisfaction of the County Superintendent or designee:

1. **The Charter School is not serving all students who wish to attend, and the corrective action plan proposed by the Charter School has been unsuccessful.**

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SCCOE has complied fully with all procedural requirements of Education Code Section 47607(e) prior to denying renewal on this basis. This included issuance of the Notice in May 2021 and the Reaffirmation in August 2023, and providing the Charter School more than three years to implement its corrective action plan and serve all students who wish to attend. The issues and the evidence that the Charter School continues not to serve all pupils who wish to attend are described and demonstrated in detail in the Staff Report, Analysis & Findings and the exhibits thereto, including the statistical analyses conducted by SCCOE's Integrated Data, Research, and Evaluation Department, the Notice, and the Reaffirmation. As explained in the Staff Report, Analysis & Findings, the evidence establishes that notwithstanding the provision of notice and a reasonable opportunity to cure, including Charter School's efforts to implement its corrective action plan, Charter School has not sufficiently addressed and corrected the concerns outlined in the Notice and Reaffirmation and described in the Staff Report, Analysis & Findings, and thus, the corrective action plan has been unsuccessful, as set forth in the adopted and incorporated Staff Report, Analysis & Findings.

2. **The Charter School failed to update its Charter 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/or as necessary to reflect the current program offered by the charter, as required pursuant to Education Code Section 47607(b) and (c)(2)(F), and as a result:**

    a. The Charter School presents an unsound educational program for the students to be enrolled in the Charter School [Ed. Code § 47605(c)(1)];

        The Charter was not updated accurately to describe the means by which the Charter School complies with the Individuals with Disabilities Education Act, as detailed in the incorporated Staff Report, Analysis & Findings.

    b. The renewal petition does not contain a reasonably comprehensive description of all of the required charter elements [Ed. Code § 47605(c)(5)].

        As detailed in the Staff Report, Analysis & Findings, regarding each of the items identified therein as "requiring" remediation/correction/updating and/or identified as a necessary condition of renewal, multiple required charter elements in the renewal Charter were not properly updated to include a reasonably comprehensive description of new requirements of law and/or to reflect the program currently offered at the Charter School. These elements include, but are not limited to, the required description of admissions policies and procedures and the governance structure, as set forth in the adopted and incorporated Staff Report, Analysis & Findings.

BE IT FURTHER RESOLVED AND ORDERED that Bullis shall comply with the conditions by the dates and times specified above. The County Board hereby delegates to the County Superintendent or designee authority to extend in writing the deadline for compliance with a condition(s) should the County Superintendent or designee determine that an extension of the timeliness is consistent with sound educational practice.

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BE IT FURTHER RESOLVED AND ORDERED that should Bullis not comply with all of the conditions to the County Superintendent or designee's satisfaction, on or before the dates and times specified above, or such later deadline as agreed to in writing by the County Superintendent or designee, the conditional approval of the Bullis renewal Charter is terminated and withdrawn, and the renewal Charter is denied based on the written factual findings set forth above and adopted hereby, unless the County Board, in its sole discretion, deletes the requirement or extends the deadline for compliance therewith.

BE IT FURTHER RESOLVED AND ORDERED that the terms of this Resolution, and incorporated Staff Report, Analysis & Findings, setting forth the factual findings supporting denial of the renewal are severable. Should it be determined that one or more of the findings is invalid, the remaining findings, and the conditional approval or denial for failure to comply with the conditions, shall remain in full force and effect. In this regard, the County Board specifically finds that each factual finding is, in and of itself, a sufficient basis for denial.

BE IT FURTHER RESOLVED AND ORDERED that approval of the renewal Charter is explicitly and necessarily based on Bullis' compliance with the conditions imposed by the County Board pursuant to this Resolution, and should it be determined that a conditional approval of the renewal Charter is not permissible pursuant to the Charter Schools Act of 1992, the approval is withdrawn and the renewal Charter is denied based on the factual findings specific to the renewal Charter set forth and adopted by the County Board herein.

PASSED AND ADOPTED by the Santa Clara County Board of Education at a meeting held on this 26th day of August 2024 by the following vote:

AYES: President Berta, Vice President Rocha, and Trustees Sreekrishnan and Lari
NOES: Trustees Chon, Di Salvo, and Mah
ABSTAIN: none
ABSENT: none

Maimona Afzal Berta, President
Santa Clara County Board of Education

Mary Ann Dewan, Ph.D.
County Superintendent of Schools

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EXHIBIT A

STAFF REPORT, ANALYSIS & FINDINGS

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STAFF ANALYSIS AND PROPOSED FINDINGS OF FACT REGARDING REVIEW OF BULLIS CHARTER SCHOOL DISTRICT APPEAL RENEWAL PETITION

AUGUST 26, 2024, posted AUGUST 9, 2024

* * * * * * * * * * *

Bullis Charter School (BCS or Bullis) seeks approval to renew its Santa Clara County independent, direct funded, district appeal charter school serving students in grades TK-8. Bullis was initially approved in September 2003 for a three-year term and opened in August of 2004. Bullis was renewed in 2007, 2011, and 2016. It was also materially revised in 2007, 2008, and 2014. Bullis' current term expires June 30, 2025, as its current term was extended by two years in 2021 and an additional year in 2023 by operation of law. Bullis is in the "high" performing category and has requested renewal for a term of seven years from July 2025 through June 2032. Bullis, located within the Los Altos School District (LASD or District) boundaries, currently serves approximately 1,000 students.

PROCEDURAL STATUS

The Charter Schools Department of the Santa Clara County Office of Education (County Office of Education or SCCOE) received a renewal charter petition (Renewal Petition or Charter), from Bullis on June 3, 2024. *Education Code (EC)* Sections 47607 and 47607.2 determine the length of charter renewal based on high, middle, or low performing categories for charter schools established by *AB* 1505. The California Department of Education (CDE) has designated, pursuant to criteria in *EC* Section 47607(c), that Bullis is in the high performance category for purposes of this renewal. As a high performing charter school, the Santa Clara County Board of Education (SCCBOE or County Board of Education[1]) may renew the Charter for a term of five, six, or seven years (see further analysis below). If the SCCBOE renews the Charter, the new Charter term begins on July 1, 2025. Renewals and material revisions of district appeal charters are governed by the standards and criteria set forth in *EC Section*s 47605, 47607 and 47607.2.

On July 17, 2024, the SCCBOE held a public hearing on the Bullis Renewal Petition in accordance with the requirement to do so within 60 days of receipt of the renewal application. It is the practice of the Charter Schools Department (CSD) to conduct interviews with Bullis' educational partners, including parents, students, staff, administration, and Bullis Board members. The CSD decided to waive the interviews in this case due to the timing of Bullis' submission of its Renewal Petition in the summer when school is not in session and access to Bullis' educational partners is limited, and in recognition of the school's placement in the high performing category. The CSD's analysis was also informed by the interview responses documented in the recent 2023-24 Annual Oversight Report.

Pursuant to *EC* Sections 47607 and 47605, the County Board of Education has 90 days from receipt of the Renewal Petition to act, which may be extended by an additional 30 days by mutual agreement. In this case, the 90-day period runs through September 3, 2024. Bullis declined SCCOE's request to extend the timeline by one day in order to hold the decision hearing at the regularly scheduled September 4, 2024, SCCBOE

[1] Throughout this document, references to "SCCBOE" or the "County Board" are specifically to the Santa Clara County Board of Education. However, for purposes of convenience, the Santa Clara County Board of Education, the Santa Clara County Superintendent of Schools, and the Santa Clara County Office of Education may be collectively or separately referred to herein as "SCCOE."

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meeting. Therefore, the SCCBOE will hold an additional meeting on Monday, August 26, 2024, to act on the Bullis request for renewal.

In accordance with Board Policy 0420.4, SCCOE, Bullis, and the Bullis-Purisima Elementary School, a non-profit corporation, which governs Bullis, entered into a memorandum of understanding in 2018, and then replaced that memorandum of understanding in 2019 with a First Amended Memorandum of Understanding (First Amended MOU). By its terms, this First Amended MOU "shall continue in full force and effect during the period of any renewal granted by the SCCBOE or during the pendency of an appeal of a denial of a renewal request unless and until such time as the Parties enter into a replacement MOU or specifically agree in writing that the [First Amended MOU] is terminated." The First Amended MOU governs the respective fiscal, operational, and administrative responsibilities, legal relationships, and other matters not otherwise fully addressed or resolved by the terms of the current charter or the Renewal Petition, pending any further direction or recommendations by the SCCBOE, including SCCBOE's adoption of the findings and recommendations set forth herein. By its terms, the First Amended MOU is incorporated into the Renewal Petition by reference, therefore, its terms supplement the Renewal Petition submitted by Bullis and were considered as part of CSD's analysis of the Renewal Petition and continue to bind the Parties unless and until revised or replaced by mutual agreement of the Parties. The CSD has provided Bullis an updated memorandum of understanding (MOU) that is consistent with changes to law since entering into the First Amended MOU, reflects SCCOE's current best practices, and accurately describes the manner in which Bullis operates as a school of SCCOE for purposes of compliance with the Individuals with Disabilities Education Act (IDEA), among other updates. The Renewal Petition specifies Bullis' intent to enter into an updated memorandum of understanding, so if SCCBOE renews the Charter, SCCOE will continue to work with Bullis on finalizing the MOU.

The complete Renewal Petition upon which the SCCBOE is acting is attached to the agenda item in BoardDocs and is also available for review at the following location:
https://www.sccoe.org/supoffice/charter-schools-office/Pending/Bullis_Renewal_Petition.pdf

CRITERIA FOR RENEWAL OF A HIGH PERFORMING CHARTER PETITION

Effective July 1, 2020, the legal standards for determining whether a charter petition should be renewed were updated. *EC* Section 47607(b) specifies that charter renewals "are governed by the standards and criteria described in Section 47605, and shall include, but not be limited to, a reasonably comprehensive description of any new requirement of charter schools enacted into law after the charter was originally granted or last renewed."

Pursuant to *EC Section* 47605, a charter petition may be denied on the basis of one or more of the following written factual findings:

1. The charter school presents an unsound educational program for the pupils to be enrolled in the charter school.
2. The petitioners are demonstrably unlikely to successfully implement the program set forth in the petition.
3. The petition does not contain an affirmation of each of the conditions required by statute.
4. The petition does not contain a reasonably comprehensive description of all the required elements.
5. The petition does not contain a declaration of whether the charter school shall be deemed the exclusive public employer of the employees of the charter school for purposes of the Educational Employment Relations Act (EERA).

As an "additional criterion" for determining whether a charter should be renewed, the chartering authority is required to consider the charter school's performance on the state and local indicators included in the

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California Dashboard. For this purpose, charter schools are now divided into high, middle, and low performance categories, plus Dashboard alternative status schools ("DASS"), based on performance during the two consecutive years immediately preceding the renewal decision. The pertinent renewal standards and the available length of the renewal term are dependent on this categorization. (*EC* Section 47607 and 47607.2.)

The CDE annually creates a list of all charter schools and ranks their academic performance indicators from the California School Dashboard, specifying whether each school is in the high, middle, or low performing category, or is a DASS program school. This list was intended to relieve the burden on chartering authorities and provide a starting place for the renewal process. The CDE has designated Bullis as a "high" performing charter school for purposes of this renewal request.

As defined in *EC* Section 47607(c)(1), with a few exceptions, "high" performing charter schools are those that met one of the following criteria for the two consecutive years immediately preceding the renewal decision:

i. *The charter school has received the two highest performance levels schoolwide on all the state indicators included in the evaluation rubrics adopted pursuant to Section 52064.5 for which it receives performance levels.*

ii. *For 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.*

High performing charter schools are only required to update their petitions "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." (*EC* Section 47607(c)(7).) The chartering authority may renew a high performing charter for a term of five to seven years.

The chartering authority *"shall not deny" a high performing charter school pursuant to the Dashboard performance criterion.* However, a chartering authority may deny renewal of a charter school in any of the three performance categories – including a high performing charter school – if it finds:

a. *The school is demonstrably unlikely to successfully implement the program due to substantial fiscal factors,*

b. *The school is demonstrably unlikely to successfully implement the program due to substantial governance factors, or*

c. *The school is not serving all pupils who wish to attend.*

In such cases, the chartering authority must provide the charter school at least 30 days' notice of the alleged violation(s) and provide the charter school with a reasonable opportunity to cure the violation(s), including a corrective action plan proposed by the charter school. Pursuant to *EC Section* 47607(e), the County Board of Education may then deny renewal on these bases only if it makes either of the following findings:

a. *The corrective action proposed by the charter school has been unsuccessful*

b. *The violations are sufficiently severe and pervasive as to render a corrective action plan unviable*

As discussed in detail below, on May 21, 2021, SCCOE issued Bullis a notice ("Notice," attached as Exhibit 1; Bullis' "Response to Notice" is attached as Exhibit 2) pursuant to *EC* Section 47607(e) as notice of SCCOE's determination that BCS is not serving all pupils who wish to attend. The Notice also provided BCS a reasonable opportunity to cure the violations. SCCOE reaffirmed the Notice on August 3, 2023, ("Reaffirmation" attached as Exhibit 3; Bullis' "Response to Reaffirmation" attached as Exhibit 4). The Notice, Reaffirmation, and all the information and evidence contained therein, including in the exhibits thereto, are

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incorporated herein by this reference as if set forth in full herein. (Included in Exhibits 1-4 are additional related correspondences between the parties relative to the Notice and Reaffirmation.)

DETERMINATION CRITERIA FOR RENEWAL OF BULLIS

As stated above, CDE has designated Bullis as a high performing category school for purposes of this renewal. In its Renewal Petition, Bullis reiterates that it is high performing (and that the data on pages eight through 16 of the Renewal Petition evidence this) and states its academic performance supports Charter renewal. In support, Bullis submitted its data from the California Assessment of Student Performance and Progress ("CAASPP") as well as comparison data for LASD and the LASD schools Bullis students would otherwise have attended. Staff has not reproduced all the information provided by Bullis in this Staff Analysis and Proposed Findings of Fact but incorporates it and the CAASPP data herein by this reference.

During the July 17, 2024, public hearing on the renewal Charter, members of the SCCBOE requested various information and documentation from Bullis, which Bullis' Executive Director Maureen Israel committed to provide. Beginning on the day following the public hearing, CSD Staff directed multiple requests to Ms. Israel seeking the promised information and documentation. Bullis' response was delayed, and Ms. Israel then responded that it was a busy time of year and would take Bullis some time to locate and provide the requested information. In response to an additional request from CSD Staff, including a deadline to provide the information of August 5, 2024, given the timeline for the publication of Staff's recommendations and recommended findings, Ms. Israel responded with several pieces of Bullis marketing materials and an assertion that some of the requested information was included in Bullis' PowerPoint from the public hearing. Ms. Israel stated that Bullis was busy preparing for the return of students, and specified, "We'll continue reviewing when we have capacity to see what other information we can provide." She also asserted that the requested information "is not pertinent to our renewal." CSD Staff disagrees with this assertion, as much of the requested information relates directly to the 47607(e) Notice and whether Bullis' corrective action plan has been effective. It is also noteworthy that Ms. Israel committed to the SCCBOE during the meeting to provide the requested information and documentation and in no way indicated that she believed the information was not relevant to the renewal decision or not readily available. As such, much of the information and documentation Ms. Israel committed during the public hearing to provide to the SCCBOE is not available for consideration as part of this Staff Analysis or to provide to the Board at this time.

Moreover, as CSD Staff specifically noted to Ms. Israel, irrespective of the renewal request, Bullis is legally obligated to promptly respond to all reasonable inquiries from its chartering authority (*EC* Section 47604.3), and these are reasonable inquiries, as tacitly acknowledged by Ms. Israel during the public hearing. CSD Staff also previously made multiple requests for demographic data regarding Bullis' 2024-25 enrollment. Bullis repeatedly declined to provide this information during the pendency of the renewal request but indicated that it would be provided later in the upcoming school year. Ms. Israel asserted that the information was not final and/or that Bullis did not have it available, despite the fact that Bullis indisputably has data regarding students who are currently enrolled for 2024-25, which is the information SCCOE requested.

Throughout the current charter term, CSD Staff has found communications with Bullis and obtaining clear and direct responses to inquiries pertinent to SCCOE's oversight of Bullis to be challenging. CSD Staff strives to work in partnership with SCCBOE-authorized charter schools in conducting its oversight functions and supporting the charter schools in their operations and service to students. With some frequency, Bullis responds to SCCOE's reasonable inquiries and/or exercise of oversight functions with defensiveness rather than clear and open communication, and Bullis resists providing requested information and documentation despite its obligations to promptly respond and to allow SCCOE to conduct its oversight functions. CSD Staff hopes and expects that if Bullis' Charter is renewed, Bullis will work in greater cooperation and partnership with SCCOE and notes that Bullis must understand and comply with its obligations to provide information to SCCOE and allow SCCOE to conduct its oversight functions.

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Below is a discussion of key data provided by Bullis and/or available for consideration of Bullis' academic performance.

School Academics

California School Dashboard Data

In 2017, the State of California instituted the California School Dashboard (https://www.caschooldashboard.org/) to help parents and educators identify strengths and areas for improvement. The Dashboard reports how districts, schools (including charter and DASS schools), and student groups are performing across state and local measures. For state measures, performance is based on two factors: (1) current year results, or Status; and (2) whether results improved or declined from the prior year, or Change. Performance on state measures, using comparable statewide data, is represented by one of five colors with Red being lowest and Blue being highest (see object 1 below). A performance level, or color is not provided on the Dashboard when a student group has fewer than 30 students. However, the Status and Change data will be displayed. Further, when a student group has fewer than 11 students, the group does not receive a performance level (color) and the group's Status and Change are not displayed in order to protect the anonymity of the students. This information is represented by using a grey color gauge with the words "No Performance Color."

Object 1: California Dashboard Performance Color Chart



Due to COVID-19 and the suspension of statewide testing, the California School Dashboard was suspended for 2020 and 2021. The 2022 Dashboard (based on 2021-22 data) did not have any prior year data for comparison and therefore only included Status levels, and no Change was reported. The 2023 Dashboard (based on 2022-23 data) had prior year data for comparison, thus, Change was reinstated. The following data is based on 2022 and 2023 Dashboard data that shows the performance level colors, the Status from 2022-23 and the Change or the difference (growth or decline) from 2021-22.

Object 2: Bullis Performance on 2023 California School Dashboard

	2023 CALIFORNIA SCHOOL DASHBOARD									
	ELA		Math		ELPI		Chronic Absenteeism		Suspension	
	DFS	Level	DFS	Level	Rate	Level	Rate	Level	Rate	Level
All Students	112.5	BLUE	128.5	BLUE	70.0	BLUE	5.1	ORANGE	0.2	BLUE
Hispanic/Latino	87.4	0	86.3	0			8.9	ORANGE	0	BLUE
English Learners (EL)	59.3	GREEN	78.2	GREEN			13.9	ORANGE	0	BLUE
Students with Disabilities (SWD)	11.7	GREEN	24.7	GREEN			10.6	ORANGE	0	BLUE
Socioeconomically Disadvantaged (SED)	0.2	0	9.6	0			9.1	0	0	0

Documentary Record 001035

In 2022-23, Bullis received a Distance from Standard (DFS) score of 112.5 points from standard in ELA and maintained DFS within -0.2 points from the prior year, making the performance level for all students Blue. Bullis received a DFS score of 128.5 points from standard in Math and increased performance +6 DFS points from the prior year, making the performance level for all students Blue.

Object 3: 2022 and 2023 California School Dashboard Student Group Report for Bullis

	Suspension Rate		Chronic Absenteeism		English Language Arts		Mathematics		English Learner Progress	
	2022	2023	2022	2023	2022	2023	2022	2023	2022	2023
All	VERY LOW 0.4%	BLUE 0.2%	LOW 3%	ORANGE 5.1%	VERY HIGH 112.7 DFS	BLUE 112.5 DFS	VERY HIGH 122.4 DFS	BLUE 128.5 DFS	HIGH 56.8%	BLUE 70%
EL	MEDIUM 1.8%	BLUE 0%	LOW 2.8%	ORANGE 13.9%	NPL 1.5 DFS	GREEN 59.3 DFS	VERY HIGH 108.3 DFS	GREEN 78.2 DFS		
SED	NPL 0%	NPC 0%	NPL 7.1%	NPC 9.1%	NPL	NPC 0.2 DFS	NPL -70.6 DFS	NPC 9.6 DFS		
SWD	VERY LOW 0%	BLUE 0%	VERY LOW 1.2%	ORANGE 10.6%	HIGH 31.8 DFS	GREEN 11.7 DFS	VERY HIGH 48.9 DFS	GREEN 24.7 DFS		
Asian	VERY LOW 0.5%	BLUE 0%	VERY LOW 2.1%	YELLOW 4.1%	VERY HIGH 121.6 DFS	BLUE 121.3 DFS	VERY HIGH 138.8 DFS	BLUE 142.3 DFS		
Hispanic/ Latino	VERY LOW 0%	BLUE 0%	MEDIUM 6.4%	ORANGE 8.9%	NPL 109.6 DFS	NPC 87.4 DFS	NPL 107.9 DFS	NPC 86.3 DFS		
White	VERY LOW 0%	BLUE 0.5%	LOW 4.8%	ORANGE 8.3%	VERY HIGH 94.2 DFS	GREEN 88.1 DFS	VERY HIGH 86.9 DFS	BLUE 98.6 DFS		
Two or More Races	VERY LOW 0%	GREEN 0.5%	LOW 3.2%	YELLOW 2.9%	VERY HIGH 115.8 DFS	BLUE 119.5 DFS	VERY HIGH 121.3 DFS	BLUE 128.5 DFS		
African American	NPL	NPC	NPL	NPC	NPL	NPC	NPL	NPC		
American Indian	NPL	NPC	NPL	NPC	NPL	NPC	NPL	NPC		
Filipino	NPL 0%	NPC 0%	NPL 0%	NPC 0%	NPL	NPC	NPL	NPC		
Pacific Islander	NPL	NPC	NPL	NPC	NPL	NPC	NPL	NPC		

**No performance level (NPL) given for groups of less than 30 students. Status rates are not given for groups of less than 11 students.*
No performance color (NPC) given for groups of less than 30 students.

Documentary Record 001036

While many areas of Bullis' Dashboard have no performance color ("NPC"), or no performance level ("NPL") due to the small size of the student group tested, it is evident that Bullis students performed above standard academically. However, Bullis experienced increases in chronic absenteeism for all students and across all student groups. Object 4 below shows the Status and Change information from the 2022 and 2023 Dashboard academic indicators.

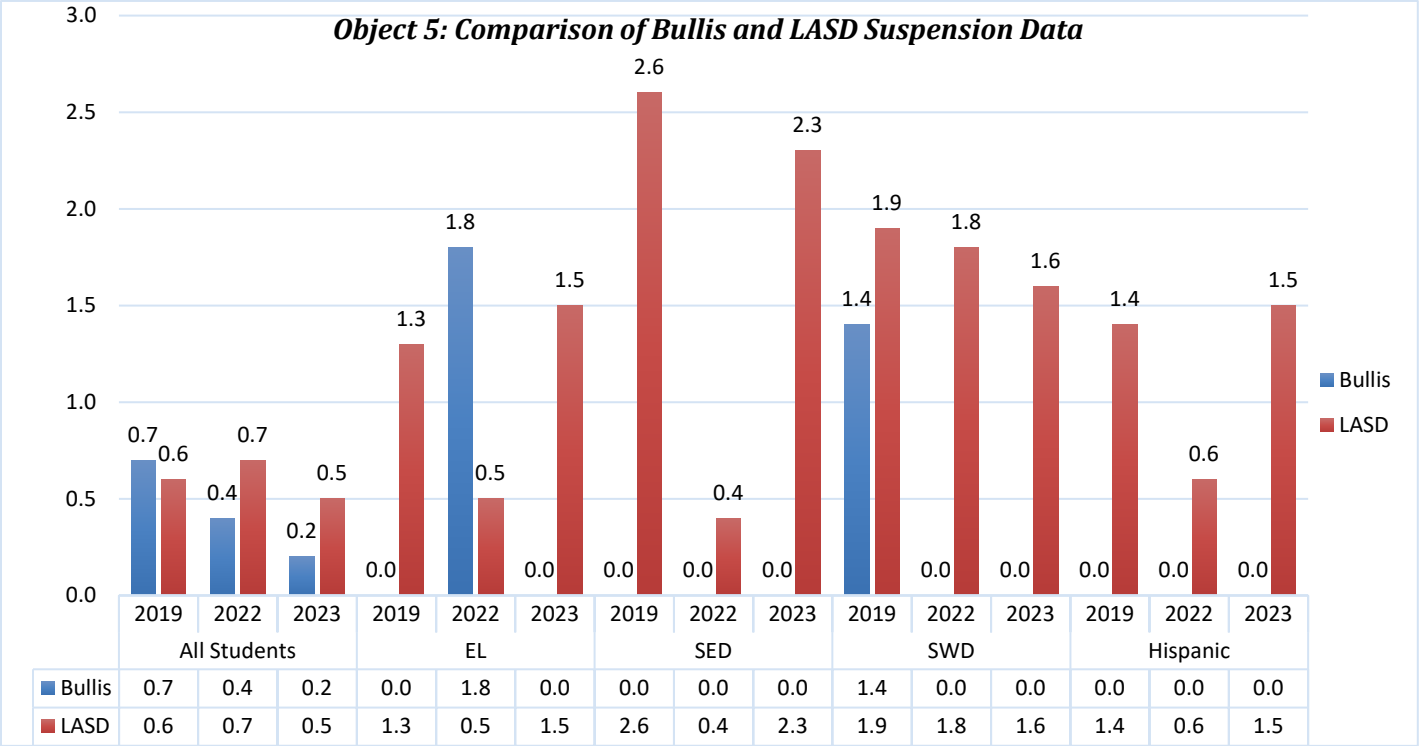
Object 4: 2023 California School Dashboard Student Status and Change Report for Bullis

	Suspension Rate	Chronic Absenteeism	English Language Arts	Mathematics	English Learner Progress
All	Maintained -0.2%	Increased 2.2%	Maintained -0.1 points	Increased 6.1 points	Increased 13.2%
EL	Declined 1.8%	Increased 11.1%	Declined 31.1 points	Declined 30 points	
SED	Maintained* 0%	Increased* 1.9%	NPC	NPC	
SWD	Maintained 0%	Increased 9.4%	Declined 20 points	Declined 24.2 points	
Asian	Declined 0.5%	Increased 2%	Maintained -0.3 points	Increased 3.5 points	
Hispanic/ Latino	Maintained 0%	Increased 2.5%	Declined 22.3 points	Declined 21.5 points	
White	Maintained 0%	Increased 3.5%	Declined 6.1 points	Increased 11.7 points	
Two or More Races	Increased 0.5%	Increased 1.8%	Increased 3.7 points	Increased 7.2 points	
Filipino	Maintained* 0%	Maintained* 0%	NPC	NPC	

**No performance color (NPC) given for groups of less than 30 students. Status rates are not given for groups of less than 11 students.*
Suspension Rate and Chronic Absenteeism are reverse metrics, therefore increasing in score is not desired.
***No scores are given for groups of less than 11 students.*

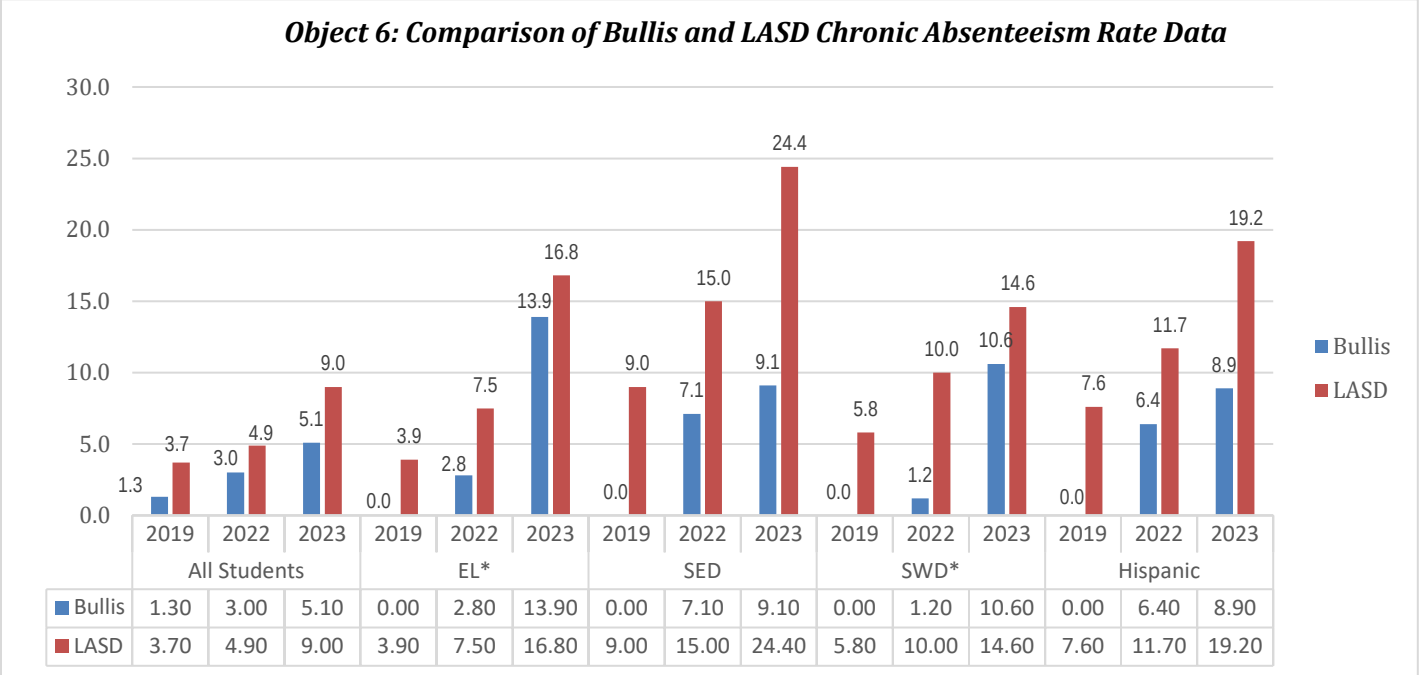
Object 5, below, shows data comparing the suspension indicator by student group for Bullis and LASD in 2018-19, 2019-20, and 2020-21. For most of the Dashboard measures, the desired outcome is a high number or percent in the current year as well as an increase from the prior year. A distinguishing feature of the suspension measure is the desired outcome is a low suspension rate, which means a low percent in the current year and a decline from the prior year rate. While LASD showed mixed results schoolwide and for each student group year over year, Bullis showed decreases (the desired outcome) for all students and each targeted student group from 2018-19 to 2022-23. No student group of focus had any suspensions at Bullis in the 2022-23 school year.

Documentary Record 001037



	All Students			EL			SED			SWD			Hispanic		
	2019	2022	2023	2019	2022	2023	2019	2022	2023	2019	2022	2023	2019	2022	2023
Bullis	0.7	0.4	0.2	0.0	1.8	0.0	0.0	0.0	0.0	1.4	0.0	0.0	0.0	0.0	0.0
LASD	0.6	0.7	0.5	1.3	0.5	1.5	2.6	0.4	2.3	1.9	1.8	1.6	1.4	0.6	1.5

Object 6, below, displays Dashboard data comparing the chronic absenteeism rate indicator by student group for Bullis and LASD in 2018-19, 2021-22, and 2022-23. In all years and student groups, Bullis has a lower chronic absence rate than LASD. However, the chronic absenteeism rate is increasing for Bullis and LASD, instead of decreasing.



	All Students			EL*			SED			SWD*			Hispanic		
	2019	2022	2023	2019	2022	2023	2019	2022	2023	2019	2022	2023	2019	2022	2023
Bullis	1.30	3.00	5.10	0.00	2.80	13.90	0.00	7.10	9.10	0.00	1.20	10.60	0.00	6.40	8.90
LASD	3.70	4.90	9.00	3.90	7.50	16.80	9.00	15.00	24.40	5.80	10.00	14.60	7.60	11.70	19.20

Data retrieved from: www6.cde.ca.gov/californiamodel/
** An asterisk indicates there are fewer than 11 students, the minimum size for any reporting*

Documentary Record 001038

CAASPP Data

The tables below reflect the CAASPP data (https://caaspp-elpac.cde.ca.gov/) verified by SCCOE staff while determining Bullis' schoolwide student performance and progress relative to LASD and schools with the largest student populations enrolled at Bullis. Due to COVID-19, all statewide testing for 2019-20 was cancelled. Further, Bullis submitted its Renewal Petition at the end of the 2023-24 school year, prior to the testing results for 2023-24 being available. The tables below constitute the most recent academic data available for review. Statewide summative testing begins at third grade and is administered annually through eighth grade but is only given at eleventh grade in high school; therefore, the charts contain data only for the tested grade levels served by Bullis.

Object 7: Percentage of ALL STUDENTS at or Above Standard on CAASPP in ELA and Math at Bullis, LASD, and Statewide

2022-23 CAASPP (ELA)			
Grade	**Bullis**	**LASD**	**State**
3	90.98	81.21	42.96
4	88.46	82.25	43.73
5	90.00	85.93	46.69
6	94.50	87.23	44.16
7	91.57	86.53	47.44
8	97.53	84.65	45.66
All	91.74	84.79	45.11

2022-23 CAASPP (Math)			
Grade	**Bullis**	**LASD**	**State**
3	97.74	86.20	45.11
4	93.08	84.16	40.79
5	90.77	85.16	33.38
6	93.58	86.83	33.19
7	93.90	84.73	33.16
8	96.30	78.46	29.94
All	94.14	84.11	35.93

Object 7, above, reflects the 2022-23 CAASPP results in English Language Arts (ELA) and Math for Bullis, LASD, and the State. In ELA and Math, Bullis outperforms both LASD and the State. While the State serves students K-12, the State scores here represent only grades 3-8 (excluding Grade 11 scores) to provide a comparison to Bullis and LASD.

Object 8: Four-Year Trend of the Percentage for ALL STUDENTS at or Above Standard on CAASPP ELA and Math at Bullis, LASD, and Statewide

Four-Year Trend CAASPP (ELA)				
	19-20	**20-21**	**21-22**	**22-23**
Bullis	NA	90.23	93.03	91.74
LASD	NA	*	85.68	84.79
State	NA	44.77	45.74	45.11

Four-Year Trend CAASPP (Math)				
	19-20	**20-21**	**21-22**	**22-23**
Bullis	NA	91.89	93.64	94.14
LASD	NA	*	84.25	84.11
State	NA	33.62	34.51	35.93

Data for 2019-20 is NA or not available due to cancelation of statewide testing due to COVID-19.
** LASD did not administer the CAASPP in 2020-21, in accordance with the flexibility granted by the CDE during that school year.*

Object 8, above, reflects schoolwide student achievement in ELA and Math across the last four years of CAASPP for Bullis, LASD, and the State. While the results reflect a rate of progress for Bullis students above their peers in LASD and the State, Bullis' scores declined slightly in ELA for 2022-23 from 2021-22, while scores increased for Bullis in Math.

Documentary Record 001039

Object 9: Four-Year Trend of the Percentage of Numerically Significant Student Groups at or Above Standard on CAASPP in ELA and Math for Bullis Grades 3-8

ELA				
	19-20	**20-21**	**21-22**	**22-23**
ALL	*	90.23	93.03	91.74
SWD	*	64.58	63.93	54.39
Hispanic/ Latino	*	84.62	89.29	83.87
SED	*	*	*	53.85
EL	*	36.36	55.56	37.50

Math				
	19-20	**20-21**	**21-22**	**22-23**
ALL	*	91.89	93.64	94.14
SWD	*	66.67	70.49	62.50
Hispanic/ Latino	*	80.77	89.29	86.67
SED	*	*	*	53.85
EL	*	59.09	55.56	66.67

Data for 2019-20 is NA or not available due to cancelation of statewide testing due to COVID-19.
** No score provided for student groups with fewer less than 11 students.*

Object 9, above, reflects the CAASPP results for numerically significant student groups at Bullis over the last four years. In ELA, the data shows slight increases in the percentages of all students and students who are English learners (EL) at or above standard over the four years. However, in the one year from 2021-22 to 2022-23, the percentage of students at or above standard decreased for all students, students with disabilities (SWD), students who are Hispanic/Latino, and ELs. The 2022-23 school year is the only year in which the students who identify as socio-economically disadvantaged (SED) was large enough to have data reported for both ELA and Math. In Math, all students, students who are Hispanic/Latino, and students who are ELs increased in the percentage of students at or above standard over the four years shown. From 2021-22 to 2022-23, the percentage of students at or above standard decreased for SWD and Hispanic/Latino groups while all students, Hispanic/Latino, and ELs increased the number of students at or above standard.

Object 10: Comparison of the Percentage of Students at or Above Standard on 2023 CAASPP ELA Results for LASD, Bullis, and LASD Schools Near Bullis

2022-23 CAASPP (ELA)							
Group	**Bullis**	**LASD**	**Santa Rita**	**Loyola**	**Blach**	**Egan**	**State****
ALL	91.74	84.79	67.86	85.26	86.70	84.69	45.10
SED	53.85	50.00	36.36	*	53.33	53.06	33.44
Hispanic/ Latino	83.87	54.51	40.00	*	59.26	63.49	34.22
EL	37.50	29.69	19.51	*	*	34.62	10.53
SWD	54.39	46.15	24.00	42.30	41.67	40.54	15.57

**No data presented for the group due to size of group at those grade levels.*
***The State of California serves students TK-12, but for purposes of comparison to Bullis, the scores below only include grades 3-8 (grade 11 is not included).*

Documentary Record 001040

Object 11: Comparison of the Percentage of Students at or Above Standard on 2023 CAASPP Math Results for LASD, Bullis, and LASD Schools in Close Proximity (percentage at or above standard on CAASPP)

2022-23 CAASPP (Math)							
Group	**Bullis**	**LASD**	**Santa Rita**	**Loyola**	**Blach**	**Egan**	**State****
ALL	94.14	84.11	70.87	87.44	86.60	77.55	35.93
SED	53.85	43.89	31.11	*	46.67	36.73	23.96
Hispanic/ Latino	86.67	50.21	40.00	*	48.15	49.21	23.98
EL	66.67	43.62	38.30	*	*	38.46	9.63
SWD	62.50	43.75	20.00	53.85	38.89	27.03	13.40

**No data presented for the group due to size of group at those grade levels.*
***The State of California serves students TK-12, but for purposes of comparison to Bullis, the scores below only include grades 3-8 (grade 11 is not included).*

Objects 10 and 11, above, reflect the 2022-23 CAASPP data as compared to LASD and the LASD schools that Bullis students would otherwise have attended or are in close physical proximity to Bullis: Santa Rita and Loyola elementary schools and Blach and Egan middle schools. Overall, Bullis' ELA scores outperform or are comparable to comparison schools and the State. In Math, Bullis outperforms LASD, all comparison schools, and the State.

ELPAC Data

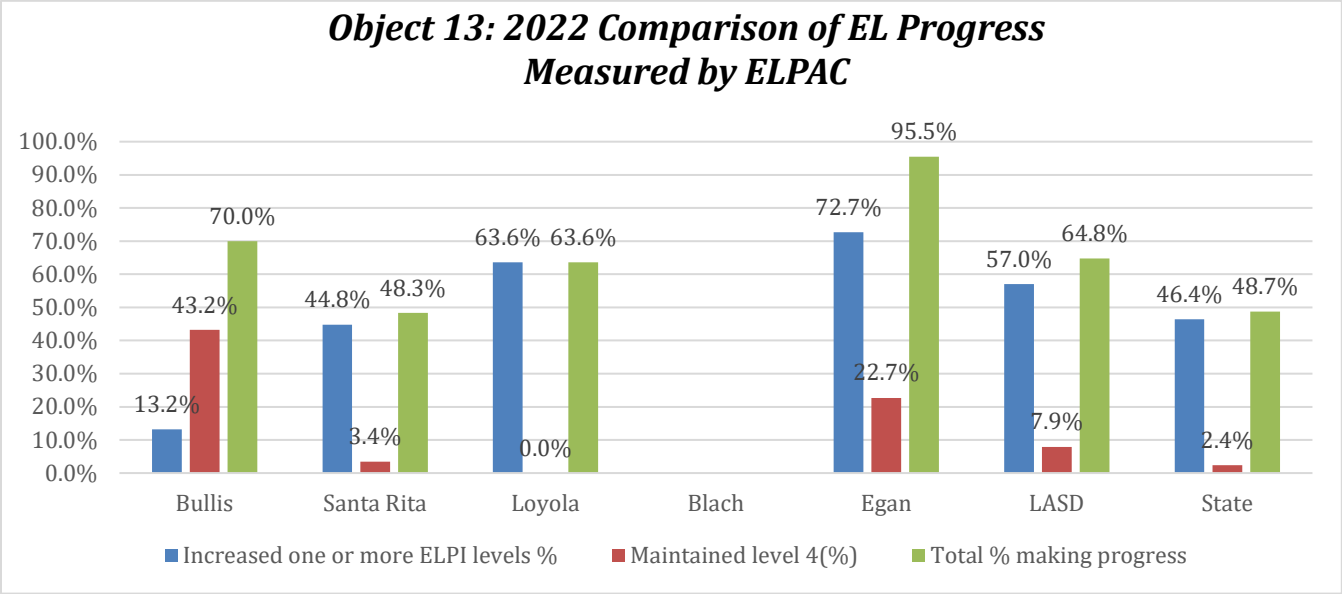
Objects 12 and 13, below (from https://caaspp-elpac.cde.ca.gov/), reflect the 2022-23 English Language Proficiency Assessment of California (ELPAC) data as compared to the schools in LASD that Bullis students otherwise would have attended: Santa Rita and Loyola Elementary and Blach and Egan Middle schools. Of the comparison schools, Bullis had the lowest percentage of students who increased one or more English Language Progress Indicator (ELPI) levels. However, Bullis outperformed all others in maintaining level 4 and all but Egan in the total percent making progress.

Object 12: 2022 Comparison of EL Progress Measured by ELPAC

	Bullis	***Santa Rita***	***Loyola***	***Blach***	***Egan***	***LASD***	***State***
Increased one or more ELPI levels	*13.2%*	*44.8%*	*63.6%*	*	*72.7%*	*57.0%*	*46.4%*
Maintained level 4	*43.2%*	*3.4%*	*0%*	*	*22.7%*	*7.9%*	*2.4%*
Total % making progress	*70.0%*	*48.3%*	*63.6%*	*	*95.5%*	*64.8%*	*48.7%*
Performance Level	*Blue*	*Orange*	*	*	**	*Green*	*Yellow*
Number of Students	*30*	*58*	*11*	*	*22*	*165*	*829,209*

**EL progress is not reported for student populations under 11 students.*

Documentary Record 001041



***This school did not have an EL Progress Indication in 2022, due to a small population. As the performance level is determined by examining status and change, schools must have at least two years of data to have a performance level assigned.*

Finances

Bullis exhibits a healthy financial position. As reflected in Object 14, beginning with the fiscal year 2016-17, Bullis met and exceeded the 4% reserve requirement in its Memorandum of Understanding with the SCCOE. As of June 30, 2023, Bullis had an audited reserve balance of $2,688,340, or 16% as a percentage of expenses. The Independent Auditor's Report for the Year Ending June 30, 2023, reported an Unmodified Opinion on the financial statements, as well as on State and Federal compliance with various laws and regulations. In addition, there were no identified deficiencies or material weaknesses noted regarding internal controls over financial statements and internal controls over compliance for fiscal year 2022-23. All fiscal reports required by law and by the SCCOE have been timely received. Bullis maintains and implements sound fiscal policies and procedures, including internal controls governing all financial and business-related activities.

Fiscal Staff in the Charter Schools Department is not aware of any significant financial concerns for Bullis.

		Object 14: Historical Financial Summary[1]							
		2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
[A]	Total Revenues	10,383,765	11,312,222	12,735,285	14,265,627	15,283,928	15,647,132	17,204,678	20,334,836
[B]	Total Expenses	10,313,488	11,281,769	12,686,005	14,706,818	14,091,370	15,351,950	16,746,659	19,894,482
[C]	et Assets Released from Restriction	(63,721)							
[D] =[A - B + C]	Net Income (Loss)	6,556	30,453	49,280	(441,191)	1,192,558	295,182	458,019	440,354
[E]	Beginning Fund Balance	1,097,483	1,104,039	1,134,492	1,183,772	742,581	1,935,139	2,230,321	2,688,340
[F]	Adjustment to Beg. Fund Balance	-	-	-	-	-	-	-	-
[G] = [(D+E) + F]	Total Net Assets, End of Year	$ 1,104,039	$ 1,134,492	$ 1,183,772	$ 742,581	$ 1,935,139	$2,230,321	$2,688,340	$ 3,128,694
[H] = [G/B]	Fund Balance %	11%	10%	9%	5%	14%	15%	16%	16%

1. Source of Data: Audited Financial Reports for FY 2016-17 - 2022-23. FY 2023-24 is based on Second Interim Report

Documentary Record 001042

Demographic Data

In accordance with *EC* Section 47607(d), SCCOE requested, received from CDE, and reviewed aggregate data reflecting pupil enrollment patterns and test score patterns at Bullis, as well as other demographic data from CDE through the CDE website, and demographic data provided to SCCOE by Bullis itself.

In Objects 15 and 16, a comparison of the average Distance from Standard (DFS) academic assessment scores is made between students who left Bullis and DFS for the students remaining at Bullis. Object 15 reviews the average DFS for students who left after Census Day, and Object 16 reviews the data for the students who left Bullis at the end of the year and did not return for the following school year. This does not include students who would age out of the school. Per the aggregate data from CDE, students who leave Bullis are not students who appear to have been counseled out based on lower academic performance, as the average DFS in academic assessments for students leaving Bullis or not returning to Bullis are higher than the students remaining at Bullis. Further, the student enrollment numbers for the students who left Bullis are for all grades, whereas the number of students tested only includes grades 3-8, as those are the grade levels tested at Bullis.

Object 15: Comparison of Average DFS for Students Who Left BCS After Census Day and BCS DFS

Academic Year	Subject	Enrolled Beginning of Year but Not Enrolled Conclusion	Cumulative Enrollment	Percent Enrolled Beginning Not Enrolled Conclusion	Number of Students Tested who left BCS	DFS Average for Students who left BCS	DFS Average for Students Remaining at BCS
2016-17	**ELA**	7	833	0.84%	6	119.83	111.0
2016-17	**Math**	7	833	0.84%	6	75.50	112.7
2017-18	**ELA**	61	888	6.87%	47	118.87	105.8
2017-18	**Math**	61	888	6.87%	47	121.66	113.7
2018-19	**ELA**	51	922	5.53%	35	119.63	100.0
2018-19	**Math**	51	922	5.53%	35	119.29	109.9
2019-20	**ELA**	66	1051	6.28%	30	101.20	*
2019-20	**Math**	66	1051	6.28%	30	98.07	*
2022-23	**ELA**	101	1073	9.41%	66	116.97	112.5
2022-23	**Math**	101	1073	9.41%	66	110.11	128.5

** No Dashboard DFS available*

Documentary Record 001043

Object 16: Comparison of Average DFS for Students Attended BCS for at Least 90 days and Did Not Return the Following Year and BCS DFS

Academic Year	Subject	Enrolled for 90 days in Prior Year but Not on Census Day of Current Year	Prior Year Cumulative Enrollment	Percent Enrolled for 90 days Prior Year but Not on Census Day	Number of Students Tested who left BCS	DFS Average for Students who left BCS	DFS Average for Students Remaining at BCS
2016-17	**ELA**	57	749	7.61%	46	124.76	111.0
2016-17	**Math**	57	749	7.61%	46	120.93	112.7
2017-18	**ELA**	78	833	9.36%	62	107.05	105.8
2017-18	**Math**	78	833	9.36%	62	118.95	113.7
2018-19	**ELA**	71	888	8.00%	60	117.87	100.0
2018-19	**Math**	71	888	8.00%	60	130.40	109.9
2019-20	**ELA**	60	922	6.51%	42	113.17	*
2019-20	**Math**	60	922	6.51%	42	109.74	*
2022-23	**ELA**	73	1077	6.78%	53	106.58	112.5
2022-23	**Math**	73	1077	6.78%	53	114.87	128.5

** No Dashboard DFS available*

The tables below show the cumulative enrollment data for Bullis from 2016-17 to 2022-23; the total enrollment data for Bullis from 2016-17 to 2022-23; and the enrollment stability data for Bullis from 2016-17 to 2022-23. Cumulative enrollment data for 2023-24 was not available as it is still being formulated by CDE. Cumulative enrollment consists of the total number of unduplicated primary and short-term enrollments within the academic year (July 1 to June 30), regardless of whether the student is enrolled multiple times within a school or district. Bullis' cumulative enrollment over the years shows a clear increase in Asian students, stability in Hispanic/Latino and a decrease in White students. When looking at student group data, SED and EL are fluid from year to year, especially when comparing to the total enrollment student numbers for both SED and EL in Object 18 below.

Object 17: Cumulative Enrollment for Bullis from 2016-17 to 2022-23

	Cumulative Total Number of Students	Number of Hispanic or Latino	Number of Asian	Number of Filipino	Number of White	Number of African American	Number of Two or More Races	Number of Not Reported
2016-17	833	37	380	*	231	*	146	20
2017-18	888	37	421	*	229	*	164	16
2018-19	922	35	460	*	235	*	167	*
2019-20	1,051	41	546	17	238	*	174	27
2020-21	1,106	39	609	15	233	*	168	35
2021-22	1,077	48	613	13	209	*	156	34
2022-23	1,073	45	634	13	194	*	154	29

**Data is suppressed for categories if the student population (cumulative students) is 10 or less.*

Documentary Record 001044

Object 18: Cumulative Bullis Student Group Data from 2016-17 to 2022-23

	Cumulative Total Number of Students	Number of SED	Number of EL	Number of SWD
2016-17	833	*	92	58
2017-18	888	22	90	61
2018-19	922	16	42	72
2019-20	1,051	16	60	83
2020-21	1,106	24	102	86
2021-22	1,077	14	110	85
2022-23	1,073	22	72	85

**Data is suppressed for categories if the student population (cumulative students) is 10 or less.*

The total enrollment for a school is established on California Basic Educational Data System (CBEDS) day in early October. Objects 19 and 20 below, show the total enrollment demographic and student group data for the number of students enrolled in each category across the charter term for Bullis.

Object 19: Bullis Total Enrollment Demographic Data from 2016-17 to 2023-24

	Total Number of Students	Number of Hispanic or Latino	Number of Asian	Number of Filipino	Number of White	Number of African American	Number of Two or More Races	Number of Not Reported
2016-17	825	36	379	8	228	10	144	19
2017-18	879	37	416	8	227	10	163	15
2018-19	915	35	460	9	233	9	167	*
2019-20	1,039	41	539	17	234	5	173	27
2020-21	1,093	36	602	15	233	4	168	32
2021-22	1,067	47	606	13	209	2	156	32
2022-23	1,058	44	624	13	192	1	153	28
2023-24	1,025	46	634	14	170	2	132	25

*Data gathered from Dataquest: https://data1.cde.ca.gov *No data reported for this group in this year.*

Object 20: Bullis Total Enrollment Student Group Data from 2016-17 to 2023-24

	Total Number of Students	Total Number of SED	Total Number of EL	Total Number of SWD
2016-17	825	7	90	46
2017-18	879	14	89	61
2018-19	915	11	41	64
2019-20	1,039	15	59	70
2020-21	1,093	19	73	73
2021-22	1,067	14	61	75
2022-23	1,058	20	65	73
2023-24	1,025	38	92	75

Data gathered from Dataquest: https://data1.cde.ca.gov

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Objects 21 and 22 show the Stability Rate data for Bullis from 2017-18 to 2022-23. The Stability Rate is defined as the percentage of California public school students enrolled during the academic year (July 1 – June 30) who completed a "full year" of learning in one school. The Stability Rate data below shows the percentage of students who remained at Bullis throughout each school year. Bullis' stability percentage is on average 97.6%, therefore, once a student is admitted to Bullis, that student stays at Bullis. The stability rates averaged across student groups from 2017-18 through 2022-23 are also high: EL is approximately 95.6%, SED is approximately 93.9%, and SWD is approximately 97.0%.

Object 21: Bullis Enrollment Demographic Stability Percentage Data from 2017-18 to 2022-23

	Total Number of Students	% Total	% Hispanic or Latino	% Asian	% Filipino	% White	% African American	% Two or More Races	% Not Reported
2017-18	879	97.6	100.0	97.1	*	96.9	*	99.4	93.8
2018-19	915	98.4	100.0	98.9	*	97.9	*	100.0	*
2019-20	1,039	98.1	100.0	97.8	100.0	97.5	*	98.9	100.0
2020-21	1,093	97.1	92.3	97.7	100.0	96.1	*	98.2	91.4
2021-22	1,067	97.8	93.8	97.7	100.0	99.5	*	100.0	82.4
2022-23	1,058	96.8	97.8	96.8	100.0	96.4	100.0	98.1	89.7

Data gathered from Dataquest: https://data1.cde.ca.gov
**To protect student privacy, data are suppressed population size within a selected student population (eligible cumulative enrollment) is 10 or less.*

Object 22: Bullis Student Group Stability Percentage Data from 2017-18 to 2022-23

	Total Number of Students	Stability Percentage SED	Stability Percentage EL	Stability Percentage SWD
2017-18	879	90.9	96.7	98.4
2018-19	915	93.8	100	100
2019-20	1,039	93.8	98.3	91.6
2020-21	1,093	91.7	93.1	98.8
2021-22	1,067	100	96.4	97.6
2022-23	1,058	95.5	91.7	96.5

Data gathered from Dataquest: https://data1.cde.ca.gov

REVIEW OF THE CHARTER PETITION

Consistent with the Charter Schools Act and County Board Policy 0420.4, SCCOE Staff reviewed the renewal Petition using the criteria established in *EC* Sections 47605 and 47607, including the requirement that Bullis update its Renewal Petition to include "a reasonably comprehensive description of any new requirement of charter schools enacted into law after the [C]harter was originally granted or last renewed and as necessary to reflect the current program offered by the [C]harter," and found:

1. **Sound Education Program**

   The Bullis Renewal Petition presents a research based educational program that meets the required elements of a sound educational program, though the description of the means by which Bullis complies with the requirements of the Individuals with Disabilities Education Act ("IDEA") has not been updated as necessary to reflect the current program offered by Bullis, as discussed more fully below. BCS' Mission states, "BCS offers a collaborative, experiential learning environment that

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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."

These mission elements are further supported and reinforced through the schoolwide application of high expectations, personalized learning, integrated learning, real world applications and community supported learning. All curriculum areas (ELA, Math, Science, Social Studies/History, Visual and Performing Arts (VAPA), Physical Education (PE), instructional design, STEAM) are Common Core State Standard (CCSS) and Next Generation Science Standard (NGSS) aligned and supported by researched and staff adopted text and digital content. Academic content delivery is through structured Project Based Learning (PBL) approaches that are thematic, integrated, and supported by technological resources.

Every student has Focused Learning Goals (FLG), developed collaboratively, reviewed, and evaluated consistently, and shared with and supported by the student's family. The FLG allows for individualized attention to specific outcomes in the academic, social/emotional and passion areas. FLGs are supported through class, teachers, and student groups across the school. They are monitored monthly, and in June every FLG is evaluated on a 1-5 rubric based on the metrics agreed upon in the fall conferences.

The middle school intersession program at Bullis is made up of three two-week units consisting of integrated, interdisciplinary, design-thinking units that promote 21st century skill building. Sixth grader students focus on the Early Human Design Challenge – looking at constructing shelters using 21st century knowledge for earlier civilizations. Seventh grade focuses on practical, technical skills such as woodworking, cooking, and sewing, so they can collectively produce and stage a student run theater performance at the end of the school year. Eighth grade focuses on design-thinking, financial literacy, and social entrepreneurship through a variety of activities.

Transitional Kindergarten (TK)

The Renewal Petition includes Transitional Kindergarten (TK) among Bullis' grade offerings. Bullis has been providing TK since it was enacted into law in 2010, but it was not separately described in the prior charter iterations as it was simply part of a two-year kindergarten program and initially there was no guarantee from the State that TK would continue. Bullis transitioned from a half-day TK/Kindergarten program to a full day TK and Kindergarten, and the Renewal Charter has been updated to reflect this modification in Bullis' approach. As such, this is not an expansion to add an additional grade level, as it is consistent with the program that has previously been authorized and offered at Bullis. The description of the grade levels and program has simply been revised to reflect the current laws governing TK. Charter schools are not required to offer TK, but those schools that do offer TK must comply with all the requirements established regarding TK. Bullis' Renewal Petition now formalizes the program it has been providing.

Students Performing Below Grade Level:

In the Renewal Petition, Bullis outlines a comprehensive approach to supporting a diverse student population through a Multi-Tiered System of Supports (MTSS). This evidence-based framework addresses academic, behavioral, and social-emotional needs with a proactive, tiered approach to intervention. By using data to inform decisions and early identification of at-risk students, MTSS ensures prompt interventions to prevent academic and social-emotional difficulties from escalating.

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Academically low-performing students are discussed during weekly "Student Response Team" (SRT) meetings, and goals are created to guide instruction and tailored supports for those students.

Special Education:

BCS operates as a public school of SCCOE for purposes of compliance with the IDEA in accordance with Education Code 47641(b). The petition describes a relationship in which SCCOE is responsible for all the staffing and services components of special education, "unless SCCOE and Bullis Charter School agree that Bullis may hire site special education staff." However, at this time, BCS has chosen to move to a model in which it hires its own staff to provide services with SCCOE oversight in an effort to better direct and provide educational services to its students, so the descriptions in the Charter and the First Amended MOU have not been updated accurately to reflect the current program offered by Bullis. As such, it is necessary that Bullis enter into the updated MOU with SCCOE to describe accurately the current means by which Bullis complies with the IDEA as a school of SCCOE for such purposes.

BCS special education staff currently includes: a speech pathologist, resource specialists, an occupational therapist, a behavior interventionist, and paraprofessionals. Bullis also has a school counselor and psychologists on staff. In the Renewal Petition, BCS has allocated an additional one (1) FTE BCS special education administrator to oversee special education program and coordinate with SCCOE (up from a 0.4 FTE in the current charter).

For the 2023-24 school year, BCS had 75 students (7.3%) eligible for special education services, with 98.7% of those students identified as mild moderate.

Per DataQuest on the CDE website, in 2022-23, 100% of the 68 students with disabilities at BCS spent 80% or more of the day in the regular education classroom. In 2023-24, 98.7% or 74 students spent 80% or more of the day in the regular education classroom as 1.3% of students or one student spent 39% or less of the school day in the regular classroom. When compared to LASD and the schools Bullis students otherwise would have attended, the students with disabilities are not as neurodiverse as the students who are served in LASD.

Object 23: 2023-24 Special Education Enrollment by Program Setting for Bullis and Comparison Schools and District and State

	Bullis	LASD	Santa Rita	Loyola	Blach	Egan	State
Special Education Enrollment	75	348	41	46	53	25	836,846
Regular Class 80% or More of the Day	98.7%	61.2%	80.5%	56.5%	49.1%	68%	59.1%
Regular Class 40-79% of the Day	0	14.4%	14.6%	21.7%	22.6%	28%	15.2%
Regular Class 39% or Less of the Day	1.3%	13.8%	4.9%	17.4%	28.3%	4%	17.1%
Separate School & Other Settings	0	0.9%	0	0	0	0	2.5%
Preschool Setting	0	9.8%	0	4.3%	0	0	6.1%
Missing/Unknown	0	0	0	0	0	0	0

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English Learners (EL):

The student population at Bullis includes 9.0% identified as English Learners (EL). Bullis has instituted a process to identify English learners and to ensure each student's educational and language development progress is measured annually to help determine individual growth and schoolwide performance. The English Language Development (ELD) Standards are broken down into three parts that allow for (1) interaction with English language, (2) application of English language, and (3) foundational skills for beginning EL students.

According to the Bullis Renewal Petition, Bullis's ELD program provides specialized instruction through both in-class and pull-out small group settings, using personal learning goals in listening, speaking, reading, and writing. Teachers are trained in language acquisition strategies such as Total Physical Response (TPR), visuals, sentence frames, anchor charts, adapted text, and language scaffolding using Sheltered Instruction Observation Protocol (SIOP) strategies. Additionally, technology like Lexia English supports fluency, vocabulary development, grammar, and reading comprehension. An "Enhancement block" is included in the schedule for Grades 1-5 to provide dedicated time for English Learners to receive ELD instruction. Teachers integrate ELD instruction with Common Core State Standards (CCSS) and the California ELD standards, employing strategies like graphic organizers and sentence stems to facilitate learning.

During SCCOE Staff's annual visits across the charter term, informal observations, and discussions with Bullis staff, Bullis agreed that although all staff had been trained, more training and follow-through is needed. Members of the Bullis Team have been working to improve the quality of instruction for English Learners, and improvement has occurred.

During the 2023-24 annual classroom visits, the SCCOE team observed that designated and integrated ELD instruction was not consistent across the school. In response to SCCOE inquiries, Bullis explained that integrated ELD support is provided in the form of sentence frames, word banks, and scaffolded texts for students. Scaffolded texts are available to all students and can also be assigned by the teacher to specific students. These types of supports are more indicative of reading support in ELA rather than language supports for integrated ELD.

BCS is legally required to provide designated and integrated ELD instruction (per California Code of Regulations, Title 5, Section 11309(c)(1)) to the students at Bullis as part of a comprehensive delivery plan designed to overcome language barriers and provide access to the core curriculum if there is even one student identified as EL. Previously, Bullis has submitted a one-page document outlining five key ELD practices, but has not in the most recent term of its charter, submitted a comprehensive English Learner Master Plan. Development and maintenance of an EL Master Plan is a recommended approach in communicating how an LEA addresses EL components/legal requirements when providing services to students who are Els. Particularly given Bullis' past acknowledgment of the need to increase training and improve the quality of instruction for English learners, SCCOE strongly recommends that Bullis develop and provide SCCOE with an updated plan on integrated and designated ELD instruction to be included in the MOU or an addendum thereto in order to support the school's services to English learner students. SCCOE refers Bullis to resources provided by the CDE and Loyola-Marymount University to assist in development of this plan.

(See https://www.cde.ca.gov/sp/el/er/charterschoolelltr.asp,
https://www.cde.ca.gov/nr/el/le/yr15ltr0918.asp,
https://www.cde.ca.gov/nr/el/le/yr19ltr1218.asp, and
"English Learner Master Plan Playbook".)

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Educational Leadership

The Executive Director and Principals are the educational and instructional leaders at Bullis, in addition to being responsible for teacher supervision, evaluation, and providing input and approval of each faculty and staff member's SMARTIE (strategic, measurable, ambitious, realistic, time-bound, inclusive, and equitable) Goals. (The Renewal Petition changes the senior administrator's title from the current "Superintendent" or "Superintendent/Principal" to "Executive Director" and the current title of "Assistant Principal" is now "Principal.) While the current Principals at Bullis each hold teaching or pupil personnel services (PPS) credentials, and two of the principals have an administrative credential, the employee qualifications identified in the body of the Petition for these positions do not explicitly require a teaching or PPS credential. Among other qualifications, these positions required a minimum of three years classroom teaching experience (with five years preferred) and an administrative credential (current California Tier I or Tier II or proof of eligibility for either) is also preferred.

The sample job descriptions for the Executive Director and the Principals included in the Renewal Petition do not specify that the positions require a teaching or PPS credential from California or another state, but do require teaching experience, and it appears Bullis' intent is to require a teaching credential at minimum. Despite omitting a teaching or PPS credential from the list of administrator qualifications in the body of the Renewal Petition, Bullis' preference for a California Administrative Credential implies a teaching credential is required, as a California administrative credential requires an underlying California teaching or PPS credential. Additionally, if Bullis administrators "cover" classes for teachers when a substitute is not available, they are required to hold a California teaching credential.

The job duties assigned in the Renewal Petition to administrative positions are consistent with the need for at least a valid teaching or PPS credential, if not an administrative credential. This is particularly true in light of the mandate that all charter school teachers now hold a Commission on Teacher Credentialing certificate, permit, or other document required for the teacher's certificated assignment. Bullis' current Executive Director and Principals should also meet this requirement applicable to the teachers they supervise and evaluate. The lack of a teaching credential for a person holding one of these positions could negatively impact the quality of educational services provided to Bullis students, and requiring teaching credentials is consistent with the County Board of Education's expressed expectations for charter schools under its oversight in order to help ensure a sound educational program. SCCOE Staff strongly encourages Bullis to commit to revise the minimum qualifications for the positions of Executive Director and Principals to include a valid California or other U.S. teaching or PPS credential through the MOU or an addendum thereto.

The Charter Schools Department Staff concluded the Bullis Renewal Petition provides sufficient information to substantiate the required elements for a sound educational program consistent with new requirements of charter schools pursuant to law and the requirements of Bullis' current program provided that, as a condition of approval, Bullis be required to enter into the MOU accurately updating the means by which Bullis provides its special education program. Additionally, SCCOE strongly encourages Bullis to develop and submit its integrated/designated ELD master plan and explicitly require that the employment qualifications for the Executive Director and Principal positions include California or other U.S. teaching or pupil personnel services credentials through provisions in the MOU or an addendum to the MOU.

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2. Ability to successfully implement the program set forth in the Petition

Staff identified concerns supporting a determination that Bullis is not serving all students who wish to attend, which were detailed in the Notice and the Reaffirmation Notice, though Staff also determined that Bullis has implemented some changes and made some incremental progress in this area. This issue is discussed more fully below in the "Additional Criteria for Denying a Charter Renewal" Section. Apart from the concerns addressed in that section below, Staff found facts demonstrating the Petitioners are likely to successfully implement the program only if Bullis is required to resolve the other identified conditions through the MOU or an addendum to the MOU, as described more fully throughout this Staff Analysis and Findings of Fact. CSD Staff further recommends that Bullis and SCCOE address the other concerns and issues noted herein through the MOU or addendum.

3. Affirmation of each of the conditions required by statute

SCCOE Staff found the Petition contains the required affirmations.

4. Reasonably comprehensive description of the required elements

As explained above, as a high performing charter school, Bullis is legally required only "to update its charter to include a reasonably comprehensive description of any new requirement of charter school enacted into law after the charter was originally granted or last renewed and as necessary to reflect the current program offered by the charter." Of course, this minimum legal requirement does not mean that Bullis cannot or should not include additional information to further improve and/or clarify its Charter. Staff's analysis of the required charter elements in the Renewal Petition notes issues that SCCOE recommends be improved or revised through the MOU or addendum process in order to be consistent with charter school best practices and SCCOE expectations, irrespective of the minimum legal requirements. Additionally, as noted above, Bullis' current program and charter include mandatory compliance with the terms of the First Amended MOU, so the provisions thereof are part of Bullis' current practices, and that First Amended MOU will remain in full force in effect unless and until it is replaced by a new agreement or otherwise terminated by mutual agreement of SCCOE and Bullis. In updating the Renewal Petition to be consistent with law and current practices, Bullis is not empowered unilaterally to materially revise its Charter (including the provisions of the First Amended MOU), but, rather, would have to request such material revisions, which the SCCBOE could then consider and approve or deny separate from its action on the renewal request.

The Charter Schools Department Staff found, as detailed below, that additional specificity and requirements governing Bullis' educational program, governance, and operations, including its compliance with the required charter elements, should be addressed through the MOU or an addendum to the MOU.

In preparing the Renewal Petition, Bullis appears to have overlooked a variety of updates necessary to a reasonably comprehensive description of legal requirements that have gone into effect since Bullis' last renewal and/or to reflect Bullis' current program. Examples include, but are not limited to, failing to update the governance section to include the names and qualifications of all board members, failing to include the current 2024-27 Local Control and Accountability Plan (LCAP), failing to include a description of the process used to conduct the public random drawing for admission, failing to update the special education program and process, and failing to update language in the Renewal Petition that currently indicates the LASD Governing Board is the chartering authority instead of the SCCBOE. As detailed below, CSD Staff recommends the SCCBOE, as a condition of

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renewal, require Bullis to address areas in which Bullis has not fully updated the Charter to be consistent with law and/or to reflect its current program through the MOU or an addendum thereto. Additionally, CSD Staff found, as detailed below, that additional specificity and requirements governing Bullis' operations to be consistent with best practices and expectations should also be addressed through the MOU or an addendum to the MOU. CSD Staff also notes that references in the Renewal Petition to the Education Code have not all been updated to reflect the current law.

A. Element One: *Description of the Educational Program/Plan for Student Academic Achievement*

The Renewal Petition describes Bullis Charter School's instructional design as emphasizing a student-centered, project-based learning approach aimed at developing critical thinkers and problem solvers. Bullis states the curriculum is rooted in state standards and integrates subjects such as English, Math, Science, and Social Studies with Physical Education, Arts, and World Languages to provide a balanced education. Bullis maintains that it accommodates diverse learning styles through flexible grouping, interdisciplinary inquiry, and real-world applications to foster 21st-century skills like critical thinking, communication, collaboration, and creativity.

Bullis describes its instructional delivery model as involving teachers working in grade level teams to plan and ensure consistent delivery of content, adapted to meet individual student needs. BCS asserts it leverages its charter status to select the most effective curricula and materials, facilitating flexible grouping strategies and incorporating technology, character development, and service learning into instruction. Personalized learning goals are established for each student, focusing on academic, social/emotional, and passion areas, aligned with the school's mission and state standards.

The 2024 Bullis Charter School instructional design reflects significant enhancements and updates compared to the 2016 petition. While maintaining the core principles of project-based learning, interdisciplinary inquiry, and personalized education, the 2024 Renewal Petition incorporates new curriculum pilots, advanced technological tools, and an expanded focus on continuous improvement and state standards alignment. The introduction of the Enhancement Block for targeted academic support and updated professional development for teachers further demonstrate the school's commitment to evolving and improving its educational offerings. Despite these advancements, the foundational elements of fostering critical thinking, creativity, collaboration, and communication remain consistent, ensuring a stable yet progressive learning environment for students.

The Charter Schools Department Staff believes this section includes a reasonably comprehensive description consistent with new requirements of charter schools pursuant to law and the requirements of Bullis' current program provided the update to the special education program to reflect Bullis' current program is included in the MOU. CSD Staff further encourages Bullis to develop and submit the integrated/designated ELD master plan, and to commit to minimum credential requirements for the Executive Director and Principals positions.

B. Element Two: *Measurable Student Outcomes*

In the Renewal Petition, Bullis combined elements two and three, but the elements will be separated here for clarity.

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Bullis Charter School's desired outcomes for students, as outlined in Its Renewal Petition, primarily focus on meeting various educational standards and fostering comprehensive student development. The school aims to ensure that all students attain skills, knowledge, and attitudes aligned with state and local standards, as reflected in its LCAP. Key outcomes include demonstrating proficiency in core academic subjects through performance on standardized tests like CAASPP, CST, PFT, and NWEA MAP, as well as participation in the Silicon Valley Math Initiative's assessments.

Bullis also emphasizes student growth in literacy and mathematics, using both formative and summative assessments to guide instruction and measure progress. For instance, reading inventories are used to establish baseline data in decoding, comprehension, and fluency, while benchmark assessments in Language Arts and Mathematics help tailor instruction to individual student needs. Additionally, the school focuses on enhancing students' global competency through its foreign language program, offering Biliteracy Pathway Awards to recognize proficiency in languages such as Mandarin and Spanish. Bullis's approach also includes fostering student reflection and goal setting, with students regularly reviewing assessment data and setting personal learning goals.

Bullis' Renewal Petition, seemingly in error, included its ***2022-23*** LCAP. A school's LCAP addresses state requirements and provides both quantitative and qualitative indicators for determining performance and progress, but the 2022-23 LCAP focuses on 2021-22 data. Bullis did not include its 2024-27 LCAP, which would be current and cover part of the prospective term of the Charter or even the 2023-24 LCAP. Pursuant to law, Bullis is required to and has updated its LCAP annually, thus, by definition, including the 2022-23 LCAP to describe its measurable pupil outcomes is inconsistent with the requirement to update the Renewal Petition to reflect the current program and comply with the law. On July 1, 2024, as required by *EC* Section 47604.33, Bullis submitted the 2024-27 LCAP to SCCOE. While not included in the Renewal Petition, CSD Staff reviewed and analyzed the current LCAP, considered it as part of Bullis' reasonably comprehensive description of measurable student outcomes, and addresses that version in this staff analysis.

For the 2024-27 LCAP, Charter-wide parental input was considered as Bullis determined the best way to utilize its Local Control Funding Formula (LCFF) funds. Bullis' LCAP sets benchmarks scaffolded across the three-year span, utilizing student proficiency levels on CAASPP in English Language Arts and Math as the academic criteria. Additional academic metrics involve student performance and progress on the English Language Proficiency Assessments for California (ELPAC), attendance, absenteeism, suspension, and expulsion rates, with broad benchmark goals. However, several metrics were missing, and the LCAP did not fully address all the eight State Priorities, namely middle school dropout rates, promoting parental participation in programs for unduplicated pupils and for individuals with exceptional needs, and programs and services developed and provided to unduplicated pupils and individuals with exceptional needs.

SCCOE has concerns about the baseline student satisfaction data in the 2024-27 LCAP. In goal 3, student satisfaction data demonstrates that only 69% of elementary students and 58% of middle school students feel they belong at Bullis. Also, while 74% of elementary students feel they are respected by teachers, only 48% feel respected by peers. In the middle school, 61% of students feel respected by teachers and 43% feel respected by peers. Although Bullis has developed a plan to raise all these results to 80% over the next three years, it is concerning that approximately 40% of students do not feel they belong at this high-performing school.

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Parent satisfaction survey results, phone calls, and community meetings help round out additional measurable outcomes in Bullis' LCAP. SCCOE Staff also notes the law regulating charter school adoption of an LCAP was revised as of July 1, 2019, and Bullis is now required to comply with all requirements for adoption and revision of an LCAP, including the holding of at least one public hearing to solicit public input on the LCAP in accordance with *EC* Section 47606.5. Bullis held its 2024-25 public hearing on May 6, 2024.

The Charter Schools Department Staff believes this section includes a reasonably comprehensive description consistent with new requirements of charter schools pursuant to law and the requirements of Bullis' current program when incorporating the 2024-27 LCAP, rather than the 2022-23 LCAP Bullis actually attached to the Renewal Petition, and that current LCAP must be required to be attached to the MOU or addendum.

C. Element Three: *Method by Which Pupil Progress in Meeting Outcomes will be Measured*

According to the Renewal Petition, Bullis Charter School employs a variety of assessments to measure pupil outcomes. These include standardized assessments such as the California Assessment of Student Performance and Progress (CAASPP) and California Science Test (CAST), administered annually per state requirements, as well as the NWEA Measures of Academic Progress (MAP), administered in the Fall, Winter, and Spring. These assessments are used for summative evaluation of student proficiency in core subjects relative to state standards, providing benchmarks to measure overall school performance and individual student progress.

Additionally, Bullis uses formative assessments regularly throughout the academic year. These include reading inventories, benchmark assessments in Language Arts and Mathematics, and teacher-designed assessments that are administered on a bi-weekly or monthly basis. Formative assessments are primarily for progress monitoring, allowing teachers to tailor instruction based on immediate feedback and student needs. Diagnostic assessments, such as initial reading and math screenings, are administered at the beginning of the school year to establish baseline data and guide the development of personalized learning plans. Summative assessments, including final exams and project-based assessments, are used at the end of instructional units or the academic year to evaluate overall student learning outcomes and determine mastery of content. The data from these assessments are used to inform instruction, develop individualized learning goals, and guide professional development for teachers, supporting continuous improvement in student learning and achievement.

Overall, Bullis Charter School's petition provides a comprehensive framework for assessing pupil outcomes through a variety of instruments. The detailed plan includes the types of assessments used, their frequency, purposes, and how the data will be leveraged to enhance instruction and student learning. Specific performance targets are also set to ensure continuous monitoring and improvement of student outcomes.

Bullis communicates assessment data to educational partners using several methods to ensure transparency and involvement in the educational process. Students engage with their assessment data in developmentally appropriate ways, fostering reflection and goal setting. For example, fifth-grade students review a variety of assessment data related to their Focus Learning Goals every month. Parents receive regular updates on their children's progress through various means. This includes real-time access for middle school parents and students to view assessment results via PowerSchool, the online gradebook. Additionally, parents are

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invited to Focus Learning Goal Conferences where teachers (and students, depending on age) discuss student performance data, goals, and progress. Finally, formal, and informal communications are provided to parents such as regular updates on in-class assessments, tri-annual report cards, and individual student score reports from state and NWEA testing, sent home with explanatory letters.

The school staff analyzes and disaggregates data across individual and grade levels, identifying patterns of strengths and weaknesses. This data guides instruction, determines student needs, measures progress, and informs families about their children's progress. Staff meetings and professional development sessions focus on data analysis, program adjustments, and training based on this data. These formative assessments are embedded into the LCAP and MTSS processes, requiring ongoing examination of assessments and creation of action plans for students not meeting grade-level expectations.

The Charter Schools Department Staff believes this section includes a reasonably comprehensive description consistent with new requirements of charter schools pursuant to law and the requirements of Bullis' current program.

D. <u>Element Four: *Governance Structure*</u>

The Bullis Renewal Petition states the Board will consist of no more than nine (9) directors, including two seats reserved for current parents and one for a non-parent community member who resides within LASD. Bullis has stated that it currently has eight members on its Board. Per the Petition (p.106), two of the Board of Directors' terms expired on June 30, 2024, during the pendency of the Renewal Petition. Further, the Charter Schools Act has been updated (*EC* Section 47605(h)) to require that Bullis include with its Renewal Petition the names and relevant qualifications of the charter board members. Bullis merely included the names and term end dates, without any information about their qualifications, including which members serve in the seats reserved for parents and a local resident. Bullis is required to provide the relevant qualification information for its Board members, including the persons who it has nominated to fill the positions that expired June 30, 2024.

The Renewal Petition acknowledges the SCCBOE's right to appoint a representative to the Bullis Board, but its description of the manner by which Bullis Board members are selected omits to note that those procedures do not apply to any SCCBOE representative, consistent with law and the First Amended MOU. The bylaws also do not explicitly except from the nominations committee process any SCCBOE representative.

The Renewal Petition states the Board will comply with all federal, state, and local laws applicable to independent public charter schools and Bullis has adopted a Conflict of Interest (COI) Code (included in the appendix section), which has been approved by the County Board of Supervisors.

Since the Charter's last renewal, *EC* Section 47604.1 has been added, which requires Bullis to comply with the Political Reform Act of 1974, Government Code Section 1090 et seq., the Brown Act, and the California Public Records Act. The Renewal Petition specifies Bullis shall comply with each of these laws. Additionally, the First Amended MOU required that the bylaws be updated by September 1, 2017, to prohibit actions that would violate, among other things, the Political reform Act, nor can the bylaws violate Government Code Section 1090 and/or the mandates of *EC* Section 47604.1. The bylaws attached to the Renewal Petition were approved by the Bullis Board in June 2013 and are not executed. There is no indication

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that the bylaws have been reviewed since 2013. These 2013 bylaws provide for means of entering into "contracts with directors and officers" that would violate those legal prohibitions. Further, the Charter and bylaws allow for no more than 49% of the board members to be interested members; yet, no teachers or staff are permitted to be on the board, so it is unclear how other "interested" members could serve on the Board who do not come within the limited exception for employees to serve on the Board pursuant to *EC* Section 47604.1(d).

In accordance with the Political Reform Act and Bullis' conflict of interest code, all directors and senior Bullis staff are required to file a "Form 700" annually disclosing specified interests. During the charter term, SCCOE staff have reviewed the Forms 700 filed on behalf of Bullis reporters and found that directors or staff appear to have identified reportable interests as required. There is no date included on the conflict of interest code indicating when it was adopted.

Bullis has an established Parent Organization – Bullis Booster Club or BBC – and parents are strongly encouraged to become actively involved and engaged in meaningful ways in their child's education, in addition to parent involvement in the governance of Bullis through the Board seats reserved for parents.

The Charter Schools Department Staff believes this section includes a reasonably comprehensive description consistent with new requirements of charter schools pursuant to law and the requirements of Bullis' current program only if Bullis is required to submit the board member qualifications and resolve the bylaws and conflict issues through the MOU or an addendum to the MOU, including updates to the bylaws.

E. Element Five: *Employee Qualifications*

Bullis states it recruits qualified personnel for all administrative, instructional, instructional support, and non-instructional support capacities. Bullis further asserts the staff recruited believe in the instructional philosophy outlined in its vision statement. In accordance with *EC* Section 47605(c)(5)(e), Bullis shall be nonsectarian in its employment practices and all other operations. Bullis shall not discriminate against any individual (employee or student) on the basis of the characteristics listed in *EC* Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic 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).

As described above, the Bullis administrator qualifications described in the renewal Charter do not state these positions require a valid teaching or PPS credential. While administrative credentials are not legally required for administrators at charter schools, possession of at least valid California teaching credentials for the Executive Director and Principal positions would allow those administrators to cover classrooms or teach classes as needs arise, and a valid teaching credential or PPS credential is consistent with both Bullis' preference that these administrators have administrative credentials and the duties of these positions.

Bullis continues to work with SCCOE Human Resources to ensure the teaching staff are enrolled in Teacher Credentialing Programs and fulfilling all the legal requirements necessary to perform as teachers. Bullis also partners with Marshall Teacher Residency to provide teacher interns. Due to the Renewal Petition being submitted at the end of the 2023-

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24 school year and prior to the start of the 2024-25 school year, Bullis is in the process of hiring for the 2024-25 school year, and SCCOE staff was unable to determine if all Bullis staff have the appropriate credentials. As part of the annual review process, SCCOE Staff will determine whether all Bullis Staff meet the current credentialing requirements.

The Charter Schools Department Staff believes this section includes a reasonably comprehensive description consistent with new requirements of charter schools pursuant to law and the requirements of Bullis' current program, but SCCOE Staff strongly encourages Bullis to explicitly require that the employment qualifications for the Executive Director and Principal positions include California or other U.S. teaching or pupil personnel services credentials through provisions in the MOU or an addendum to the MOU.

F. Element Six: *Health and Safety*

Bullis provided an overview of Health and Safety Policies and Procedures and the process for employee fingerprinting and background checks. All staff are required to undergo annual mandated reporter training pursuant to EC Section 44691. (CSD Staff notes that in its ongoing oversight role, it is currently monitoring Bullis' compliance with the Child Abuse and Neglect Reporting Act.) Bullis states it is committed to providing a safe, compliant working environment. Bullis submitted its 2023-24 Comprehensive School Safety Plan that declares Bullis will review and update the plan by March 1 of every year and that the plan shall include the required safety topics.

CSD Staff notes that, despite correction of this in the First Amended MOU, the Renewal Petition includes a requirement that employees are required to provide "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." As clarified in the First Amended MOU, however, the required I-9 form is the Employment Eligibility Verification Form, and potential employees of Bullis are not required to prove that they are American citizens, but, rather, that they are legally eligible to work in the United States. Bullis must stop incorrectly referring to the I-9 form or any requirement to work at Bullis as requiring proof of U.S. citizenship.

The Charter Schools Department Staff believes this section includes a reasonably comprehensive description consistent with new requirements of charter schools pursuant to law and the requirements of Bullis' current program, and notes the updated MOU provided to Bullis includes supplemental information on compliance with health and safety requirements.

G. Element Seven: *Racial, Ethnic, English Learner, and Special Education Balance*

On July 1, 2020, AB 1505 took effect, updating Element G to require schools to provide a reasonably comprehensive description of the means by which the school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, reflective of the general population residing within the territorial jurisdiction of the district to which the Bullis charter was initially submitted, which, as previously established, is LASD. This element of Bullis' Renewal Petition has been updated to reference that change in the law.

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Object 24, below, shows the Filipino, African American and Two or More Race student groups at Bullis are reflective of those same populations at LASD. The Asian, White, and Hispanic or Latino student groups, however, are not reflective of their peer groups at LASD.

Object 25, below, demonstrates that while the EL group is reflective of the population at LASD, the SED and SWD populations at Bullis do not reflect the population at LASD. Further, the SWD population is not as neurodiverse as LASD, as discussed in the special education analysis above.

Object 24: Comparison of 2023-24 Demographic Data Among Bullis, LASD, and Schools Bullis Students Would Otherwise Have Attended

	Hispanic or Latino	Asian	Filipino	White	African American	Two or More Races
Bullis	4.5%	61.9%	1.4%	16.6%	0.2%	12.9%
LASD	9.6%	39.5%	0.8%	36.1%	0.5%	12.9%
Santa Rita	22.1%	32.4%	1.9%	32.7%	0.3%	10.1%
Loyola	4.3%	39.3%	0.3%	40.2%	0.3%	15.4%
Blach	6.9%	36.9%	0.5%	41.8%	0.5%	13.4%
Egan	13.1%	38.3%	0.6%	36.7%	0.6%	9.7%

Data gathered from Dataquest: https://data1.cde.ca.gov

Object 25: Comparison of 2023-24 Student Group Data Among Bullis, LASD, and Schools Bullis Students Would Otherwise Have Attended

	Total Number of Students	SED	EL	SWD
Bullis	1,025	3.7%	9.0%	7.3%
LASD	3,361	7.0%	10.2%	9.5%
Santa Rita	367	18.8%	24.8%	11.2%
Loyola	351	2.6%	10%	13.1%
Blach	404	3.2%	1.7%	13.1%
Egan	496	10.3%	7.1%	5.0%

Data gathered from Dataquest: https://data1.cde.ca.gov

Bullis, in its renewal Charter, states the school strives through recruitment and outreach practices, to achieve a balance of racial and ethnic pupils, special education pupils, English learner pupils, and socioeconomically disadvantaged pupils that is reflective of the general population residing within LASD. During the current term of the Charter, Bullis hired a Director of Community Engagement and Outreach to manage and direct Bullis' outreach strategy, which includes, but is not necessarily limited to:

- Parent information nights
- School tours
- Translation of website into Spanish and Mandarin
- Have 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 mailings

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- Fliers/signage/advertising in multiple languages

Unfortunately, this element of the Charter does not explicitly commit Bullis to at least annually review and audit the outcomes of its efforts to achieve this student balance and increase the number of students from historically underserved groups who are recruited and admitted to and enrolled at Bullis – including a fact- and data-based analysis of which strategies are and are not effective – and to continue to make changes and improvements in an effort to reach these goals. This charter element requires a description of the means by which the requisite balance will be achieved, therefore, it is not a reasonably comprehensive description of compliance with the current law without a commitment to modify and improve the methodology if that balance has not been met, which it has not yet in Bullis' case.

SCCOE also notes, during the current charter term, including in response to the 47607(e) Notice and Reaffirmation, as discussed more fully below, Bullis has submitted various recruitment and corrective action plans to address this area. Those plans and commitments are part of Bullis' current program for achieving this pupil balance, and to the extent that those plans are not fully described herein, they remain obligations of and components of this charter element with which Bullis must comply unless and until such components are updated through audit, review, and improvement to Bullis' work and plans in this area.

Object 26: Bullis Demographic Data from 2016-17 to 2023-24

	Total Number of Students	Hispanic or Latino %	Asian %	Filipino %	White %	African American %	Two or More Races %
2016-17	825	4.4	45.9	1.0	27.6	1.2	17.5
2017-18	879	4.2	47.3	0.9	25.8	1.1	18.5
2018-19	915	3.8	50.3	1.0	25.5	1.0	18.3
2019-20	1,039	3.9	51.9	1.6	22.5	0.5	16.7
2020-21	1,093	3.3	55.1	1.4	21.3	0.4	15.4
2021-22	1,067	4.4	56.8	1.2	19.6	0.2	14.6
2022-23	1,058	4.2	59.0	1.2	18.1	0.1	14.5
2023-24	1,025	4.5	61.9	1.4	16.6	0.2	12.9

Data gathered from Dataquest: https://data1.cde.ca.gov

Object 27: Bullis Student Group Data from 2016-17 to 2023-24

	Total Number of Students	Percentage of SED	Percentage of EL	Percentage of SWD
2016-17	825	0.8	10.9	5.6
2017-18	879	1.6	10.1	6.9
2018-19	915	1.2	4.5	7.0
2019-20	1,039	1.4	5.7	6.7
2020-21	1,093	1.7	6.7	6.7
2021-22	1,067	1.3	5.7	7.0
2022-23	1,058	1.9	6.1	6.9
2023-24	1,025	3.7	9.0	7.3

Data gathered from Dataquest: https://data1.cde.ca.gov

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Although Bullis' Hispanic/Latino population has not remained steady across the charter term, the SED population has grown across the charter term and almost doubled from 2022-23 to 2023-24. The EL population was 10.9% in 2016-17, fell to 4.5% in 2018-19, and has grown back to 9.0% in 2023-24. The SWD population has also experienced some growth and relative stability across the charter term.

Bullis' student demographics do not closely reflect the demographics of LASD, as there are statistically significant differences. As detailed below, SCCOE conducted a statistical analysis comparing Bullis and LASD's populations of the following historically underserved groups: Hispanic/Latino, EL, SED, and SWD (both with and without including students who have transferred to LASD from out of LASD's boundaries, so may not be reflective of the population residing within LASD, as referenced in this charter element). Notwithstanding Bullis' assertions in the Charter, there continues to be a statistically significant difference in the enrollment of students who are Hispanic/Latino, students with disabilities, and students who are socio-economically disadvantaged, between Bullis and LASD, though there is not currently a statistically significant difference in the enrollment of students who are English learners.

In 2021-22, the SCCBOE approved changes to Bullis' enrollment preferences to include a preference for students who qualify for free or reduced-price meals who live in LASD (limited to 10% of the total openings at each grade level) and another preference for students who qualify for free or reduced-price meals and who live outside of LASD. These preference changes were in response to the 47607(e) Notice and are part of the school recruitment plan submitted by Bullis as its corrective action plan in response to the 47607(e) Notice. The preference for students who qualify for free or reduced-price meals who live outside of LASD is quite low on Bullis' preference list, above only all other applicants who reside outside of LASD. Based on the information Bullis has provided to SCCOE on this topic, it appears that no students who qualified for this preference who reside outside of LASD have been offered admission to Bullis since the admission preference was approved, so that particular preference has not been effective in helping bring Bullis' enrollment into closer alignment with LASD's population. Through the MOU or addendum to the MOU, Bullis should be required to provide further updates to its plan, including, but not limited to, a commitment to audit and expand its efforts as necessary to achieve the requisite balance in accordance with *EC* Section 47605(c)(5)(G).

The Charter Schools Department Staff believes this section includes a reasonably comprehensive description consistent with new requirements of charter schools pursuant to law and the requirements of Bullis' current program only if, through the MOU or an addendum to the MOU, it incorporates any additional components of the plans previously submitted by Bullis on this topic and includes a BCS commitment to at least annually review, audit, and modify as needed this plan, as described more fully above and in the discussion of the 47607(e) Notice and the need for Bullis to serve all students, below. Additionally, as explained above, Bullis' separately submitted plans in this area continue to be commitments and obligations of Bullis whether or not fully specified in the description in this element of the Renewal Petition.

H. Element Eight: *Admissions Policies and Procedures*

The requirements of this charter element have been revised since Bullis' charter was last renewed. Previously, Bullis was required only to describe "[a]dmission requirements, if

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applicable." Under the current law, however, the required description is now "[a]dmission policies and procedures, consistent with [*EC* Section 47605] subdivision (e)." As such, Bullis was required to update this charter element to provide a reasonably comprehensive description of its actual admissions policies and procedures, and, those policies and procedures must be consistent with all of the requirements of *EC* Section 47605(e), which includes mandates regarding nondiscrimination, a requirement to admit all students without regard to the place of residence of the pupil/parent/guardian within California, requirements governing admission preferences, and prohibitions against discouraging enrollment or encouraging disenrollment for any reason.

The Renewal Charter specifies the school is nonsectarian, tuition free, does not discriminate against any pupil on the basis of protected characteristics, and includes affirmations of other provisions of *EC* Section 47605(e).

The Charter specifies, consistent with the requirements of the Charter Schools Act, that Bullis sets an open enrollment period and, if there are more applicants than spaces at any grade level, existing (returning) students are guaranteed enrollment and admission for all other applicants is through a public random drawing process (lottery).

The Renewal Petition proposes to implement the following preferences 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.

The Charter Schools Act provides for preference to be provided to students who reside within LASD in the case of a lottery (though the law does not specify how such preference is to be extended). However, any other preferences are within the SCCBOE's discretion, as the chartering authority, and must be approved at a public hearing. SCCBOE has already approved most of the preferences that Bullis proposes in the Renewal Charter, but Bullis has proposed some changes to these preferences, including the addition of two preferences (without specifically bringing the proposed revisions to SCCOE's attention). Whether or not to approve those revisions to the preferences is within the SCCBOE's discretion.

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First, Bullis has changed the order of preferences by moving the out-of-District sibling preference (level 6, above) to be below the preference for children of out-of-District resident staff members (level 5, above). As previously approved, the out-of-District sibling preference came before the out-of-District staff preference. CSD Staff believes that moving the preference for children of staff up may be an effective means of attracting and retaining high quality staff to Bullis, to the benefit of Bullis students, so recommends approval of this change.

Additionally, Bullis has modified both sibling preferences (levels 1 and 6, above) to add additional preferences. The currently approved sibling preferences grant preference only to siblings of *current* BCS students. In the renewal Charter, Bullis is proposing to expand that sibling preference to include not only siblings of current BCS students, but also to grant preference to "siblings ***admitted to***" BCS. (Emphasis added.) In other words, as currently authorized by SCCBOE, if a student who is attending BCS in 2024-25 has a sibling apply during the open enrollment process for admission for 2025-26, that student would be eligible for a sibling preference. As proposed in the Renewal Petition, that preference would continue to apply, but, additionally, if two siblings who do not attend Bullis in 2024-25 both apply for admission for 2025-26, immediately upon one of those siblings receiving a place through the lottery, the other sibling would automatically be entitled to an admission preference even though neither of the siblings are current Bullis students.

While CSD Staff recognizes the benefits of allowing families to enroll all of their children at the same school, CSD Staff believes that in the case of the proposed expansion of the sibling preferences at Bullis, that benefit is outweighed by the need for Bullis to expand enrollment opportunities to a larger number of historically underserved students. CSD Staff recommends that the SCCBOE deny these proposed additional preferences for siblings of admitted (not current) students.

In 2023-24, Bullis offered seats to 100% of in-District students who qualified for free or reduced-price meals (FRPM). Bullis has not yet provided that data for its 2024-25 admissions. The fact that Bullis did not exceed the 10% cap for the preference for in-District students who qualify for FRPM for 2023-24, does not mean that it will not receive applications in excess of that cap in the future. Therefore, CSD Staff recommends that Bullis remove the cap on that preference, as it is the only capped preference and removing that cap could help increase equitable enrollment opportunities at Bullis. Making such a change may assist Bullis in addressing the concerns regarding not serving all students who wish to attend.

Additionally, as noted above, based on the admissions and enrollment data that Bullis has provided to date, Bullis did not offer admission to a single student who qualified for the preference for out-of-District students who qualify for FRPM. As such, that preference has had no impact on Bullis' stated desire to expand enrollment opportunities or to address the concerns with Bullis serving all student who wish to attend. To increase the number of students in this historically underserved group who are offered admission and enroll at Bullis, and to make further progress in remediating the issue of not serving all pupils who wish to attend, CSD Staff strongly encourages Bullis to either eliminate the distinction between in-District and out-of-District students who qualify for FRPM by including out-of-District residents in its level 2 preference or by otherwise moving the preference for out-of-District students who qualify for FRPM (even with a cap) up in the preference list to a position in which students in this group are likely to have a meaningful opportunity of obtaining admission.

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While SCCOE is aware Bullis has a formalized procedure for implementing its public random drawing for admission should one be necessary, with the changes to the Charter Schools Act since Bullis' most recent renewal, the actual policies and procedures for admission – including how Bullis implements the admissions preferences, conducts the admission lottery, adds students to the waitlist, and offers them admission from the waitlist – must also be included in the Renewal Petition. While some basic information about the lottery procedure is identified in the Charter, SCCOE Staff recommends Bullis be required as a condition of approval to provide more specificity through the MOU or an addendum to the MOU in order to comply with Bullis' obligation to update the Charter to be consistent with current law and to describe Bullis' current program.

Additionally, the Renewal Petition specifies, "Applications received after the close of an Open Enrollment Period may be added to the waitlist according to admission preference and criteria herein." It is unclear exactly what this means or what "criteria" is being referenced, since the admissions procedures are not reasonably described in the Renewal Petition. It is imperative to ensure that Bullis does not in any circumstances place a student who did not participate in the open enrollment and lottery process on the waitlist or offer them admission ahead of any student who did apply during open enrollment, regardless of what admission preference the student may have qualified for had they participated in the lottery process. The Charter Schools Act is explicit, "If the number of pupils who wish to attend the charter school exceeds the charter school's capacity, attendance, except for existing pupils of the charter school, shall be determined by a public random drawing." As such, even an applicant who would have qualified for the highest level preference who did not participate in the open enrollment lottery process may not be offered admission ahead of any student who did so participate (including the last student pulled from the lowest preference group in the lottery).

The Renewal Petition also correctly affirms, as required by law, "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." Questions were raised during the last school year about whether Bullis has been fully complying with this requirement and admitting students who reside outside of LASD's boundaries for whom the school has had space. In some communications with SCCOE, as well as in a media report, Bullis' Superintendent/Principal stated that Bullis is prevented from accepting more than 8% of its total enrollment from out-of-District students due to the facilities use agreement (FUA) between Bullis and LASD. While the FUA may allow LASD to terminate the FUA at the end of any school year in which Bullis' in-District enrollment falls below 92%, and require Bullis to recommence the legal process for acquiring LASD facilities, Bullis may not lawfully exclude out of LASD enrollment based on this provision of the FUA. CSD Staff specifically informed Bullis and Ms. Israel that, regardless of the FUA terms, Bullis is legally required to enroll out-of-District students for which it has space, and Bullis cannot reduce the number of openings it has established in order to avoid enrolling out-of-District students. Ms. Israel affirmed to CSD that it does enroll out of district students in compliance with the law, notwithstanding her other statements on this topic. CSD Staff is committed to ongoing review and monitoring of this issue to ensure compliance with the law.

The current FUA expires June 30, 2025, therefore, Bullis and LASD will undoubtedly be negotiating for LASD facilities for any Bullis renewal term. SCCOE is not involved in facilities arrangements between Bullis and LASD, which are outside of SCCOE's jurisdiction.

The Charter Schools Department Staff believes this section includes a reasonably comprehensive description consistent with new requirements of charter schools pursuant to

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law and the requirements of Bullis' current program only if Bullis is required to remediate the issues described above – including a fuller, clearer, and legally compliant description of the admissions, lottery, and waitlist procedures – are addressed in the MOU or addendum to the MOU. Additionally, CSD Staff recommends that the SCCBOE deny Bullis' proposal to add admissions preferences for siblings of students who are *admitted* to Bullis and approve the change to move the preference for children of staff who reside out-of-District above the preference for siblings who reside out-of-District. Additionally, SCCOE Staff strongly encourages Bullis to request to move the preference for out-of-District residents who qualify for FRPM to a position in which students in this group are likely to have a meaningful opportunity at obtaining admission.

I. Element Nine: *Financial Audit*

Bullis states in the Petition that the audit will be conducted in accordance with *EC* Sections 47605(b)(5)(I) and 47605(m), generally accepted accounting procedures, and with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller's K-12 Audit Guide. The Petition describes Bullis' financial audit procedure, which includes how the independent auditor will be selected and retained, the required qualifications for the independent auditor, the timing of the audit, and how this will be communicated to the necessary outside parties. Bullis has a finance committee that selects the independent auditor. The First Amended MOU includes additional provisions that govern Bullis' audit process and are part of Bullis' current program and with which Bullis must comply.

The Charter Schools Department Staff believes that this section, in conjunction with the provisions of the First Amended MOU, includes a reasonably comprehensive description consistent with new requirements of charter schools pursuant to law and the requirements of Bullis' current program.

J. Element Ten: *Student Suspension/Expulsion Procedures*

Bullis' Renewal Petition sets forth its comprehensive suspension and expulsion policies and procedures that have been updated to reflect current law and are also supplemented by provisions of the First Amended MOU. However, the Charter Schools Act specifies that this charter element must "[c]ontain a clear statement" of specific information related to notice and procedures prior to any involuntary removal of a student from attendance at the charter school. This statement is required to include information specific to situations in which the student is homeless, is a foster child or youth, or is an Indian child as defined in Welfare and Institutions Code 224.1. While the Renewal Charter cites to the correct provision of law, the Charter's statement regarding involuntary removal omits the specifically required information applicable to situations in which the student is homeless, is a foster child or youth, or is an Indian child as defined in Welfare and Institutions Code 224.1. Bullis must be required to specifically include this mandatory statement in the MOU or addendum to the MOU in order to comply with the updated requirements of law.

The policies and procedures set forth in the Renewal Petition and First Amended MOU are consistent with SCCOE's usual practices and are otherwise consistent with the changes to this portion of the Charter Schools Act.

The Charter Schools Department Staff believes this section includes a reasonably comprehensive description consistent with new requirements of charter schools pursuant to law and the requirements of Bullis' current program only if Bullis is required to include

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the full mandatory statement regarding involuntary removal in the MOU or addendum to the MOU.

K. Element Eleven: *Employee Retirement System*

The Bullis Renewal Petition states all certificated employees of Bullis shall participate in the State Teachers Retirement System (STRS), and all other employees will participate in the federal social security system. The Renewal Petition also states the Bullis Board may consider offering a 403(b) or alternative supplemental retirement programs. The Executive Director or designee is responsible for ensuring that appropriate arrangements for retirement coverage are made for all employees at Bullis Charter School.

The Charter Schools Department Staff believes this section includes a reasonably comprehensive description consistent with new requirements of charter schools pursuant to law and the requirements of Bullis' current program.

L. Element Twelve: *Public School Attendance Alternatives*

Students who reside within LASD who choose not to attend Bullis may attend other LASD schools or pursue an intra- or inter-district transfer in accordance with existing LASD enrollment and transfer policies. Parents and guardians of each student enrolled in Bullis will be informed their students have no right to admission to any school of LASD as a consequence of enrollment in the Charter School, unless the student is an LASD resident or is otherwise approved for attendance by LASD.

The Charter Schools Department Staff believes this section includes a reasonably comprehensive description consistent with new requirements of charter schools pursuant to law and the requirements of Bullis' current program.

M. Element Thirteen: *Description of the Rights of An Employee of the County Superintendent of Schools, Upon Leaving the Employment of the County Superintendent of Schools, to be Employed by the Charter School*

Bullis must update this element of the Charter to address the rights of employees of the County Superintendent of Schools who choose to leave the employment of the County Superintendent to work at the Charter School, and any rights of return to the County Superintendent's employment after employment at the Charter School. Currently, all references in the Charter continue to refer to employment by a "public school district" and "rights of district employees" and to LASD specifically.

The Charter Schools Department Staff believes this section includes a reasonably comprehensive description consistent with new requirements of charter schools pursuant to law and the requirements of Bullis' current program, but it must be updated through the MOU or addendum to the MOU description to be consistent with the SCCBOE as the chartering authority and address rights of employees of the County Superintendent rather than of LASD.

N. Element Fourteen: *Dispute Resolution*

The current dispute resolution provision is set forth in the First Amended MOU, and that is the dispute resolution provision that should have been included in the Charter in order to update the Charter to reflect Bullis' current program. Inexplicably, the Charter incorporates much of the dispute resolution process from the First Amended MOU, but then also includes additional and contradictory dispute resolution procedures. Bullis cannot bind the County Office of Education to any dispute resolution process to which it did not agree, nor is it

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appropriate to include internally inconsistent dispute resolution procedures. As such, the additional provisions are not consistent with Bulli's current practices and its obligations pursuant to the First Amended MOU. Additionally, Bullis has included a provision on Internal Disputes that also contradicts the provisions of the First Amended MOU and purports improperly to restrict SCCOE's response to complaints it may receive regarding Bullis.

The Charter Schools Department Staff believes this section includes a reasonably comprehensive description consistent with new requirements of charter schools pursuant to law and the requirements of Bullis' current program only through implementation of the provisions specified in the First Amended MOU and omission of the contradictory provisions included in the Renewal Petition, through the MOU or addendum to the MOU.

O. Element Fifteen: *Closure Protocol*

Bullis outlines a process to be used if the charter school closes. Once documented as official action by the BCS Board, there is a process addressing notification of all entities, and to ensure smooth transition of students/records to suitable alternative programs. Bullis will provide a Final Audit and plans for disposition of assets and liabilities and transfer of public records. On closure, the school shall remain solely responsible for all liabilities arising from the operation of the school. As a non-profit public benefit corporation, the school board will follow the California Corporations Code for any dissolution of the corporation and comply with all necessary filings with appropriate state and federal agencies. As part of the SCCOE standards of excellence contained in the First Amended MOU, Bullis agreed to supplementary closure procedures described therein, and specifically agreed that in the case of a discrepancy between the First Amended MOU and Charter closing procedures, the First Amended MOU will prevail. For example, the Renewal Petition includes a provision that on closure, all assets of Bullis, including "all ADA apportionments and other revenues generated by students attending the Charter School, remain the sole property of the School…." This is in direct contradiction of the First Amended MOU, which specifies that upon closure, "all assets of the Charter School - including but not limited to all leaseholds, personal property, intellectual property developed or acquired using state or federal funds, and all ADA apportionments and other revenues generated by students attending the Charter School - which have been determined to have been generated exclusively through state and federal apportionment funds for Charter School students, after payment of all debts and liabilities and refunds to applicable agencies, shall be distributed to another Bullis school within Santa Clara County or if there are no other Bullis schools in Santa Clara County to a California public school or school district, which identity shall to be determined by mutual agreement between Bullis Charter School and SCCOE," The contradictory closure procedure provisions set forth in the Renewal Petition are not consistent with Bullis' current program and Bullis' obligations.

The Charter Schools Department Staff believes this section includes a reasonably comprehensive description consistent with new requirements of charter schools pursuant to law and the requirements of Bullis' current program, only as supplemented and updated through the First Amended MOU, which provisions should be required to be included in the MOU or addendum to the MOU, and any contradictory provisions in the Renewal Petition are ineffective.

Required Supplemental Information

SCCOE Staff reviewed the Bullis Renewal Petition, which includes the Budget Narrative and a projected budget for Fiscal Years (FY) 2025-26 through 2029-30. SCCOE Staff has also

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reviewed additional information from documents and the public hearing to provide clarification on Bullis' financial position. This included reviewing financial audits, monthly financial statements, state-required financial reports, annual visit documents, and the Fiscal Crisis Management Assessment Team (FCMAT) Local Control Funding Formula (LCFF) Calculator, which SCCOE Staff recreated to recalculate the LCFF Revenue sources reported in the Renewal Petition.

Enrollment & Average Daily Attendance (ADA)

As presented in Object 27, Bullis' enrollment increased from FY 2016-17 through FY 2020-21, with a consistent 97% ADA. From FY 2021-22 through FY 2023-24, Bullis experienced a slight decrease in enrollment. As reflected in Object 28, the Charter Renewal Petition submitted by Bullis projects a 2% increase in enrollment from FY 2023-24 Second Interim reporting period to 2024-25 and a 6% increase in enrollment from FY 2024-25 to 2025-26. Beginning with FY 2026-27 through 2029-30, Bullis projects stagnant enrollment growth and an overall steady 96% ADA.

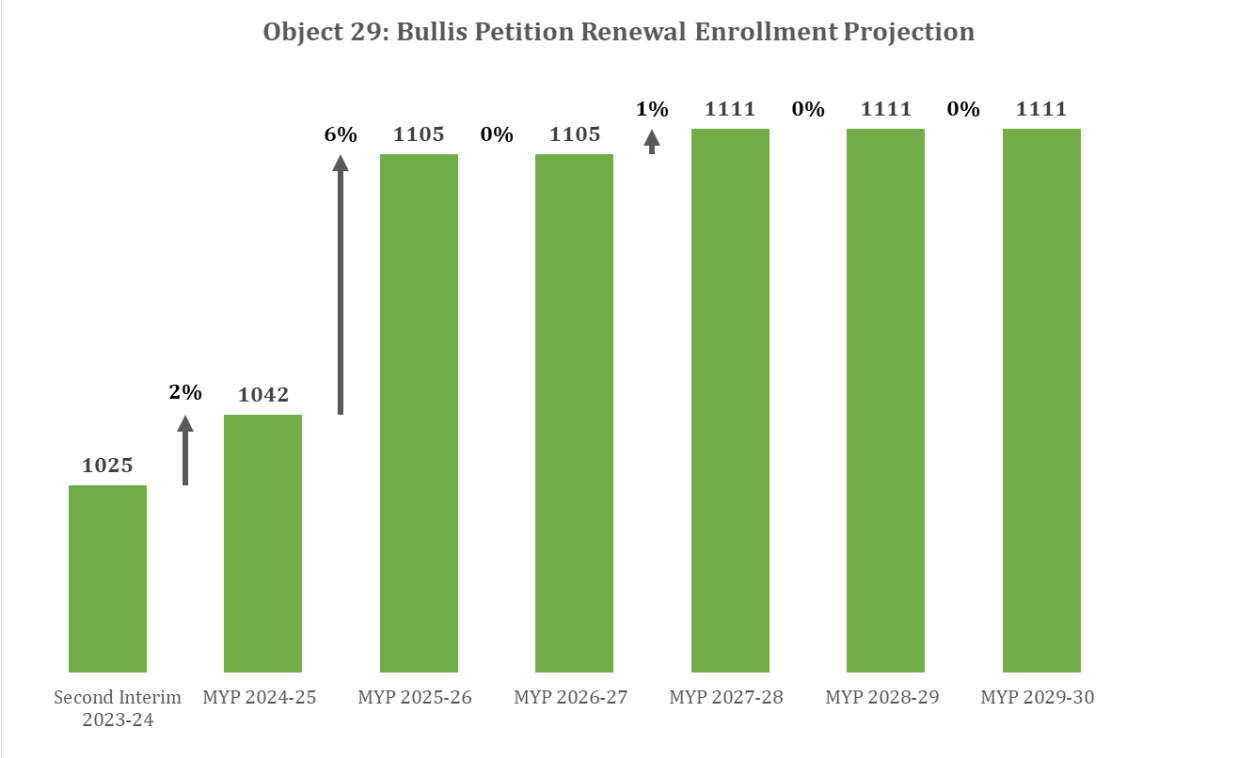
Bullis enrollment and ADA projections are reasonable and aligned with its historical enrollment variance percentage point change year over year.

Object 28: Bullis Historical and Projected Enrollment and ADA[1]

	Historical Data								Enrollment Projection					
	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
Grades TK - 3	400	417	420	508	539	535	518	507	497	537	537	537	537	537
Grades 4-6	307	306	312	349	362	361	371	373	376	364	364	366	366	366
Grades 7-8	118	156	183	182	192	171	169	145	169	204	204	208	208	208
A. Actual Enrollment	825	879	915	1039	1093	1067	1058	1025						
B. Projected Enrollment									1,042	1,105	1,105	1,111	1,111	1,111
C. Incr/(Decr) in Enrollment[2]	81	54	36	124	54	(26)	(9)	(33)	17	63	0	6	0	0
D. Enrollment Variance[3]	11%	7%	4%	14%	5%	-2%	-1%	-3%	2%	6%	0%	1%	0%	0%
E. Incr/(Decr) in Enrollment Variance[4]		-4%	-2%	9%	-8%	-8%	2%	-2%	5%	4%	-6%	1%	-1%	0%
F. ADA	803.54	854.40	889.09	1008.49	1043.90	1035.67	1017.23	985.26	1000.32	1060.80	1060.80	1066.56	1066.56	1066.56
G. ADA %[5]	97%	97%	97%	97%	96%	97%	96%	96%	96%	96%	96%	96%	96%	96%

[1] Historical enrollment data is based on Census Day enrollment and historical ADA is based on P-Annual.
FY 2023-24 ADA data is based on P-2. FY 2024-25 through 2029-30 is based on Petition Renewal Projections.
[2] Current Year Enrollment - Prior Year Enrollment
[3] Row C/Prior Year Enrollment
[4] Current Year Enrollment Variance - Prior Year Enrollment Variance (Row D)
[5] Row F/Row A or Row B

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Revenues & Expenses

As reflected in Object 30, Bullis presents a balanced five-year Charter Renewal Petition budget for FYs 2025-26 through 2029-30, with a projected positive net income each fiscal year and, at minimum, maintains a 16% reserve as a percentage of total expenditures. The presented multi-year budget includes reasonable revenue and expense projections, with the major anticipated sources of revenue including state, federal, and local.

		Object 30: Bullis Petition Renewal Multi-Year Projection Summary[1]					
		2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
[A]	Total Revenues	20,561,253	21,447,702	22,076,517	22,581,320	23,092,786	23,505,845
[B]	Total Expenses	20,454,429	21,309,449	21,936,910	22,438,664	22,933,506	23,480,546
[C] = [A - B]	Net Income (Loss)	106,824	138,253	139,607	142,655	159,281	25,298
[D]	Beginning Fund Balance	3,230,758	3,337,583	3,475,836	3,615,442	3,758,097	3,917,378
[E]	Adj. to Beg. Fund Balance						
[F] = [(D+E) + C]	Total Net Assets, End of Year	$ 3,337,583	$ 3,475,836	$ 3,615,442	$ 3,758,097	$ 3,917,378	$ 3,942,677
[G] = [F/B]	Reserve Percentage	16%	16%	16%	17%	17%	17%

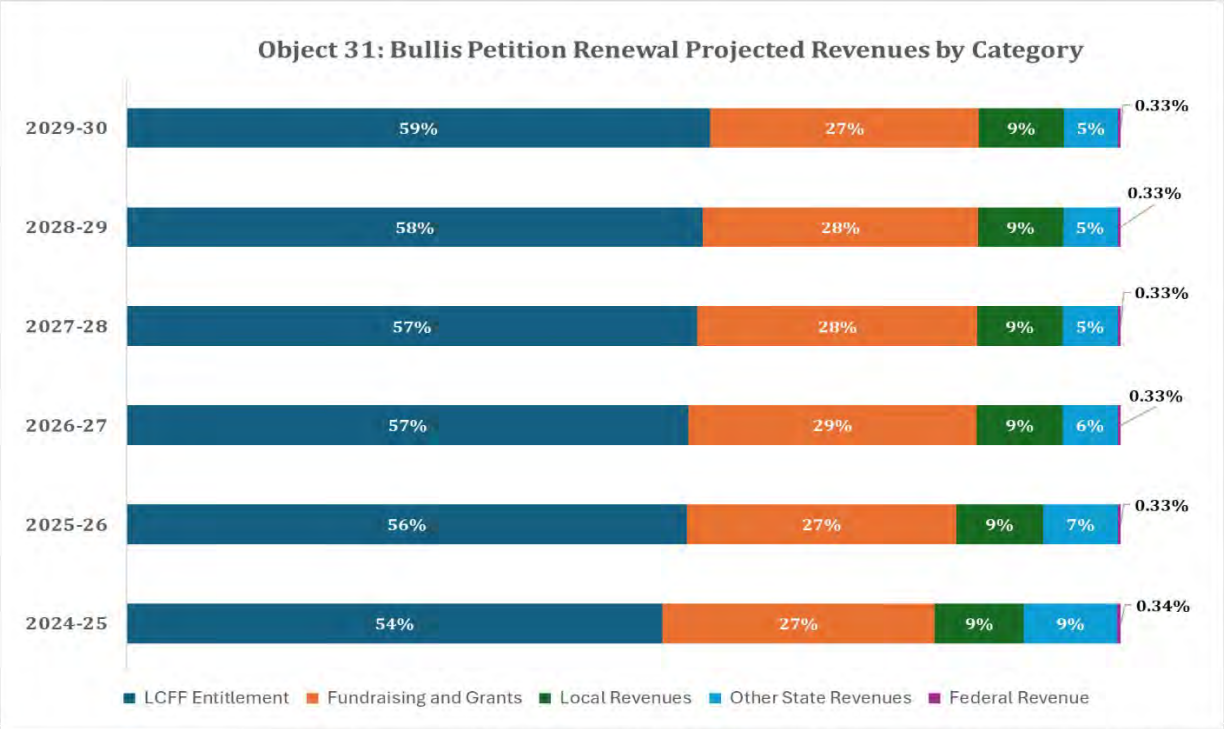
1. Source of Data: For FY 2024-25 - 2029-30 is Bullis Petition Renewal projections

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As shown in Object 31, Bullis projects approximately 85% of its total revenue from LCFF funding and Fundraising and Grants, with the latter, on average, accounting for 28% of Bullis' annual total revenue. As reported in the Charter Renewal Petition, the Fundraising and Grants amount includes contributions from the Bullis-Purissima Elementary School Foundation (BPESF), which annually provides support to Bullis by collecting donations to fund the gap between ADA-generated public funding and the per-student cost of operating the Bullis program. As demonstrated in Object 32, the projected Fundraising and Grants are in alignment with the 30% historical average of total audited revenues that were attributed to Donations and Contributions. The BPESF-projected funding commitments to Bullis are established during the annual budgeting process and include the multi-year commitment presented in the petition renewal and supported by the BPESF Letter of Support. Additionally, Bullis has taken a conservative approach to budgeted expenses. As noted in Object 33, 75% of the projected average expenditures are personnel costs, and the staffing financial projections appear reasonable. The remaining 25% of the projected average expenditures include, but are not limited to, expenses for facilities, anticipated Special Education encroachment, and materials and supplies.

The SCCOE Staff finds that the multi-year budget projections presented in the Charter Renewal Petition include a reasonably comprehensive description of anticipated revenues and expenses and satisfactorily demonstrates Bullis' ability to meet its financial obligations with support from the BPESF. To ensure Bullis continues to independently operate and has no related party transactions or conflict of interest with BPESF, SCCOE Staff recommends the Bullis governing board annually documents, in conjunction with Bullis' adopted budget, BPESF's financial commitment through an annual grant award/financial commitment letter or written agreement, that, at minimum, defines the BPESF contribution amount, the purpose, and the allowable use of the funds contributed to Bullis, in addition to including a payment schedule and any conditions or requirements imposed. SCCOE Staff recommends that this be incorporated into the MOU or addendum, and, if it is not, SCCOE Staff anticipates that it will make a reasonable request for this information and documentation pursuant to *EC* Section 47604.3 as part of its ongoing oversight, including monitoring Bullis' fiscal condition in accordance with EC Section 47604.32(a)(4).

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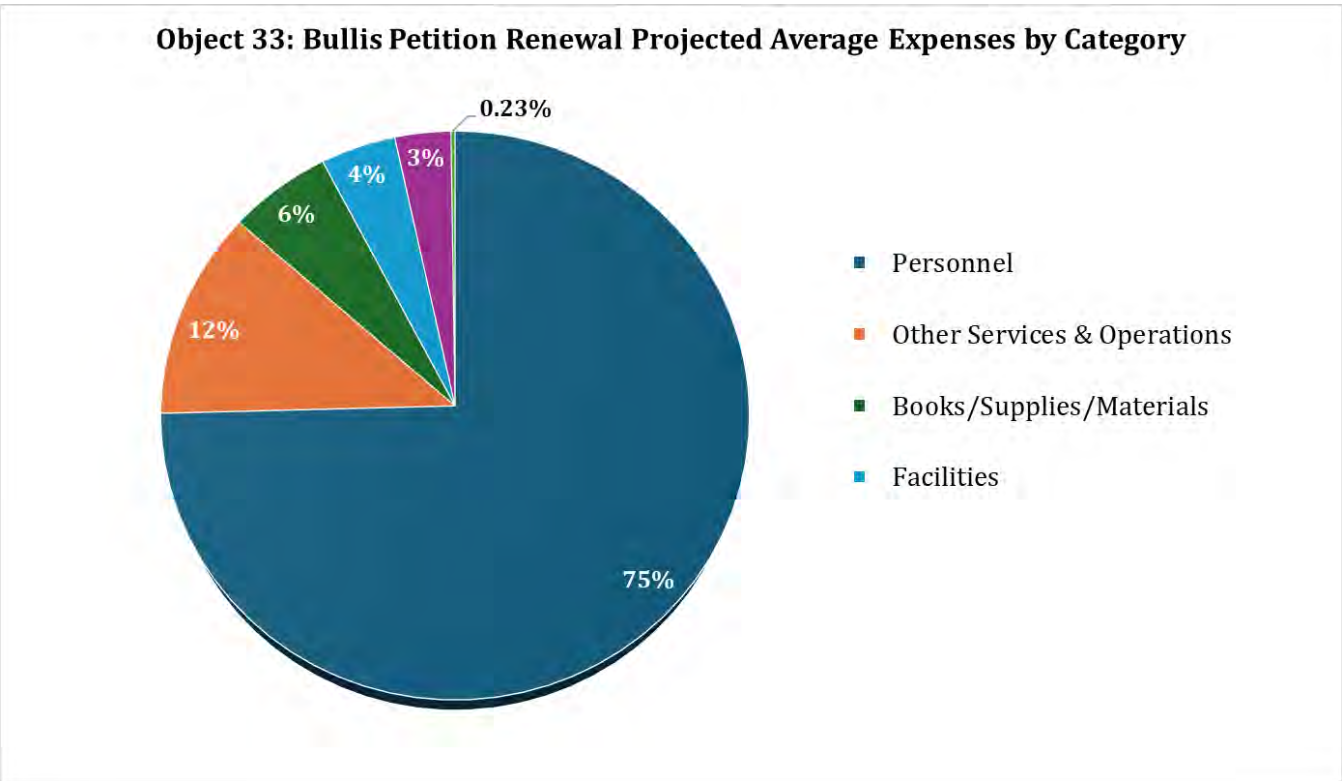
	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
LCFF Entitlement	$11,078,007	$12,091,738	$12,477,334	$12,960,448	$13,385,602	$13,789,351
Fundraising and Grants	$5,627,000	$5,807,000	$6,394,500	$6,359,500	$6,394,500	$6,359,500
Local Revenues	$1,854,283	$1,881,901	$1,911,784	$1,944,787	$1,978,776	$2,010,789
Other State Revenues	$1,932,335	$1,595,346	$1,219,031	$1,241,238	$1,257,056	$1,267,815
Federal Revenue	$69,628	$71,717	$73,868	$75,346	$76,853	$78,390
Total Revenue	$20,561,253	$21,447,702	$22,076,517	$22,581,320	$23,092,786	$23,505,845

	Object 32: Bullis Historical Revenues[1]							
	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
LCFF Sources	6,133,176	6,653,144	7,348,616	8,588,885	8,890,956	9,262,474	10,285,814	10,748,971
Federal Revenues					113,993		208,739	108,160
Other State Revenue	326,356	321,997	409,244	244,309	357,327	299,601	1,121,669	2,018,083
Investment Income	4,434	5,103	5,786	6,415	3,562	1,869	2,598	
PPP loan forgiveness revenue					2,027,431			
Donations & Contributions	**3,683,577**	**3,735,000**	**3,929,189**	**4,618,668**	**3,211,186**	**4,906,000**	**4,213,684**	**5,504,500**
Parcel tax revenue							655,846	625,000
Local Revenue	172,501	596,978	1,042,450	807,350	679,473	1,177,188	716,328	1,330,122
Net assets released from restriction	63,721							
Total Revenues	**$ 10,383,765.00**	**$ 11,312,222.00**	**$ 12,735,285.00**	**$ 14,265,627.00**	**$ 15,283,928.00**	**$ 15,647,132.00**	**$ 17,204,678.00**	**$ 20,334,836.22**
% Donations & Contributions[2]	**35%**	**33%**	**31%**	**32%**	**21%**	**31%**	**24%**	**27%**

[1] Data Source: FY 2016-17 - 2022-23 is based on Financial Audit Reports. FY 2023-24 data is unaudited and based on Second Interim Report.

[2] Donations & Contributions/Total Revenues

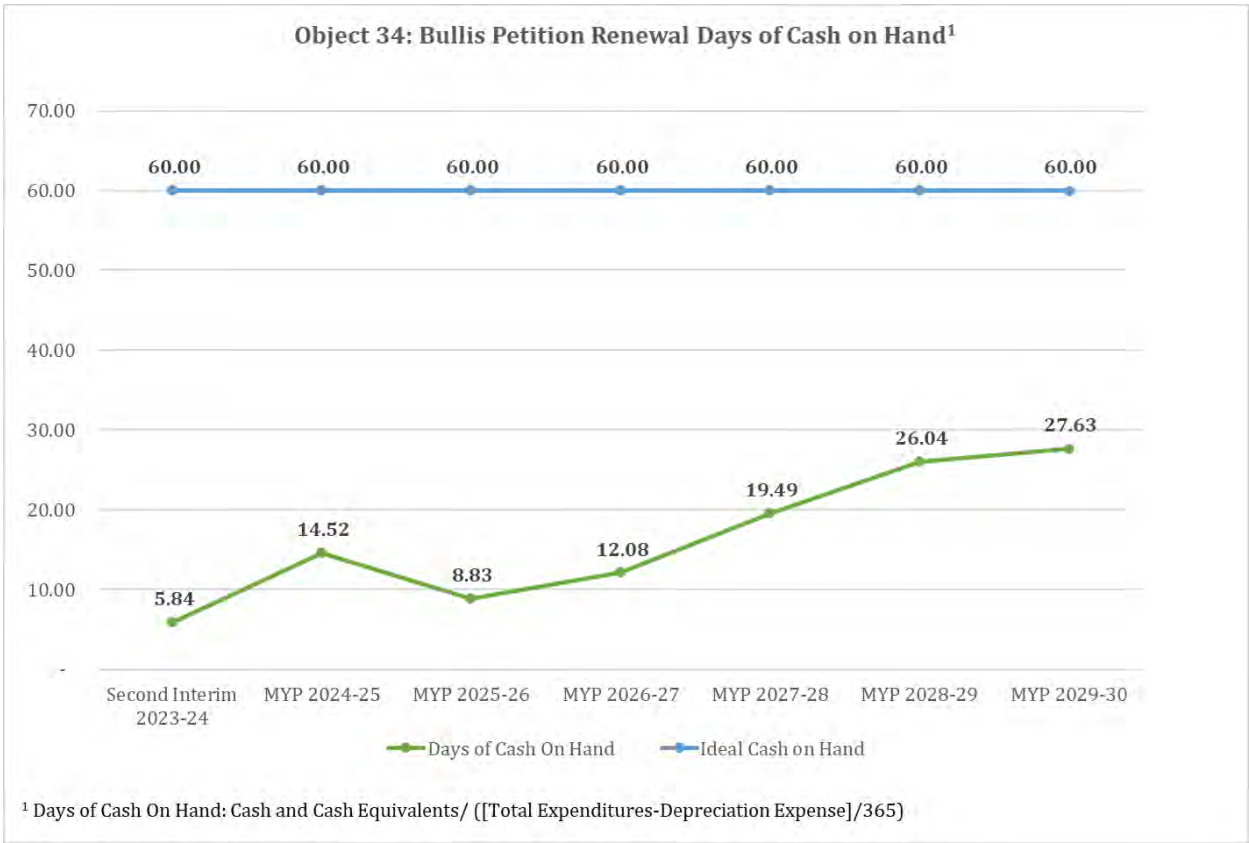
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Cash Flow

The Bullis Charter Renewal Petition includes cash flow projections for FY 2025-26 through FY 2029-30. The cash flow projections include reasonable assumptions pertaining to the timings of cash inflows from major revenue sources and all the months of the projections anticipate a positive ending cash balance. However, the projections include several months with significantly low days of cash on hand, and as shown in Object 34, Bullis projects a fiscal year ending cash balance ranging from six days to 28 days of cash on hand. Based on prior financial audit reports, Bullis typically accrues accounts receivable that consist of sources such as LCFF in-lieu property taxes and contributions. As evidenced by the interim financial reports for the current charter term, Bullis receives a majority of its prior year accruals within the first few months of the new fiscal year. Bullis has stated it does not anticipate any issues with meeting its financial obligations. However, the SCCOE Staff recommends Bullis commit to maintain and monitor its cash to meet the best practice and SCCOE's expectation of 60 days of cash on hand.

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Potential Civil Liability Effects on the School and County Office

Bullis is in compliance with its current First Amended MOU, including the insurance and indemnification, defense, and hold harmless provisions. This First Amended MOU will remain in effect until a new MOU or addendum to the MOU is entered into, which will address any new provisions as required by SCCOE's risk management team. There is no reason to believe Bullis will not continue to abide by SCCOE's requirements as incorporated into the MOU and any addendum thereto, which protect both Bullis and SCCOE from potential liabilities.

5. Exclusive Public Employer

As required by the Charter Schools Act, the Charter specifies The Bullis-Purissima Elementary School shall be deemed the exclusive public employer of the employees of the Charter School for the purposes of the Educational Employment Relations Act ("EERA").

6. Requirements for Grade-Levels Served, Facility Location, and Students Served

Bullis currently serves TK-8. It is located within the boundaries of the LASD and sets forth specific requirements for its facility needs. Bullis North serves TK-8 and is located at 102 West Portola Avenue, Los Altos, CA 94022. Bullis South serves TK-5 and is located at 1124 Covington Road, Los Altos, CA 94024. The current FUA for the use of these facilities is set to expire June 30, 2025, and Bullis will be required to keep SCCOE apprised of any potential changes to the location(s) of its operations.

The Charter Schools Department Staff found the Petitioners are able to meet the requirements for grade levels served, facility location, and students served.

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7. Any Other Criteria Set Forth in the Statute

Since Bullis' Charter was last renewed, several new laws have gone into effect, including but not limited to AB 1505, AB 1507, AB 1219, SB 126, SB 820, and SB 98, which enacted broad changes to the Charter Schools Act. Bullis will need to comply with the changes to the law. The Charter has incorporated many provisions to reflect changes to the law, and the updated MOU and any addendum to the MOU that Bullis intends to enter into with SCCOE may include compliance with additional provisions of law applicable to charter schools, to which Bullis is bound whether or not listed in the Charter.

ADDITIONAL CRITERIA FOR DENYING A CHARTER RENEWAL

Background

As noted above, any charter, including that of a high performing charter school, may be denied renewal pursuant to the standards and procedures in *EC* Section 47607(e), including upon a finding that the school is not serving all pupils who wish to attend. The chartering authority must provide at least 30 days' notice to the charter school of the alleged violation and provide the school a reasonable opportunity to cure the violation, including a corrective action plan proposed by the charter school. The chartering authority may then only deny renewal if it finds either (1) "The corrective action proposed by the charter school has been unsuccessful" or (2) "The violations are sufficiently severe and pervasive as to render a corrective action plan unviable." (*EC* Section 47607(e).)

On May 21, 2021, in response to direction from SCCBOE, in accordance with the requirements of *EC* Section 47607(e) related to potential nonrenewal of a charter because the charter school is not serving all pupils who wish to attend, SCCOE issued Bullis the 47607(e) Notice and provided Bullis a reasonable opportunity to cure the violations. Given the multi-year delay in renewing charters in response to the COVID-19 pandemic, again at SCCBOE's direction, SCCOE reaffirmed the Notice on August 3, 2023, by issuing the Reaffirmation. The Notice, Reaffirmation, and all the information and evidence contained therein, including in the exhibits thereto and the additional documentation included in Exhibits 1-and 3, are incorporated herein by this reference as if set forth in full herein and will not be repeated in detail in this Staff Analysis and Proposed Findings of Fact. Thus, SCCBOE has complied fully with the procedural requirements for charter denial pursuant to *EC* Section 47607(e), including providing more than three years as Bullis' reasonable opportunity to cure the violation described in the Notice and Reaffirmation.

As detailed in the Notice, concerns about under-enrollment of historically underserved student groups in Bullis' enrollment have long been a concern of SCCOE, and SCCOE has addressed this concern more and less formally with Bullis prior to the issuance of the Notice. This included a 2020 effort to work cooperatively with Bullis to develop an effective plan to ensure equal access while continuing Bullis' strong educational program. Bullis "warmly" accepted what it referred to as SCCOE's "forward-looking invitation to collaborate and develop a strong plan to educate and serve all students in our community." The Notice, Reaffirmation, and consideration of this issue as part of the analysis of Bullis' Renewal Petition is a continuation of the effort to address this area of concern, consistent with the Charter Schools Act's updated renewal standards, including the *EC* Section 47607(e) requirements relative to a concern that a charter school is not serving all pupils who wish to attend.

SCCOE notes that during the public hearing, Bullis attributed to County Superintendent Dr. Dewan a statement to the effect that Bullis had taken the necessary steps to enroll students from historically underserved groups in response to the Notice and Reaffirmation Notice. SCCOE believes that Bullis was referring to a February 2024 *San Jose Spotlight* article. Dr. Dewan did not say that Bullis had taken the steps

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necessary to resolve the issues regarding serving all students as described in the Notice and Reaffirmation Notice, as is clear from the ongoing communications between SCCOE and Bullis around this topic since issuance of the Reaffirmation Notice. Rather, as directly quoted in that article, Dr. Dewan stated then and confirms at this time, "When [Bullis] submits its request for renewal of its charter (expected in the 2024-25 school year), the county board of education will process that renewal request in accordance with all requirements of law and will make its renewal decision based on all the facts and applicable legal standards."

This section of the Staff Analysis analyzes this violation, whether Bullis' corrective action plan has been successful, and whether the Charter should be denied renewal on this basis.

While in response to the concerns in the 47607(e) Notice and Reaffirmation, Bullis has stated that its student population more closely reflects the demographics of the District in which it is located than is the case at some other SCCBOE-authorized charter schools, the issue is not how Bullis reflects its community compared to how other charter schools reflect their communities. In considering Bullis' renewal and the application of this finding, the issue is Bullis' own demographics, not those of other charter schools. However, it is also noteworthy that many of the schools to which Bullis is comparing itself include in their mission serving historically underserved students. Thus, some of these schools have larger populations of historically underserved students than may the district in which they are located. This is consistent with the Charter Schools Act's emphasis on equity in access and serving all students.

Bullis has also made some incorrect legal arguments in response to the Notice and Reaffirmation in an effort to establish that SCCBOE may not deny the Bullis Renewal Petition pursuant to the clear authority in *EC* Section 47607(e) and SCCBOE's compliance with the procedural prerequisites for such a denial. BCS has seemingly asserted that the only pertinent legal requirement is that Bullis include in its Charter a reasonably comprehensive description of 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 . . . that is reflective of the general population residing within the territorial jurisdiction of the [Los Altos] school district," and claimed that Bullis is in full compliance with the applicable legal requirements because its Charter includes such a description. Bullis' implication that its only obligation is simply to include some plan in the Charter is incorrect. That is not true for any element of an approved charter – the school must comply with the charter, not just write something or anything and forget about it. In this particular case, the law specifies that it is a description of how the charter school will "achieve" this balance, not just describe a plan, whether or not that plan is effective. Furter, as Bullis is aware, a charter may be revoked for committing "a material violation of any of the conditions, standards, or procedures set forth in the charter," which includes the pupil balance element. As SCCOE and Bullis have previously discussed, the Charter Schools Act has been revised over time to bolster further the mandates of inclusivity and equity in enrollment at charter schools. Moreover, Bullis' assertions in its Response to Reaffirmation that nonrenewal pursuant to 47607(e) for failing to serve all pupils who wish to attend applies only to situations in which particular enrolled students have left or been disenrolled for discriminatory reasons and/or that a chartering authority would have to produce a particular, individual student(s) who "wishes to attend" in order to nonrenew on this basis is also misplaced. There simply is no such restriction or requirement in the law.

Bullis has also mistakenly attempted to assert that SCCBOE may not consider all of the evidence, including but not limited to all of Bullis' demographic data, in assessing whether Bullis is not serving all students who wish to attend, but is instead limited only to considering data provided by CDE. That is not what the law states, nor would that be logical or consistent with the Charter Schools Act and the authority to deny renewal of a charter because it is not serving all students who wish to attend. If Bullis' position were correct, even in a situation in which a charter school has explicitly stated to the chartering authority that it does not serve all student who wish to attend, by denying admission to certain pupil groups or counseling students who may be struggling academically to disenroll, or for any other reason, the chartering authority would be prohibited

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from nonrenewing the charter on the basis that the school is not serving all pupils. While a chartering authority could pursue revocation in the extreme circumstances of this example, the notion that it could not also deny the charter's renewal on this basis because the evidence did not come from CDE is untenable and inconsistent with both the plain language and the purpose of the statutory authorization to deny renewal because the charter school is not serving all pupils who wish to attend.

Bullis' misplaced argument is premised in a misapplication of the provisions of *EC* Section 47605(d), which is constituted of three separate subdivisions. *EC* Section 47607(d)(1) provides that at the conclusion of the year immediately preceding the last year of a charter term, the chartering authority may request, and CDE will provide, specified aggregate data reflecting pupil enrollment patterns at the school. This data relates to cumulative enrollment data and data about students who were enrolled in and left the school mid-year. SCCOE requested this data and received it from CDE only on August 2, 2024, a mere nine days before the deadline for posting Staff's recommendations and recommended findings on Bullis' request for renewal, and 24 days before SCCBOE's action. That data is described above.

EC Section 47607(d)(2) directs that when it is determining whether to renew a charter petition, the chartering authority "shall review" the data provided pursuant to (d)(1), as well as "any data" provided by CDE to chartering authorities, and any "substantiated complaints" that the charter school did not comply with the requirements for suspending, expelling, or otherwise involuntarily removing a student from the school. SCCOE has reviewed and analyzed all such data as part of its consideration whether to renew Bullis' Charter. In fact, the data analysis below about Bullis' current demographics and comparison to LASD relative to whether Bullis is serving all pupils who wish to attend and whether its corrective action plan has been successful is primarily from DataQuest, which is data provided by CDE through CDE's website, so it constitutes "any data" provided by CDE to chartering authorities.

Finally, *EC* Section 47607(d)(3), states, "As **part** of its determination of whether to grant a charter renewal based on the criterion established pursuant to [the provisions setting forth the different charter performance categories and the renewal standards applicable to each], the chartering authority may make a finding that the charter school is not serving all pupils who wish to attend and, upon making such a finding, **specifically identify the *evidence* supporting the finding**." (Emphasis added.) Bullis has asserted that these three provisions somehow restrict SCCBOE only to considering data from CDE in determining whether Bullis is not serving all pupils who wish to attend. This assertion is incorrect.

First, Bullis' argument ignores the fact that (d)(2) specifically requires a chartering authority to consider substantiated complaints regarding noncompliance with the suspension/expulsion/involuntary removal requirements, which would not be data provided by CDE. Further, nothing in *EC* Section 47607(d) limits in any way what may constitute "the evidence supporting the finding." It does not cross-reference or otherwise refer to the data provided by CDE pursuant to (d)(1) or the other data and/or complaints that a chartering authority "shall review" pursuant to (d)(2), and it certainly does not limit the evidence that may support this finding only to those limited categories of evidence. Rather, (d)(1) specifies data that SCCOE may request, (d)(2) specifies some data that SCCOE must consider, and (d)(3) specifies that SCCOE must specifically identify whatever evidence (not necessarily even limited to "data") it has determined supports the finding that the charter school is not serving all pupils who wish to attend.

Nor would it be practical or consistent with the mandates for approval or denial of a charter renewal as a whole to so limit the pertinent evidence. In addition to the reasons explained above, *EC* Section 47607(e) provides that a chartering authority may deny charter renewal "upon a finding that the school … is not serving all pupils who wish to attend, as documented in [*EC* Section 47607] subdivision (d)." To deny on this basis requires the chartering authority to provide at least 30 days' prior notice of the alleged violation and a reasonable opportunity to cure. The data provided by CDE pursuant to subdivision (d)(1) is by definition not available until after the end of the penultimate year of operation, and then naturally takes CDE some time to compile and provide to the chartering authority. As such, pursuant to Bullis' argument, any renewal

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submission submitted early in the last year of a charter's term – as in Bullis' case – would effectively be able to circumvent a substantial component of the accountability for serving all students imposed by *EC* Section 47607(e). Despite persistent and early requests for the data from CDE, SCCOE did not receive the data until August 2, less than 30 days before the SCCBOE's action on the Renewal Petition. Obviously, SCCBOE would not be able to use this information as the evidentiary basis for issuing a 47607(e) notice, which requires a minimum of 30 days' notice and a reasonable opportunity to cure.

Thus, the legal requirements for denying a charter because it is not serving all pupils who wish to attend are that the chartering authority comply with the legal notice and opportunity to cure provisions; that it consider at least certain evidence; that it "identify the evidence" on which its finding is based, whatever that evidence may be; and then, if necessary, that it makes a finding that the charter school's corrective action plan has been unsuccessful or is unviable. SCCBOE has indisputably complied with the first two requirements, and is in the process, including through consideration of the information this staff analysis, of complying with the final requirement. There is simply no requirement that the evidence supporting such a denial be limited to data provided to SCCBOE by CDE.

Notice and Reaffirmation

The Charter Schools Department Staff identified significant concerns to support a determination that Bullis is not serving all students who wish to attend, which implicated potential denial of a request to renew the Bullis Charter.

Prior to the COVID-19 pandemic, Bullis' current charter term ran through June 30, 2022, and it was anticipated that Bullis would submit its request for charter renewal during the 2021-22 school year. During its meeting of May 5, 2021, the County Board authorized the County Superintendent of Schools or designee to issue the Notice in accordance with Section 47607(e). This Notice provided detailed information to Bullis on the concerns and of the reasonable opportunity afforded by Section 47607(e) for Bullis to correct these concerns, including the submission and implementation of a corrective action plan. The analysis of the issues in the Notice included information, evidence, and documentation of the rationale for determining that Bullis was not serving all pupils who wished to attend. Again, all that information will not be repeated here, as it is detailed in the Notice itself. SCCOE's analysis and determination, however, relied on a statistical analysis completed by SCCOE's Integrated Data, Research, and Evaluation Department of Bullis' enrollment demographics, including a comparison of the proportion of pupils in historically underserved groups attending Bullis and attending LASD. That analysis determined that Bullis' enrollment of students in some of these groups was statistically significantly lower than at LASD.

The SCCOE issued the Notice to Bullis via email on May 21, 2021. However, Bullis' current charter term was extended by operation of law for three years, thereby providing Bullis three additional years of notice and opportunity to implement (and revise and refine as necessary) its corrective action plan and correct the violations raised in the May 21, 2021, Notice.

Bullis acknowledged receipt of the Notice, and Bullis then proposed changes to its admission preferences as part of its corrective action plan in response to the Notice. At a public hearing on October 6, 2021, SCCBOE approved the addition of two new preferences for students who would qualify for FRPM. These are two separate preferences; one is for in-District residents and the other is a lower-level preference for out-of-District residents. Bullis also submitted its corrective action plan, referred to as its "Enrollment Action Plan," and SCCOE and Bullis engaged in multiple communications about the details of the plan, including SCCOE providing input on information or actions that it believed were necessary or would be helpful to the Enrollment Action Plan. (Communications between the Parties on this topic are included in Exhibits 1-4.)

While not required by law, given the term extensions and the time that had passed since issuance of the Notice, the SCCBOE authorized and delegated to the County Superintendent or designee authority to issue

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the Reaffirmation, which was sent to Bullis on August 3, 2023. This was not a new notice pursuant to *EC* Section 47607(e), and the Notice remained in full force and effect, but, as explained in the Reaffirmation, given the time that had passed as well as the extended time that remained in Bullis' current term, and recognizing Bullis had submitted its corrective action plan and implemented at least some components thereof, SCCOE desired to ensure Bullis remained on notice of these concerns and the necessity for remediating them or risking denial of its renewal Charter. SCCOE also included with the Reaffirmation an update on issues addressed in the Notice and statistical data related to Bullis' then most recent demographic data. SCCOE requested that Bullis continue to provide additional information responsive to these concerns and take appropriate steps to update is corrective action plan and its plan to achieve a student balance in accordance with EC Section 47605(c)(5)(G) in order to remediate these issues.

At the time of issuing the Reaffirmation, SCCOE's Integrated Data, Research, and Evaluation Department again completed a statistical analysis of Bullis' enrollment demographics, including a comparison of the proportion of pupils in historically underserved groups attending Bullis and attending LASD, and analyzing changes over time. As noted in the Reaffirmation, Bullis had asserted that its demographics should be compared to LASD excluding interdistrict attendance students at LASD because the requirement in *EC* Section 47605(c)(5)(G) is for the Charter to include the means by which BCS will achieve a pupil balance "reflective of the general population residing within the territorial jurisdiction of" LASD, rather than of the students who attend LASD schools. While, as SCCOE has previously noted, that is not the only standard of equity in access and inclusion applicable to Bullis or that affects whether Bulis is serving all students who wish to attend Bullis, SCCOE did agree that this it is a pertinent data point to consider in the overall analysis of the issue of whether Bullis is not serving all students who wish to attend. As such, the statistical analysis in the Reaffirmation also included a comparison excluding LASD students with interdistrict transfer agreements. The analysis also looked specifically at TK/kindergarten, as those are reportedly the only grade levels at which Bullis is able to enroll meaningful numbers of new students due to limited openings at the higher grade levels.

As specified in the Reaffirmation, the statistical analysis established ongoing underrepresentation of historically underserved student groups at Bullis, evidencing that Bullis continued not to serve all students who wish to attend the school. This reemphasized the need for Bullis to continue to address the concern, including by making and implementing the updates to its corrective action plan necessary to result in increasing the proportions of Bullis' student body who are members of the underrepresented groups. The Reaffirmation was also explicit that Bullis' plan to remediate this issue needed to build in the means by which Bullis would continue monitoring its successes and, as necessary, pivot and enhance its methodology to make meaningful progress. The Reaffirmation specifically includes SCCOE's expectation, consistent with Bullis' Charter and its Enrollment Action Plan, that at least annually Bullis will formally evaluate the effectiveness of the means and plans by which it was addressing this issue and make adjustments accordingly.

Renewal Analysis and Correction of 47607(e) Violations

In reviewing and analyzing Bullis' request for renewal of its Charter, SCCOE has carefully reviewed and analyzed the pertinent information, evidence, and documentation in accordance with the standards and requirements applicable to renewal of a high performing charter school, including but not limited to the provisions of EC 47607(e). As detailed in this Staff Analysis and Proposed Findings of Fact, this has included analysis of the Renewal Petition, data provided by CDE pursuant to *EC* Section 47607(d)(1) as well as other data provided by CDE, and the Enrollment Action Plan/plan to address the issue of serving all students who wish to attend and other information, responses, and documentation submitted by Bullis. SCCOE's analysis took into consideration that, particularly given that Bullis annually has more applicants than space, any change based on Bullis' corrective actions would take multiple enrollment cycles to be fully effectuated across the entire enrollment.

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Once again, Staff from the SCCOE's Integrated Data, Research, and Evaluation Department analyzed the Bullis and LASD data, by conducting two-tailed Z-Score proportion difference tests with *a priori* alpha level set at 0.05. The data used was obtained from the CDE, specifically its web-based data reporting system, DataQuest, which is used to publicly report a wide variety of information about California students, including, but not limited to, student enrollment, English Learner, and course enrollment data. The "Annual Enrollment Data Reports" used for this analysis can be found at the following link: https://dq.cde.ca.gov/dataquest/ . The analysis considers change over time, reviews Bullis' own enrollment year over year as well as comparing Bullis to LASD.

The Annual Enrollment Data Reports do not include information about interdistrict transfer students or identify or separate data for students who do not reside within LASD. Thus, the analysis using this data has not been disaggregated to include or exclude students enrolled in LASD through interdistrict transfer permits. However, as detailed below, SCCOE's Integrated Data, Research, and Evaluation Department also separately analyzed data which was self-reported by Bullis and LASD excluding interdistrict transfer students who attend LASD, because, as discussed above, this is also a relevant data point. An analysis was also conducted specifically of TK, kindergarten, and first grade, as Bullis reports that TK/kindergarten are the primary entry point grades at the school.

The DataQuest data was analyzed at several points in time, including 2016-17, the beginning of Bullis' seven-year charter term; a three-year period representing the time between SCCOE's 47607(e) Notice to Bullis in 2021-22 to 2023-24, the last year for which official enrollment data is available; a two-year period from 2022-23 to 2023-24, representing the second full year in which Bullis had the opportunity to implement its Enrollment Action Plan (EAP) created in response to the 47607(e) Notice and revised admission lottery preferences.

The analyses focused on four student groups: students who are Hispanic/Latino, students who are English Learners (EL), students who are socioeconomically disadvantaged (SED), and students with disabilities (SWD). The results of the statistical analyses are attached as Exhibit 5 and are summarized below:

Bullis Charter School

A comparison of Bullis' total student enrollment across the seven-years of its term from 2016-17 to 2023-24 demonstrates the following:

- There is no statistically significant difference between the proportion of students who identify as Hispanic/Latino enrolled at Bullis in 2016-17 and in 2023-24
- There is no statistically significant difference between the proportion of students who are EL enrolled at Bullis in 2016-17 and in 2023-24
- The proportion of students who identify as SED enrolled at Bullis in 2023-24 is statistically significantly higher than the proportion enrolled at Bullis in 2016-17
- There is no statistically significant difference between the proportion of SWD enrolled at Bullis in 2016-17 and in 2023-24

A comparison of Bullis' total student enrollment across the three-years of its term from 2021-22 to 2023-24 demonstrates the following:

- There is no statistically significant difference between the proportion of students who identify as Hispanic/Latino enrolled at Bullis in 2021-22 and in 2023-24
- The proportion of students who identify as EL enrolled at Bullis in 2023-24 is statistically significantly higher than the proportion enrolled at Bullis in 2021-22

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- The proportion of students who identify as SED enrolled at Bullis in 2023-24 is statistically significantly higher than the proportion enrolled at Bullis in 2021-22
- There is no statistically significant difference between the proportion of SWD enrolled at Bullis in 2021-22 and in 2023-24

A comparison of Bullis' total student enrollment from 2022-23 to 2023-24, the last two years for which data is available for the term, demonstrates the following:

- There is no statistically significant difference between the proportion of students who identify as Hispanic/Latino enrolled at Bullis in 2022-23 and in 2023-24
- The proportion of students who identify as EL enrolled at Bullis in 2023-24 is statistically significantly higher than the proportion enrolled at Bullis in 2022-23
- The proportion of students who identify as SED enrolled at Bullis in 2023-24 is statistically significantly higher than the proportion enrolled at Bullis in 2022-23
- There is no statistically significant difference between the proportion of SWD enrolled at Bullis in 2022-23 and in 2023-24

The overall takeaways from the information above include that there is no statistically significant difference in the proportion of students who identify as Hispanic/Latino at Bullis in 2023-24 (the final year for which data is available) when compared to 2016-17 (the beginning of the charter term), 2021-22 (the year SCCOE issued the Notice), or 2022-23 (the first full year of EAP implementation). Similarly, there is no statistically significant difference in the proportion of SWD at Bullis in 2023-24 when compared to 2016-17, 2021-22, and 2022-23. However, the proportion of students who are ELs at Bullis is statistically significantly higher in 2023-24 than in the 2021-22 and 2022-23 school years (3.3 and 2.8 percentage points higher, respectively). On the other hand, when looking at the seven-year change, there is no statistically significant difference in the proportion of students who are ELs at Bullis in 2023-24 when compared to 2016-17 (the length of the charter term). The proportion of students who are SED at Bullis in 2023-24 is statistically significantly higher than in 2016-17, 2021-22, and 2022-23. Specifically, the proportion of SED students at BCS in 2023-24 is 2.9 percentage points higher than in 2016-17 and 1.8 percentage points higher than in 2022-23.

Bullis Charter School Compared to Los Altos School District, Including Interdistrict Transfer Students

A comparison of Bullis and LASD student enrollment for the four student groups at the beginning of Bullis' seven-year term in 2016-17 demonstrates the following:

- The proportion of students who are Hispanic/Latino enrolled at LASD in 2016-17 is statistically significantly higher than the proportion enrolled at Bullis in 2016-17
- There is no statistically significant difference between the proportion of students who are EL enrolled at LASD and Bullis in 2016-17
- The proportion of students who are SED enrolled at LASD in 2016-17 is statistically significantly higher than the proportion enrolled at Bullis in 2016-17
- The proportion of SWD enrolled at LASD in 2016-17 is statistically significantly higher than the proportion enrolled at Bullis in 2016-17

A comparison of Bullis and LASD student enrollment for the four student groups in 2021-22, the year SCCOE issued the Notice, demonstrates the following:

- The proportion of students who are Hispanic/Latino enrolled at LASD in 2021-22 is statistically significantly higher than the proportion enrolled at Bullis in 2021-22

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- The proportion of students who are EL enrolled at LASD in 2021-22 is statistically significantly higher than the proportion enrolled at Bullis in 2021-22
- The proportion of students who are SED enrolled at LASD in 2021-22 is statistically significantly higher than the proportion enrolled at Bullis in 2021-22
- The proportion of SWD enrolled at LASD in 2021-22 is statistically significantly higher than the proportion enrolled at Bullis in 2021-22

A comparison of Bullis and LASD student enrollment for the four student groups in 2022-23, the first full year in which Bullis implemented its EAP and its revised lottery preferences, demonstrates the following:

- The proportion of students who are Hispanic/Latino enrolled at LASD in 2022-23 is statistically significantly higher than the proportion enrolled at Bullis in 2022-23
- The proportion of students who are EL enrolled at LASD in 2022-23 is statistically significantly higher than the proportion enrolled at Bullis in 2022-23
- The proportion of students who are SED enrolled at LASD in 2022-23 is statistically significantly higher than the proportion enrolled at Bullis in 2022-23
- The proportion of SWD enrolled at LASD in 2022-23 is statistically significantly higher than the proportion enrolled at Bullis in 2022-23

A comparison of Bullis and LASD student enrollment for the four student groups in 2023-24, the last year for which data is available, demonstrates the following:

- The proportion of students who are Hispanic/Latino enrolled at LASD in 2023-24 is statistically significantly higher than the proportion enrolled at Bullis in 2023-24
- There is no statistically significant difference between the proportion of students who are EL enrolled at LASD and Bullis in 2023-24
- The proportion of students who are SED enrolled at LASD in 2023-24 is statistically significantly higher than the proportion enrolled at Bullis in 2023-24
- The proportion of SWD enrolled at LASD in 2023-24 is statistically significantly higher than the proportion enrolled at Bullis in 2023-24

The above data analysis results from the comparison of the four student groups at Bullis to those at LASD demonstrates that Bullis, which had no statistically significant gains in its enrollment of students who are Hispanic/Latino in the years reviewed (2016, 2021-22, 2022-23, and 2023-24), maintained a statistically significantly lower enrollment of students who are Hispanic/Latino students than the LASD for the same years. The same is true for SWD at Bullis. There was no statistically significant increase in enrollment for the group at Bullis in the years reviewed, and Bullis continued to enroll a proportion of SWD that is statistically significantly lower than the proportion at LASD. On the other hand, Bullis increased its enrollment of students who are SED over the course of its charter term. Specifically, the proportion of SED students at BCS in 2023-24 is 2.9 percentage points higher than in 2016-17 and 1.8 percentage points higher than in 2022-23. However, the increase was not enough to make Bullis' SED enrollment reflective the enrollment of students who are SED in LASD. Therefore, the proportion of students who are SED remains statistically significantly lower in Bullis than in LASD though Bullis has made growth in this area. Also, although the proportion of students who are English learners was statistically significantly lower at Bullis than at LASD in 2016-17 and 2021-22, Bullis' EL enrollment increased in the three years since SCCOE issued the Notice and was reflective of LASD's EL enrollment in 2023-24, meaning there was no statistically significant difference in the proportion of EL enrolled at Bullis and LASD.

In summary, the proportion of SWD and students who are Hispanic/Latino enrolled at Bullis showed no statistically significant increase in the years reviewed, and the proportion of both groups remains statistically

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significantly less than the proportions enrolled in LASD. However, the proportion of Bullis students who are SED increased significantly across the years reviewed but continues to be statistically significantly lower than the LASD's enrollment of the same student group. Bullis also made statistically significant increases in its enrollment of students who are EL. Unlike Bullis' SED group, however, the proportion of students who are EL enrolled at Bullis showed no statistical difference with EL enrollment in LASD in 2023-24, meaning EL at Bullis were reflective of EL in LASD.

Bullis Charter School Compared to Los Altos School District, Excluding Interdistrict Transfer Students

As stated previously, Bullis contends that a comparison to LASD demographics is not accurate as LASD data is skewed due to the influx of interdistrict transfer students, which might increase the various student populations. Therefore, SCCOE conducted a statistical analysis of the comparison data between Bullis and LASD, excluding interdistrict transfer students to LASD, using self-reported data from each entity. (The self-reported data varies slightly from the DataQuest data, potentially due to the date each data set was reported, though the specific reason for the variations is not known by SCCOE.) Thus, this analysis was conducted using datasets provided by Bullis for 2021-22, 2022-23, and 2023-24 and datasets provided LASD for 2021-22, 2022-23, and 2023-24. SCCOE did not have datasets for 2016, and a comparison of Bullis and LASD student enrollment for the four student groups, excluding interdistrict transfer students, from the beginning of Bullis' term was not included. All other aspects of the analysis remain the same as the analysis conducted including interdistrict transfer students.

A comparison of Bullis and LASD student enrollment for the four student groups, excluding interdistrict transfer students, in 2021-22, the year SCCOE issued the Notice, demonstrates the following:

- The proportion of students who are Hispanic/Latino enrolled at LASD in 2021-22 is statistically significantly higher than the proportion enrolled at Bullis in 2021-22
- The proportion of students who are EL enrolled at LASD in 2021-22 is statistically significantly higher than the proportion enrolled at Bullis in 2021-22
- The proportion of students who are SED enrolled at LASD in 2021-22 is statistically significantly higher than the proportion enrolled at Bullis in 2021-22
- There is no statistically significant difference between the proportion of SWD enrolled at LASD and Bullis in 2021-22

A comparison of Bullis and LASD student enrollment for the four student groups, excluding interdistrict transfer students, in 2022-23, the first full year in which Bullis implemented its EAP and its revised lottery preferences, demonstrates the following:

- The proportion of students who are Hispanic/Latino enrolled at LASD in 2022-23 is statistically significantly higher than the proportion enrolled at Bullis in 2022-23
- The proportion of students who are EL enrolled at LASD in 2022-23 is statistically significantly higher than the proportion enrolled at Bullis in 2022-23
- The proportion of students who are SED enrolled at LASD in 2022-23 is statistically significantly higher than the proportion enrolled at Bullis in 2022-23
- There is no statistically significant difference between the proportion of SWD enrolled at LASD and Bullis in 2022-23

A comparison of Bullis and LASD student enrollment for the four student groups, excluding interdistrict transfer students, in 2023-24, the last year for which data is available, demonstrates the following:

- The proportion of students who are Hispanic/Latino enrolled at LASD in 2023-24 is statistically significantly higher than the proportion enrolled at Bullis in 2023-24

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- There is no statistically significant difference between the proportion of students who are EL at LASD and the proportion enrolled at Bullis in 2023-24
- The proportion of students who are SED enrolled at LASD in 2023-24 is statistically significantly higher than the proportion enrolled at Bullis in 2023-24
- The proportion of students who are SWD enrolled at LASD in 2023-24 is statistically significantly higher than the proportion enrolled at Bullis in 2023-24

When excluding interdistrict transfer students for each of the four student groups, the data shows that while the proportion of ELs was statistically significantly higher at LASD than at Bullis in 2021-22 and 2022-23, there was no statistically significant difference in 2023-24. Excluding interdistrict transfer students from the dataset also demonstrates there was not a statistically significant difference in the proportion of SWD in Bullis and LASD in 2021-22 and 2022-23; but in 2023-24 - the last year for which data is available - the proportion of SWD at LASD was 2.9 percentage points greater than at Bullis. Further, LASD's proportion of students who are Hispanic/Latino was 5.0, 5.1, and 5.4 percentage points greater than the proportion of students who are Hispanic/Latino at Bullis in 2021-22, 2022-23, and 2023-24, respectively. Similarly, for the years 2021-22, 2022-23, and 2023-24, the proportion of students who are SED at LASD was 6.0, 5.8, and 4.4 percentage points higher, respectively, than at Bullis.

Removing interdistrict transfer students from the analysis comparing Bullis' enrollment to LASD's shows that while in 2023-24 students who are ELs reached par with LASD, the remaining three groups continue to be statistically significantly lower at Bullis.

Transitional Kindergarten/Kindergarten and First Grade, including Interdistrict Transfer Students

SCCOE Integrated Data, Research, and Evaluation staff also reviewed enrollment data for Transitional Kindergarten (TK)/Kindergarten (K), and Grade 1 for both Bullis and LASD for the school years 2016-17, 2021-22, 2022-23, and 2023-24 and for the one-year period between 2022-23 and 2023-24, the two-year period between 2021-22 and 2023-24, and the seven-year period between 2016-17 and 2023-24. This analysis was conducted because TK/K and first grade are reportedly the only grade levels at which Bullis experiences meaningful new enrollment due to the limited number of openings at other grade levels. The data used in this analysis was self-reported and provided to SCCOE by Bullis and LASD and includes enrollment data for interdistrict transfers because as explained above, CDE does not report school district data specific to or excluding students who reside outside of district boundaries but attend district schools. As such, self-reported data is the only source of such data. SCCOE notes that this self-reported data varies somewhat from the data report via DataQuest, which could be due to various factors, including but not limited to the reported data being collected on different dates when enrollment may have changed. The test conducted were two-tailed Z-Score proportion difference tests with *a priori* alpha level set at 0.05. The analyses focused on four student groups: students who are Hispanic/Latino, students who are EL, students who are SED, and SWD.

When comparing TK/K enrollment at Bullis for the one-, two-, and seven-year periods reviewed, there is no significant difference in the TK-K Hispanic/Latino population at BCS. However, the proportion of students who are EL in TK-K at Bullis Charter School in 2023-24 is statistically significantly higher compared to that in 2016-17, 2021-22 and 2022-23. In fact, the proportion of TK-K who are EL at BCS in 2023-24 is 15.9 percentage points greater than the proportion of TK-K who are EL at BCS in 2022-23, 26.8 percentage points greater than the proportion of TK-K who are EL at BCS in 2021-22, and 16.2 percentage points greater than the proportion of TK-K who are EL at BCS in 2016-17. The proportion of enrollment for students who are SED and for SWD in grades TK/K was not calculated due to the unavailability of data for the small sample size in order to protect student privacy.

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In Grade 1 at Bullis, there is no significant difference in the proportion of students who are Hispanic/Latino students in the last one-year or two-year period. Similarly, there is no significant difference in the proportion of students who are EL in Grade 1 at BCS in the one-year or two-year periods compared. When looking at the seven-year period, however, there is a statistically significant 3.6 percentage point increase in the proportion of Grade 1 students who are Hispanic/Latino as well as a statistically significant 14 percentage point decrease in the proportion of students who are EL in Grade 1 at BCS. As with TK/K, the proportion of enrollment in Grade 1 for students who are SED and for SWD in Grade 1 was not calculated due to the unavailability of data for the small sample size in order to protect student privacy.

A comparison of the proportion of TK/K and Grade 1 enrollment at Bullis and LASD reveals the proportion of TK-K students who are Hispanic/Latino at LASD was statistically significantly higher than at BCS in both 2022-23 and 2023-24, from 5.7 percentage points higher in 2022-23 to 6.9 percentage points higher in 2023-24. When looking at grade 1, LASD had a statistically significantly higher proportion of Grade 1 students who are Hispanic/Latino in 2016-17 and 2021-22. Since 2022-23 there has been no statistically significant difference in Grade 1 enrollment between BCS and LASD for this subgroup. There was no comparison for grades TK/K and Grade 1 due to the unavailability of data for the small sample sizes in order to protect student privacy.

Additionally, there was no statistically significant difference in the proportion of students who are English learners in TK-K at BCS compared to LASD in 2016-17, 2021-22, or 2022-23. Moreover, in 2023-24, BCS had a statistically significantly higher proportion of students who are English learners in TK-K than LASD, with a proportion that is 22.7 percentage points higher than LASD. However, the proportion of Grade 1 ELs at LASD was statistically significantly higher than at BCS in 2021-22 and 2022-23, by a difference of about 10 percentage points.

Overall, the TK/K and Grade 1 data excluding interdistrict transfer students demonstrates that, although the proportion of enrollment for Bullis students who are Hispanic /Latino and ELs has fluctuated between statistically significantly different and not statistically significantly different from LASD across the years analyzed, there is not currently a predictable pattern of increase in enrollment. The fact that the population of students who are SED and SWD in TK/K and Grade 1 at Bullis are too small to be reported by CDE indicates there is work yet to be done to recruit and enroll students from these groups.

Transitional Kindergarten/Kindergarten and First Grade, excluding Interdistrict Transfer Students

This analysis was conducted using datasets provided by Bullis for 2021-22, 2022-23, and 2023-24; datasets provided LASD for 2021-22, 2022-23, and 2023-24. SCCOE did not compare datasets for 2016. The Bullis datasets for some years did not include a field for SED, and Superintendent Israel informed SCCOE that combining the fields for the variables used to determine SED would provide Bullis' total count of students who are SED. Therefore, SCCOE calculated Bullis' total count of students who are SED by determining the unduplicated count of students who met any of the following conditions: Socioeconomically disadvantaged as indicated by the 'Socioeconomically' variable, FRL eligible (FRL variable), Title I Part C eligible (Title I Part C variable), homeless (Homeless variable), and/or parent not a high school graduate (Parent High School Graduate variable). Further, SED counts traditionally include variables such as foster students and directly certified students which are not included in the SCCOE calculation. As a result, the counts do not match those on DataQuest and may represent an undercount. All other aspects of the analysis remain the same as the analysis conducted with interdistrict transfer students included.

When excluding interdistrict transfer students for the LASD enrollment counts, the proportion of TK-K students who are Hispanic/Latino at LASD was statistically significantly higher than at BCS in both 2022-23 and 2023-24, from 6.1 percentage points higher in 2022-23 to 8.1 percentage points higher in 2023-24. Whereas there was no statistically significant difference between the TK-K enrollment at Bullis and LASD for

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students who are SED in 2022-23, LASD had an enrollment of students who are SED that was 4.8 and 6.0 percentage points higher than Bullis' in 2021-22 and 2023-24, respectively. Additionally, there was no statistically significant difference in the proportion of TK-K students who are EL in 2021-22 and 2022-23, and in 2023-24 the proportion of TK-K students who are EL at Bullis was 21.4 percentage points higher than the proportion at LASD. Moreover, there was no statistically significant difference in the proportion of TK-K SWD at Bullis and LASD in 2021-22, 2022-23, and 2023-24.

A comparison of Bullis and LASD Grade 1 data, excluding interdistrict transfers from LASD, shows the proportion of students who are Hispanic/Latino were 7.0 percentage points higher at LASD than at Bullis in 2021-22. Contrarily, in 2022-23 and 2023-24 there was no significant difference in the proportion of Grade 1 students who Hispanic/Latino at Bullis and LASD. The proportion of Grade 1 students who are EL was statistically significantly higher at LASD than at Bullis in 2021-22, 2022-23, and 2023-24 by 40.9, 40.1, and 9.0 percentage points, respectively. The proportion of Grade 1 students who are SED at LASD was statistically significantly higher by 6.7 percentage points than the proportion at Bullis in 2021-22, but in 2022-23 and 2023-24 there was no statistically significant difference. The proportion of SWD at Bullis and LASD was not statistically significantly different in 201-22 and 2022-23 but was 5.9 percentage points lower at Bullis than at LASD in 2023-24.

Taken altogether, the TK-K and Grade 1 data for Bullis and LASD, excluding interdistrict transfers, demonstrates that similar to the comparison including interdistrict transfer, for the three years reviewed, there is no statistically consistent pattern of increase in the enrollment of the four student groups at Bullis.

Thus, based on the facts and evidence, including the data provided by CDE, there continues to be underrepresentation of some historically underserved student groups at Bullis, to a statistically significant degree when compared to LASD. In some areas there has not been statistically significant improvement over the course of the current charter term or since issuance of the initial Notice and submission of Bullis' corrective action plan in response thereto. Thus, the corrective action plan has not yet been successful.

Considering the facts and evidence as a whole, however, CSD Staff believes that there are areas of improvement and there has been incremental progress in Bullis' service of students from historically underserved student groups. Most notably, there currently is not a statistically significant difference in the proportions of students who are English learners enrolled at Bullis as compared to LASD. Additionally, the proportion of students who are SED enrolled at Bullis has statistically significantly increased, though it is still statistically significantly lower than the proportion enrolled at LASD. There is more work that Bullis can and must do in this area to remediate this issue and serve all students who wish to attend the school.

CSD Staff also recognizes that Bullis provides a valuable, high quality educational program to its students who benefit therefrom. As such, CSD Staff believes that, on balance, it is not in the best interests of students to nonrenew Bullis's Charter and for the school to close, ***provided that*** Bullis commits to and is required to comply with the obligation to continuing improving and implementing its corrective action plan, including by complying with each of the conditions and requirements listed below to help address this issue so that Bullis serves all students who wish to attend. CSD Staff believes that conditional approval, subject to the conditions described herein and in the proposed resolution, is consistent with sound educational practice.

RENEWAL TERM

The SCCBOE has discretion to renew the Bullis Charter for five to seven years. As detailed in this staff analysis, the issue of Bullis serving all students continues to be a concern that requires monitoring and ongoing work by Bullis. Additionally, communication and promptly obtaining reasonable, necessary, and appropriate information and documentation from Bullis presents a challenge that SCCOE hopes will improve during any renewal term. Considering the current facts and circumstances as described in this staff analysis, CSD Staff recommends that any renewal be for a period of five years.

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CONCLUSION

The Charter Schools Department Staff reviewed Bullis' Renewal Petition, in conjunction with Bullis' Responses to the Notice and Reaffirmation, including its corrective action plan in responses to the Notice and Reaffirmation, and assessed the effectiveness of Bullis' corrective action plan in response to the Notice and Reaffirmation, utilizing the criteria for charter renewal set forth in *EC* Sections 47605 and 47607.

The Charter Schools Department Staff recommends the SCCBOE conditionally approve the request for renewal of the Charter for a term of five years (July 1, 2025-June 30, 2030) on the condition that Bullis Charter School, The Bullis-Purissima Elementary School, and SCCOE enter into an MOU and/or addendum to the MOU on or before December 6, 2024, or such later deadline as may be agreed to by the County Superintendent or designee, that includes all the provisions listed below, as well as any additional conditions or requirements identified by the SCCBOE, and adopt the Board Resolution Conditionally Approving for the period of July 1, 2025, through June 30, 2030, the Charter Renewal for Bullis Charter School, and, Alternatively, Making Written Factual Findings Supporting Denial and Denying the Bullis Charter School Charter Renewal if the Conditions Are Not Met.

The MOU and/or addendum thereto shall address all of the following requirements on terms acceptable to the County Superintendent:

1. Addresses/remediates each of the items identified as "requiring" remediation/correction/updating and/or identified as a condition of renewal in the Staff Analysis and Recommended Findings of Fact.

2. Specifies that Bullis will continue its efforts in accordance with its Enrollment Action Plan/plan to address the issue of serving all students who wish to attend, as the same may be updated from time to time, to ensure equitable access to attendance at Bullis and to increase its enrollment of historically underserved student groups who are underrepresented at Bullis as compared to LASD.

3. Bullis shall announce the number of openings at each grade level ***prior*** to commencing the open enrollment period each year in order to avoid the possibility or perception that the number of openings is affected based on who applied (e.g. how many students are in each preference group and/or the number of in-District versus out-of-District applicants). If the number of openings would result in an overall decrease in enrollment spaces from the prior year, Bullis shall explain in writing to SCCOE the reason for the enrollment reduction. After that announcement, Bullis may increase the number of openings in any grade level but may not decrease the number of seats at any grade level for that open enrollment and lottery period. Bullis shall inform SCCOE should it increase the number of openings after the original announcement, including providing a written explanation as to the basis for the increase.

4. Bullis shall unequivocally commit to offer students each of the announced open seats at each grade level, in the order drawn in the lottery (in accordance with all requirements as described in the portion of the staff analysis addressing the Admissions Policies and Procedures element of the Charter) until all such openings have been filled and/or there are no more applicants for the seat(s).

5. Bullis' updated plan shall include metrics for measuring the success/effectiveness of the plan and its components. This section of the plan will include the following information, which may be summarized in a table:

    a. Identified Metric – measures that will provide actionable data related to enrollment

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(e.g., Students who are socioeconomically disadvantaged)

b. Methodology – how the metric will be measured to ensure valid and reliable results

(e.g., Number/Percent of students who are socioeconomically disadvantaged who enrolled in the last open enrollment period)

c. Data Source – the origin of the data (i.e., from where will the data come)

(e.g., School's student data system)

d. Baseline Calculation –the initial, or starting, enrollment data

(e.g., 3.71%)

e. Annual target(s) and plan for achieving the target – where do you want the metric to be after implementing the Enrollment Action Plan for the current year. (Consider past trend and comparable growth rates

(e.g., 4.91%)

f. Progress Monitoring – interim measures that will monitor progress toward annual target(s)

(e.g., number of applications received in advance of lottery that qualify for the FRPM preference)

6. At least annually, Bullis shall review and audit the results of its open enrollment process, including an assessment of the effectiveness of the various components of the Enrollment Action Plan/plan to address the issue of serving all students who wish to attend. The assessment shall not simply assume that the plan is or is not working as a whole based on who enrolled, but it shall include a more specific analysis of facts and factors indicating effectiveness. Bullis shall provide SCCOE a written report of this analysis and any changes/updates to its plan by April 1 each year.

7. Bullis shall annually provide SCCOE a report (including a data file setting forth the backup data) within 10 days of each public random drawing for admission (lottery) setting forth the results of the lottery, including at least the information below. Bullis shall provide an update to this report within 10 days following Census Day each year:

a. How many openings at each grade level were announced prior to commencement of the open enrollment period (and an update if Bullis subsequently increased that number).

b. How many applicants there were for each grade level, disaggregated by preference group.

c. How many applicants were initially offered admission from each preference group at each grade level based on the original lottery results.

d. How many applicants were subsequently offered admission from each preference group at each grade level based on their position on the waitlist because an applicant(s) before them declined enrollment.

e. How many applicants from each preference group on are the wait list for each grade level.

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f. In the post-Census Day update, how many students from each preference group at each grade level enrolled at and are attending Bullis.

Bullis is also strongly encouraged to work cooperatively with SCCOE to address through the MOU or an addendum to the MOU, the other issues and recommendations noted by SCCOE Staff in the Staff Analysis and Proposed Findings of Fact.

Student Impact

The Charter School Department provides oversight and monitoring for 21 County Board of Education authorized charter schools. Bullis was authorized in 2003 and currently serves approximately 1,000 students.

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EXHIBITS

1. 47607(e) Notification – May 21, 2021, and Accompanying Documents
2. Bullis Responses to Notification and Accompanying Documents
3. Reaffirmation of 47607(e) Notification – August 5, 2023, and Accompanying Documents
4. Bullis Responses to Reaffirmation and Accompanying Documents
5. SCCOE Statistical Analysis

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EXHIBIT 1

47607(e) Notification – May 21, 2021, and Accompanying Documents

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Santa Clara County Office of Education
Mary Ann Dewan, Ph.D.
County Superintendent of Schools

May 21, 2021

SENT VIA EMAIL (MISRAEL@BULLISCHARTERSCHOOL.COM)

Bullis Charter School
c/o Maureen Israel, Superintendent
102 West Portola Ave.
Los Altos, CA 94022

Re: Notice in Accordance with Education Code Section 47607(e) and Notice of Concern

Dear Members of the Board and Ms. Israel:

The Santa Clara County Board of Education[1] initially authorized Bullis Charter School in or about November 2003, and its current term runs through June 30, 2022. Bullis Charter School is governed by The Bullis-Purissima Elementary School, a nonprofit public benefit corporation. In this Notice, for all purposes, a reference to "Bullis Charter School" or "Bullis" or "BCS" or "School" or "Charter School" shall constitute a reference to The Bullis-Purissima Elementary School and its Board of Directors, and a reference to "The Bullis-Purissima Elementary School" or "Bullis-Purissima" shall constitute a reference to Bullis Charter School. The School, the corporation, and the corporate Board will be referred to herein collectively and/or individually and interchangeably as "BCS." Without regard to the terminology used, throughout this Notice, all references are intended to and do apply to the nonprofit corporation, its Board of Directors, and the School and, to the extent the School and corporation are separate entities, SCCOE holds both responsible for all matters.

SCCOE is sending this notice ("Notice") pursuant to Education Code Section 47607(e)[2] as notice of SCCOE's determination that BCS is demonstrably unlikely to successfully implement the program set forth in its expected charter renewal petition ("Charter") because BCS is not serving all pupils who wish to attend, and SCCOE is providing BCS a reasonable opportunity to cure the violations. If BCS fails to cure the violations set forth in this Notice, including providing and implementing a corrective action plan, SCCOE may deny BCS's renewal Charter in accordance with Section 47607(e). This Notice also serves as a general notice of concern consistent with SCCOE's general oversight obligations whereby SCCOE is notifying BCS of the concerns described herein and SCCOE's expectation and requirement that BCS will take all necessary and appropriate steps to remediate these concerns.

[1] The Santa Clara County Board of Education, the Santa Clara County Superintendent of Schools, and the Santa Clara County Office of Education are collectively referred to herein as "SCCOE."
[2] All further statutory references are to the Education Code unless otherwise indicated.

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I. BACKGROUND

BCS is expected to submit its renewal Charter during the 2021-22 school year. In addition to the other bases for denial of a charter renewal, a chartering authority may deny a renewal upon a finding that the school is demonstrably unlikely to successfully implement the program set forth in the petition due to substantial fiscal or governance factors, or because the charter school is not serving all pupils who wish to attend. In this context, "not serving all pupils who wish to attend" means situations in which a charter school is not serving all demographic groups, including but not limited to, historically underserved student groups and/or students based on their academic performance. To deny on this basis, SCCOE must first provide BCS with at least 30 days' notice of the violation(s) and a reasonable opportunity to cure the violation(s). (Ed. Code § 47607(e).) SCCOE desires to provide BCS as much time as possible to cure the violations detailed herein, including through development and implementation of a corrective action plan.

As BCS is aware, concerns about a lack of diversity in BCS's student body, has long been a concern of SCCOE. While not the first time this concern was raised by the Los Altos School District ("LASD"), members of the public, and/or SCCOE, during the fall and winter of 2019 a great deal of discussion was brought to SCCOE's attention concerning enrollment at BCS. In February 2020, SCCOE sent BCS correspondence about these issues, specifying that despite the disagreement among BCS, LASD, and members of the local community who had all provided SCCOE various information on this topic, at that juncture SCCOE wanted to focus on what SCCOE trusts are the shared expectations and priorities of ensuring fair and equal access to all schools for all students, without regard to any protected characteristics.

We believe that it is appropriate to repeat much of the information contained in that prior letter in the context of this Notice, as the concerns, motivations, and ideals remain consistent. Over the last few years, numerous changes have been made to the Charter Schools Act ("CSA") that have focused on ensuring that charter school admissions are fair, open, equal, and non-discriminatory; that no students are discouraged from enrolling in any charter school for any reason; and that charter school admissions do not result in limiting charter school enrollment on the basis of protected characteristics. These revisions to the law governing charter schools have been far-reaching, impacting enrollment preferences and practices, mandating that charter schools define the means by which they will ensure that their student enrollment is reflective of the racial and ethnic, special education, and English learner populations of their local community, and including consideration of whether a charter school is serving all pupils who wish to attend when determining whether to renew a charter. In light of these changes, there can be no doubt that the Legislature and Governor, as well as the public education advocates who provided input into these statutory changes – which included advocates from the charter school community – perceived unequal access to all charter schools, and high performing charter schools in particular, to be a substantial concern requiring remediation by charter schools and authorizers.

SCCOE expressed concern about the percentages of BCS's enrolled students who are socio-economically disadvantaged, English Learners, and students with special needs, being smaller than their counterpart percentages at LASD. SCCOE also noted that through the years, it has consistently expressed concern about BCS's enrollment of socio-economically disadvantaged

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students, and the BCS administration has expressed a desire to serve a broader spectrum of students, including increasing enrollment of socio-economically disadvantaged students.

LASD and individual members of the local community have made a variety of allegations about the causes for the enrollment disparities. SCCOE has received anecdotal reports that, in the past, BCS employees have improperly informed potential families that BCS does not provide the full continuum of services to students with disabilities. There have been concerns with the manner in which BCS has marketed its requests for substantial financial donations and whether, even when specifically noting that donations are voluntary, the way the requests are conveyed to potential families implies that donations are required or that the children of families who cannot or will not donate may not be offered initial or continued enrollment at BCS.

SCCOE is also aware that BCS has attempted to counter these allegations, including through comparisons to the enrollment percentages at a number of individual LASD schools and disagreement over the significance of the disparities. BCS has also asserted that it has experienced substantial growth in enrollment of students with special needs in recent years. Additionally, in December 2019, BCS cooperated with the County and entered into a First Amended Memorandum of Understanding terminating the previous admission preference for residents of the former Bullis-Purissima Elementary School, which was a major source of concern relative to enrollment of socio-economically disadvantaged students.

Just as expressed in the February 2020 correspondence, while there is an unfortunate history of tension and disputes between LASD and BCS, rather than continuing to focus on those disagreements, SCCOE's goal is for BCS and SCCOE to work cooperatively with an emphasis on serving student needs, ensuring equal access, and stopping the cycle of allegations, counter-arguments and defenses that are not serving our students or community. SCCOE continues to want to provide assistance to BCS to create and implement an effective plan whereby BCS can increase its efforts and successes in enrolling a more diverse student population consistent with the letter and spirit of the law.

At that time, the County endeavored to initiate a cooperative and creative dialogue with BCS to develop an effective plan consistent with what we believe to be our shared desires and priorities of ensuring equal access and continuing BCS's strong educational program. The County requested that BCS develop a results-oriented plan, consistent with the revised provisions of the CSA. As SCCOE explained, we believed that this plan must include, but is not limited to, concrete means of increasing outreach efforts and the dissemination of information targeted at addressing any lingering misapprehensions about enrollment at BCS, including relative to donation expectations/requirements and assurances that BCS welcomes and serves all students, including by providing the full continuum of placements and services to students with special needs. As before, SCCOE stands ready to support BCS in the development and implementation of this plan.

We were pleased that BCS received SCCOE's correspondence in the manner in which it was intended, as an invitation to move forward in a strong, productive, and collaborative fashion to implement the mission of educating and serving all students and to alleviate any and all real or perceived disparities in the educational opportunities and services afforded by BCS. Notably, on

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March 4, 2020, BCS "warmly" accepted SCCOE's "forward-looking invitation to collaborate and develop a strong plan to educate and serve all students in our community." BCS expressed a desire to work with SCCOE "to develop an effective plan consistent with our shared desires and priorities of ensuring equal access and continuing BCS's strong educational program."

To be clear, SCCOE continues to believe that our mutual focus should be educating students, and SCCOE continues to look forward to working with BCS in furthering the statewide mandate to expand access to charter schools. That purpose and focus have not changed.

SCCOE recognizes that BCS objected to the County Board's May 5, 2021, agenda item whereby the County Board authorized the issuance of this Notice, and delegated authority to the County Superintendent or designee to send this Notice. (A response to BCS's specific objections is set forth below.) However, the CSA has been revised to include a finding that the charter school is demonstrably unlikely to successfully implement the program set forth in its charter because it is not serving all students who wish to attend as a separate cause for denying renewal of any charter school. That cause for denial is clearly and directly related to the concerns with access and diversity in BCS's enrollment that BCS itself previously agreed to work with SCCOE to correct. The CSA mandates specific procedures be followed when this is an issue or finding facing a charter school that could affect the renewal of the school's charter. The first step in that procedure is the issuance of at least 30 days' notice to the charter school, and the provision of a reasonable opportunity to cure the violation, including by creating and implementing a corrective action plan. Thus, this Notice, and the corresponding opportunity to cure and correct these concerns, are clearly and explicitly for BCS's benefit and provide BCS added protections and opportunity to resolve matters that could negatively impact BCS's request to have its Charter renewed.

Issuing notice pursuant to Section 47607(e) is a formal legal procedure mandated by law that directly relates to renewal or nonrenewal of BCS's renewal Charter. This Notice is consistent with SCCOE's prior clearly stated concerns and the need for BCS to remediate those concerns. As noted during the May 5 SCCOE public meeting, this Notice is not a decision to deny BCS's Charter. Rather, it is a clear statement and notice to BCS that this is an issue of serious concern that BCS is expected to rectify. This is entirely consistent with our February 2020 letter and invitation to BCS to work collaboratively to develop and implement meaningful changes necessary to ensure access and inclusivity at BCS. Once again, SCCOE hopes that BCS takes these matters seriously, and also understands and accepts that this Notice is a continuation of the opportunity for BCS to take significant steps to implement our shared priorities and the mandates of the CSA in collaboration with SCCOE.

II. FINDINGS

SCCOE hereby notifies BCS of evidence that BCS is not serving all students who wish to attend. This evidence constitutes cause for denying BCS's renewal if not remedied and affords BCS a reasonable opportunity to address these concerns. The CSA has always required that charters include a description of the means by which the charter school will achieve a balance of racial and

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ethnic pupils reflective of the general population of the school district in which they are located. As of July 1, 2020, the requirement has been expanded such that charter schools are to provide the means by which they will also achieve a balance of special education pupils and English learner pupils reflective of the district in which they operate. Moreover, the CSA includes a variety of other requirements and prohibitions mandating equal access and nondiscrimination in access to and ongoing enrollment at charter schools. Section 47607(d) and (e) make clear that equity in access and a charter school's success in ensuring this equity and that it enrolls and serves all students is fundamental and necessary to a determination whether to renew a charter school petition. Importantly, Section 47607(e) explicitly specifies that notwithstanding the multi-tiered approach to renewal decisions based on a particular charter school's performance on the California State Dashboard, any charter school, even those with the highest Dashboard performance, may be denied renewal if they are not serving all students who wish to attend. Consistent with these requirements of the CSA, SCCOE has been and continues to monitor BCS's enrollment and demographic data.

It appears that BCS has misconstrued the statutory language that a charter school "is not serving all students who wish to attend" in the context of this Notice. In a May 5, 2021, letter to SCCOE, BCS asserted that it "cannot serve all students and families who wish to attend" because it receives more applications than it has spaces, so must admit students on the basis of a public random drawing. The language that a charter school "is not serving all pupils who wish to attend" is taken directly from Section 47607(e) and does not refer to BCS's inability to enroll all applicants because of capacity considerations. In fact, the public random drawing process for selecting students when a charter school has more applicants than spaces is a fundamental legal requirement of the CSA. Clearly, this additional cause for nonrenewal is not directed at penalizing charter schools that are successful enough to have more applicants than spaces, which then follow the CSA's admissions lottery mandates. The fact that this is not what the statute means by "failing to serve all students who wish to attend" is also clear from the provisions of Section 47607(d) and (e) that link this finding to data about charter school enrollment patterns disaggregated by race, ethnicity, and pupil groups; other data from CDE; and substantial complaints that a charter school is not complying with the due process protections required to be provided prior to suspending, expelling, or otherwise involuntarily removing a student from attendance at a charter school.

Rather, this is the language that the Legislature used to refer to situations in which a charter school is not serving all demographic groups, including but not limited to historically underserved student groups and/or students based on their academic performance. As such, the fact that BCS cannot accommodate all applicants because it does not have space is not a defense to or a correction of the concerns detailed in this Notice. It is important to recognize, however, that BCS is able to seek approval of admissions preferences to be implemented in the public random drawing process that are designed to assist in remediating these concerns. Thus, despite being at capacity and unable accept all applicants, BCS can modify not only to its outreach and recruitment efforts, but also its public random drawing process to assist in these efforts.

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A. BCS Enrollment and Demographic Data.

At the commencement of the 2020-21 school year, SCCOE requested from the California Department of Education ("CDE") all the demographic data for the SCCOE-authorized charter schools in their last year of their charter term that Section 47607(d) specifies CDE will provide to charter school authorizers. CDE provided some demographic data for every charter school authorized by SCCOE, including BCS and all the charter schools that were not in the last year of their terms. Contrary to Section 47607(d), however, the data provided by CDE did not include all the information specified in that statute. Section 47605(d) specifies that CDE is to provide a variety of "aggregate data reflecting pupil enrollment patterns at the charter school" during the school's current term, and "cumulative data" is specifically defined as "the total number of pupils, disaggregated by race, ethnicity, and pupil subgroups, who enrolled in school at any time during the school year." The data provided by CDE was not disaggregated by race, ethnicity, or any other pupil group. Thus, while the data indicated some information about total enrollment, how many students left BCS at different times, and the respective CAASPP results for students who remained enrolled at BCS and those who left, it did not provide any information relevant to enrollment at BCS relative to race, ethnicity, or any other pupil group. As such the data provide by CDE at that time is not pertinent to SCCOE's consideration of whether BCS is serving all pupils who wish to attend or this Notice.

SCCOE has reviewed the verified CALPADS data on the demographic breakdown of the enrollment at BCS and at LASD, the school district in which BCS is located, for the period 2016-17 through 2020-21 (thereby including the last year of BCS's prior charter term through the first four of the five years of BCS's current charter term). The data is from census day data for each respective year, and CDE reports of this data can be found at the following link: https://dq.cde.ca.gov/dataquest/. This demographic data is summarized below. The percentage for each student group is listed first, with the actual number of students in each group listed below the percentage:

NUMBER AND PERCENTAGE OF TOTAL ENROLLMENT AT BCS AND LASD FOR 2017-2021

STUDENT GROUP	2016-17	2017-18	2018-19	2019-20	2020-21
BCS TOTAL ENROLLMENT	825	879	915	1,039	1,093
LASD TOTAL ENROLLMENT	4,527	4,403	4,246	3,999	3,576
BCS ENGLISH LEARNERS	10.9% 90	10.1% 89	4.5% 41	5.7% 59	6.7% 73
LASD ENGLISH LEARNERS	12.7% 575	13.1% 577	12.9% 548	11.1% 444	9.5% 337
BCS RECLASSIFIED FLUENT ENGLISH PROFICIENT	6.7% 55	9.0% 79	14.3% 131	14.0% 145	12.8% 140

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Student Group	2016-17	2017-18	2018-19	2019-20	2020-21
LASD Reclassified Fluent English Proficient	8.3% 374	9.3% 411	8.9% 380	10.6% 423	11.0% 392
BCS Students w/Disabilities	5.6% 46	6.9% 61	7.0% 64	6.7% 70	6.7% 73
LASD Students w/Disabilities	9.0% 407	8.7% 383	9.20% 391	9.50% 380	9.34% 334
BCS Socio-Economically Disadvantaged	0.8% 7	1.6% 14	1.2% 11	1.4% 15	1.7% 19
LASD Socio-Economically Disadvantaged	5.5% 249	6.2% 273	6.1% 259	6.0% 240	6.7% 240
BCS African American	1.2% 10	1.1% 10	1.0% 9	0.5% 5	0.4% 4
LASD African American	0.5% 23	0.5% 22	0.5% 21	0.6% 24	0.6% 20
BCS Asian	45.9% 379	47.0% 416	50.0% 460	52.0% 539	55.1% 602
LASD Asian	31.9% 1,444	33.6% 1,479	34.2% 1,452	34.4% 1,376	34.8% 1,246
BCS Hispanic	4.4% 36	4.2% 37	3.8% 35	3.9% 41	3.3% 36
LASD Hispanic	8.0% 362	7.6% 335	7.9% 335	8.0% 320	8.4% 300
BCS White	27.6% 228	25.8% 227	25.5% 233	22.5% 234	21.3% 233
LASD White	47.3% 2,141	45.4% 1,999	44.0% 1,868	43.2% 1,728	41.1% 1,470
BCS Two or More Races	17.5% 144	18.5% 163	18.3% 167	16.7% 174	15.4% 168
LASD Two or More Races	11.4% 516	11.7% 515	12.0% 510	12.4% 496	12.7% 453

SCCOE also reviewed the following information that BCS provided concerning the results of its public random admissions drawing for its kindergarten class of 2021-22 (which is reportedly the only grade level at which BCS experienced any meaningful new enrollment for 2021-22 due to BCS's capacity limits). BCS informed SCCOE that it had admitted 102 kindergarteners and provided the available demographic data for the 81 kindergarteners who had completed their registration as of the date that BCS provided the data.[3] (This means that more than 20 percent of

[3] At this time BCS has not provided SCCOE additional information for the remaining newly admitted kindergartens.

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the newly admitted kindergarteners are not accounted for by this data.) BCS did not have any information about how many of the incoming kindergarteners are socioeconomically disadvantaged because that determination is based on qualification for free and reduced price meals, which information is not gathered until the beginning of the school year. The demographic data for these 81 kindergarten students is summarized below.

DEMOGRAPHIC DATA FOR 81 OF 102 KINDERGARTEN STUDENTS ADMITTED FOR THE 2021-22 SCHOOL YEAR

STUDENT GROUP	# OF STUDENTS	PERCENTAGE OF 81 STUDENT KINDER ENROLLMENT
ASIAN	39	48.1%
WHITE	15	18.58%
TWO OR MORE RACES	29	35.8%
HISPANIC	5	6.2%
AFRICAN AMERICAN	0	0%
STUDENTS WITH DISABILITIES*	1*	1.2%*
POTENTIAL ENGLISH LEARNERS	35**	43.2%**

* This is the number of students who self-identified as having a current IEP, but this information is limited because incoming kindergarten students may have not yet been identified as qualifying for services pursuant to the Individuals with Disabilities Education Act ("IDEA").

** This is the number of students who have a home language survey indicating a language other than English, but do not have initial ELPAC test results confirming their status as English learners.

B. Analysis of Demographic Data

SCCOE staff that specializes in statistical analysis conducted statistical analyses of the above-described demographic data for the following four student groups: Hispanic students; students who are English learners; students who are socioeconomically disadvantaged; and students with disabilities. The specific results of these statistical analyses are attached as Exhibit 1 and can be summarized as follows:

- As of the 2020-21 academic year, the proportions of LASD's student body who are Hispanic, English learners, socioeconomically disadvantaged, and with disabilities are all statistically significantly higher than the proportions of the student body in those student groups at BCS

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- There is no meaningful difference in the proportion of Hispanic students enrolled at BCS from 2016-17 to 2020-21
- The proportion of English learners enrolled at BCS in 2020-21 is statistically significantly lower than the proportion enrolled in 2016/17
- The proportion of students who are socioeconomically disadvantaged enrolled at BCS in 2020-21 is statistically significantly higher than the proportion enrolled in 2016-17
- There is no meaningful difference in the proportion of students with disabilities enrolled at BCS from 2016-17 to 2020-21
- There is no meaningful difference in the proportion of Hispanic students enrolled at LASD from 2016-17 to 2020-21
- The proportion of English learners enrolled at LASD in 2020-21 is statistically significantly lower than the proportion enrolled in 2016/17
- The proportion of socioeconomically disadvantaged students enrolled at LASD in 2020-21 is statistically significantly higher than the proportion enrolled in 2016-17
- There is no meaningful difference in the proportion of students with disabilities enrolled at LASD from 2016-17 to 2020-21
- From 2016-17 to 2020-21, the proportions of English learners enrolled at BCS and at LASD both statistically significantly decreased; however, the rate of decline was twice as great for LASD, though in 2021, the proportion of English learners at LASD remains statistically significantly higher than the proportion enrolled at BCS
- From 2016-17 to 2020-21, the proportions of socioeconomically disadvantaged students enrolled at BCS and at LASD both statistically significantly increased
- From 2016-17 to 2020-21, both BCS and LASD observed no meaningful difference in the proportions of Hispanic and students with disabilities served

- From 2016-17 to 2020-21, the proportion of Hispanic students at both BCS and LASD did not change significantly; however, as of 2020-21, the proportion of students who are Hispanic is statistically, significantly higher at LASD than at BCS
- From 2016-17 to 2020-21, the proportion of students who are socioeconomically disadvantaged increased significantly at both BCS and LASD, and in 2020-21, the proportion of socioeconomically disadvantaged students enrolled is statistically, significantly higher at LASD than at BCS.

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- From 2016-17 to 2020-21, both BCS and LASD experienced a significant decrease in the proportion of English learner enrollment, and in 2020-21, the proportion of English learners at LASD is statistically, significantly higher than the proportion enrolled at BCS; however, the rate of decline from 2016-17 to 2020-21 in the number of English learners enrolled was twice as great for LASD

- From 2016-17 to 2020-21, the proportion of Students with Disabilities at both BCS and LASD did not change significantly; however, as of 2020-21, the proportion of Students with Disabilities is statistically, significantly higher at LASD than at BCS

Overall, it is clear that BCS is serving statistically significantly lower proportions of all four of these student groups than is LASD. While the proportion of Hispanic students and students with disabilities at BCS remained steady during this period, and the proportion of socioeconomically disadvantaged students at BCS increased significantly at the same time, in all three cases BCS continues to remain statistically significantly below LASD. Similarly, while the proportion of English learners enrolled at both LASD and BCS declined significantly, and the decline at LASD was two times greater than at BCS, nevertheless, BCS continues to serve a statistically significantly lower proportion of English learners than does LASD.

These statistics establish underrepresentation in all four student groups at BCS, evidencing that BCS continues to not serve all students who wish to attend BCS. BCS must address this concern, including the creation and implementation of a corrective action plan that will result in increasing the proportions of the BCS student body who are members of each of these student groups. Any such plan must also build in means by which BCS will continue to monitor its successes and, if necessary, pivot and enhance its methods to make real progress.

C. BCS's Efforts to Increase Enrollment Access and Diversity

As noted above, BCS readily agreed to SCCOE's request to develop a results-oriented plan to increase equity in access and inclusivity at BCS. BCS also indicated that it has been working on that goal for several years. On March 5, 2021, in response to SCCOE's request for information, Superintendent Israel provided SCCOE with BCS's revised outreach plan, including details on additional steps that BCS planned to take. Ms. Israel also provided examples from BCS's outreach efforts, including a document entitled "Tips for Inviting Friends and Neighbors to Consider BCS;" "revised FAQ" (SCCOE is unsure whether this was newly revised or if it was used during the most recent open enrollment period); and some examples of advertising efforts. Those documents are attached as Exhibit 2.

While the documents speak for themselves, and we will not attempt to summarize all of the information contained therein, we will note a few highlights. BCS established a new Superintendent's Task Force, comprised of representatives from the BCS administration, staff Board, and Bullis Boosters Club (PTO) "focused on improving outreach to students and families who were underserved by [BCS] in the past." BCS, with the Task Force, developed a new campaign with a focus on welcoming students/families from across the community, including students with socioeconomic disadvantages, English learners, students with disabilities, and

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students of all races and ethnic backgrounds. BCS reported that the campaign strengthened BCS's outreach in key areas, including the San Antonio neighborhood (north of El Camino Real). BCS made the following "three major additions" to its outreach efforts:

- Recruiting current families and staff as Parent Ambassadors and providing them support with coaching and information resources. Materials were developed in English, Spanish, and Mandarin

- Hiring a part-time Community Outreach Coordinator, who has focused on expanding BCS's contact lists with programs/organizations that might be a source of new students; engaging new and potential parents through social media and parent chat rooms; and discussing volunteer opportunities for current families to build long-term connections between BCS and other programs and networks in the community

- Updating all resources (including print, online, and in social media) to reflect the children and families of BCS's community

BCS also explained that the COVID-19 pandemic impacted and limited some of its planned outreach efforts, particularly in-person outreach efforts. BCS pivoted to online efforts in light of the impacts of COVID-19 and plans to conduct more in-person outreach as public health restrictions allow.

Over the course of the last year, BCS has also had a number of conversations and virtual meetings with SCCOE Charter Schools Department Staff to discuss plans and means of increasing the effectiveness of its outreach efforts in recruiting students from the underrepresented student groups. While SCCOE believes that those conversations have been valuable, SCCOE notes that BCS declined to take SCCOE's strongest suggestion for making change, which was, prior to BCS's open enrollment period for the 2021-22 school year, seeking to add an enrollment preference for students who qualify for free or reduced price meals.

SCCOE acknowledges these efforts by BCS but believes that they are inadequate without more to result in the necessary progress in diversifying BCS's enrollment.

III. REMEDIAL/CORRECTIVE ACTION

Based on the substantial issues and concerns described above, SCCOE is issuing this Notice supporting a determination that BCS is demonstrably unlikely to successfully implement its program because it is not serving all pupils who wish to attend, and as a general notice of concern about the need to correct the fact that the Hispanic, students with disabilities, English learner, and socioeconomically disadvantaged student groups are underrepresented at BCS. Consistent with Section 47607(e), BCS is being provided a reasonable opportunity to cure the concerns identified in this Notice, including providing a corrective action plan.

BCS must determine how it will resolve the concerns, including the development, submission, and implementation of a corrective action plan, which should also include details and explanations of

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how the proposal(s) will cure the concern(s). Equity, inclusion, and diversity are complex issues, and determining the most effective means of resolving these concerns is complicated. As such, SCCOE expects that BCS will engage the services of a professional expert(s) to assist in the development of BCS's corrective action plan, based on the specific facts and circumstances. As noted above, BCS has undertaken some efforts and measures to attempt to remediate these issues, and SCCOE has worked to provide suggestions and insights, but the services of experts on these complex questions is important to the likelihood of success. SCCOE continues to be ready to collaborate and support BCS in these efforts, and anticipates that the plan and BCS's response will include, at a minimum, the following, though this is not intended to be and should not be interpreted as the scope of what is required in order for BCS to cure and correct these concerns:

1. Engagement or retention of outside professional experts to assist BCS, including the Superintendent's Task Force, in developing plans and creating change to diversify BCS's applicant pool and enrollment

2. Addition of admissions preference(s) for students who reside within the attendance areas of the Santa Rita and Almond Elementary schools and/or students in other underrepresented student groups as permitted by law

3. Specific strategies to proactively overcome any perceptions that may exist that BCS does not welcome/serve all students with disabilities or provide the full continuum of placements and services and/or that monetary donations are required or expected

Additionally, below are a variety of concepts for BCS's consideration in consultation with its professional expert to determine if they would be effective components of BCS's overall plan:.

1. Modification/limitation of existing admissions preferences

2. Simplify and provide assistance in understanding and completing the application process, including through information and application assistance meetings at times and locations convenient to the underrepresented communities and in multiple languages. Assist families to complete applications and paperwork required for enrollment after admission

3. Make hardcopies of applications and informational materials available at BCS, at each informational meeting, and at other locations throughout the community

4. Consider the word choice in FAQ and advertisements to ensure that it is accessible, clear, understandable, and welcoming

5. Consistently refer to the school and all of its programs as "free," rather than "tuition free," which may be clearer and cannot be misinterpreted to mean that there are costs aside from tuition

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6. Reintroduce BCS's summer kindergarten prep program for socioeconomically disadvantaged children and/or other programs that will engage the underrepresented student groups

7. Publicize more detailed information about how BCS provides the full continuum of placements and services for students with special needs

8. Implement school and community programs that celebrate diversity

9. Train staff members, volunteers, and parents who organize activities, run the Booster Club, seek donations, etc., on the requirements and prohibitions of the free schools guarantee and Education Code Section 49010 et seq. and prohibit any communications implying that donations or volunteerism are required or have any impact on a student's initial or continued enrollment or participation at BCS.

This is not intended to be a comprehensive list of actions that BCS should consider or implement but is provided as a resource to assist and support BCS in this process.

IV. RESPONSE TO MAY 5, 2021, CORRESPONDENCE FROM BCS

On May 5, 2021, BCS Superintendent Israel sent correspondence to the SCCOE opposing the County Board's authorization of the issuance of this Notice and delegation of the authority to the County Superintendent or designee to send this Notice, which was included on the agenda for that evening. SCCOE wants to take this opportunity to respond briefly to several assertions made by BCS in that correspondence. As an initial matter, SCCOE wants to note that contrary to the statement in the letter that this item came as a complete surprise to BCS, on April 22, 2021, SCCOE Charter Schools Department Director Fairley specifically mentioned to Ms. Israel the possibility of SCCOE issuing this notice, at which time Ms. Israel expressed no objection to such a course of action. BCS's apparent misunderstanding of the phrase "not serving all students who wish to attend" in the context of Section 47605(d) and (e) and this Notice is addressed above.

A. This Notice is Not Statutorily Premature

BCS incorrectly asserts that this Notice can only be based on data provided by the CDE "at the conclusion of the year immediately preceding the final year of the charter school's term." While it is true that Section 47607(d)(1) provides that at that point in the charter term SCCOE may request from CDE data about the students being served by BCS, this Notice is not limited only to that data or that timeline. Section 47607, subdivision (d)(1) makes the request for that data discretionary on the part of the charter authorizer; subdivision (d)(2) mandates that the chartering authority consider various data about whom the charter school is serving and how; and subdivision (d)(3) specifies that, as part of determining whether to renew a charter, the chartering authority "may make a finding that the charter school is not serving all pupils who wish to attend and, upon making such a finding, specifically identify the evidence supporting the finding." The data a chartering agency is required to review pursuant to subdivision (d)(2) is *not* limited only to the data that may

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be requested pursuant to Section 47607(d)(1), but also *any* data that may be provided by CDE and substantial complaints that the charter did not comply with the requirements of Section 47605(c)(5)(J). Moreover, subdivision (d)(3) specifies that the chartering authority must identify the evidence on which it relies in making this finding but includes no limitation on the source(s) of that evidence. There are no time parameters on the data or evidence that may be considered, nor any time limit on when the chartering entity may consider the data. Similarly, Section 47607(e), which provides specific authority to deny renewal if the charter school is not serving all pupils who wish to attend and provides for the provision of notice and an opportunity for the charter school to correct this concern, does not include any time restrictions on when this process can be commenced, other than a minimum notice period of 30 days.

BCS argues that by providing this Notice prior to the end of the penultimate year of its current Charter term – thus farther in advance of BCS's request for renewal – SCCOE is "tainting what should be a fair renewal process, in violation of BCS' right to due process." While BCS does not explain precisely what it means by such claims, SCCOE disagrees. Due process is fundamentally notice and an opportunity to be heard. Rather than "tainting" or diminishing BCS's due process rights relative to renewal, by providing this Notice at an earlier time, SCCOE is expanding BCS's due process protections by providing extra notice and an additional opportunity to be heard and to remediate the issues raised herein. Having the County Board authorize issuance of the Notice in May 2021 rather than July 2021 in no way taints BCS's renewal procedures. As specified in Section 47607, and noted during the May 5, 2021, meeting, this Notice is not a decision to deny renewal of BCS's Charter. Rather, it is notice of concerns that could impact BCS's renewal, and it is being issued now in order to afford BCS as much time and opportunity as possible to respond to those concerns, including the development and implementation of a corrective action plan. Delaying the issuance of this Notice would not provide BCS any additional due process protections.

B. BCS Has Not Exceeded the Applicable Legal Requirements

SCCOE has not conflated "the obligation to admit all students" with the requirement that BCS describe the means by which it will achieve a pupil balance reflective of the population of LASD. While it is true that BCS is required to admit all students subject to capacity, the concern at issue in this Notice is that BCS is not *serving* all students who wish to attend. Again, this is not a question simply of BCS being unable to admit all students because there are more applicants than spaces, but, rather, that BCS is not serving an appropriate mix of students, specifically the underrepresented student groups identified above. The CSA requires charter schools to describe the means by which they will achieve a balance of pupils reflective of the district in which they are located. This pupil balance is inextricably linked with consideration of whether BCS is serving all pupils.

Contrary to BCS's assertion, BCS has not "exceeded" the requirements of the CSA because its Charter describes its "Outreach Recruitment Plan." This Outreach Recruitment Plan is a mandatory Charter element and simply including it does not "exceed" the legal requirements, but, rather, at most would constitute compliance with the CSA's requirements. Moreover, the CSA's requirement is that the Charter describe "[t]he *means* by which the charter school will *achieve* a

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balance of" pupils. (§ 47605(c)(5)(G), emphasis added.) BCS has *not* achieved the requisite pupil balance, so its Outreach Recruitment Plan has not yet been successful. It is incumbent on BCS to make changes to its plans and operations to improve those outcomes.

SCCOE also notes that BCS attempted to rely upon a portion of a sentence taken out of context from a communication issued by SCCOE in 2012, almost a decade ago, as proof in opposition to the serious concerns described herein. As noted, BCS has taken the sentence out of context and has implied that it was a far broader statement than was the case. Moreover, the CSA has been substantially and repeatedly revised since that 2012 communication, including regarding both charter schools' obligations relative to diversity in enrollment, specifically including for students with special needs, and the causes for nonrenewal of a charter, including for failure to serve all students who wish to attend.

C. BCS's Demographics

The demographic data is detailed above and will not be repeated here. However, SCCOE notes that it disagrees with BCS's description of the import of that data in its May 5, 2021, letter, and the above-described data evidences SCCOE's position. SCCOE agrees with BCS that continued engagement between SCCOE and BCS on diversity, access to enrollment, and actual enrollment at BCS is important. This Notice is neither superficial nor outside of the statutory parameters, and it is not intended as a source of contention between BCS and SCCOE. Rather, this Notice is an extension of the myriad prior communications between BCS and SCCOE about this important topic and the necessity of increasing diversity and access to BCS, to which BCS has been receptive. SCCOE has long made clear to BCS that these are vitally important issues, made even more so by the revisions to the CSA and the addition of failure to serve all pupils who desire to attend as a cause for denying charter renewal. The purpose and intent of this Notice is to comply with the procedural requirements of the CSA, and to provide BCS substantial notice and a meaningful and reasonable opportunity to remediate these concerns. As BCS is aware, these issues are not susceptible to quick or easy cures, which is why SCCOE has long been working with BCS on these matters and has now also afforded BCS the procedures and protections specified in the CSA.

V. CONCLUSION

In compliance with SCCOE's expectations in response to this notice of concern, and in accordance with Section 47607(e), please submit BCS's response, including its corrective action plan, **by the earlier of (1) the date of submission of BCS's renewal charter petition or (2) six weeks before commencement of BCS's open enrollment period for the 2022-23 school year**. This affords BCS a reasonable opportunity to cure and to commence implementation of the corrective action plan prior to open enrollment for the next school year and provides SCCOE an opportunity to evaluate and, if necessary, work with BCS on its corrective action plan prior to any action on a BCS renewal Charter. SCCOE encourages BCS to commence curing and correcting and providing responsive information to and discussing its plans with SCCOE as quickly as possible. As always,

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SCCOE stands ready to collaborate with BCS and provide support and assistance to BCS's efforts to increase equity and access in its applicant pool and enrollment.

SCCOE looks forward to BCS's response to the concerns identified in this Notice. Should you have any questions regarding the foregoing, please do not hesitate to contact me or Director Fairley.

Very truly yours,

DocuSigned by:
Dr. Mary Ann Dewan
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Mary Ann Dewan, Ph.D.
County Superintendent

Attachments

cc: Santa Clara County Board of Education
Mefula Fairley, Director
Davina Harden, Esq.

Documentary Record 001105

Table 1. Percent Change in Bullis Charter School Enrollment for Select Student Groups (2016/17 to 2020/21)

	2016/17 Count	2020/21 Count	Difference	Percent Change	2016/17 Percent	2020/21 Percent	Z Score	p-value	Decision	Notes
Student Group										
Hispanic/Latino Students	36	36	0	0.0%	4.4%	3.3%	1.2517	0.10565	Not Significant	No significant difference in the proportion of Hispanic students enrolled at Bullis Charter School from 2016/17 to 2020/21.
Students who are English Learners	90	73	-17	-18.9%	10.9%	6.7%	3.2643	0.00056	Signficant	The proportion of English learners enrolled at Bullis Charter School in 2020/21 is significantly lower than the proportion enrolled in 2016/17.
Students who are Socioeconomically Disadvantaged	7	19	12	171.4%	0.8%	1.7%	1.7144	0.04363	Signficant	The proportion of socioeconomically disadvantaged students enrolled at Bullis Charter School in 2020/21 is significantly higher than the proportion enrolled in 2016/17.
Students with Disabilities	46	73	27	58.7%	5.6%	6.7%	0.0987	0.161109	Not Signficant	No significant difference in the proportion of students with disabilities enrolled at Bullis Charter School from 2016/17 to 2020/21.
Total Enrollment	825	1,093	268	32.5%	NA	NA	NA	NA	NA	

Notes: Z-Score proportion difference tests are one-tailed with *a priori* alpha level set at 0.05.

Table 2. Comparison of Bullis Charter School (BCS) and Los Altos School District (LASD) Student Enrollment for Select Student Groups (2020/21)

	BCS	LASD	Z Score	p-value	Decision	Notes
Student Group						
Hispanic/Latino Students	3.3%	8.4%	5.7063	<0.00001	Significant	The proportion of Hispanic students enrolled at LASD in 2020/21 is significantly higher than the proportion enrolled at BCS.
Students who are English Learners	6.7%	9.4%	2.7621	0.00578	Significant	The proportion of English learners enrolled at LASD in 2020/21 is significantly higher than the proportion enrolled at BCS.
Students who are Socioeconomically Disadvantaged	1.7%	6.7%	6.3296	<0.00001	Significant	The proportion of socioeconomically disadvantaged students enrolled at LASD in 2020/21 is significantly higher than the proportion enrolled at BCS.
Students with Disabilities	6.7%	9.3%	2.6704	0.00758	Significant	The proportion of students with disabilities enrolled at LASD in 2020/21 is significantly higher than the proportion enrolled at BCS.
Total Enrollment (Count)	1,093	3,576	NA	NA	NA	

Notes: Z-Score proportion difference tests are two-tailed with *a priori* alpha level set at 0.05.

Table 3. Percent Change in Los Altos Elementary School District Enrollment for Select Student Groups (2016/17 to 2020/21)

	2016/17 Count	2020/21 Count	Difference	Percent Change	2016/17 Percent	2020/21 Percent	Z Score	p-value	Decision	Notes
Student Group										
Hispanic/Latino Students	362	300	-62	-17.1%	8.0%	8.4%	0.6525	0.25785	Not Signficant	No significant difference in the proportion of Hispanic students enrolled at Los Altos Elementary School District from 2016/17 to 2020/21.
Students who are English Learners	575	336	-239	-41.6%	12.7%	9.4%	4.6692	<.00001	Significant	The proportion of English learners enrolled at Los Altos Elementary School District in 2020/21 is significantly lower than the proportion enrolled in 2016/17.
Students who are Socioeconomically Disadvantaged	249	240	-9	-3.6%	5.5%	6.7%	2.2533	0.0122	Significant	The proportion of socioeconomically disadvantaged students enrolled at Los Altos Elementary School District in 2020/21 is significantly higher than the proportion enrolled in 2016/17.
Students with Disabilities	407	334	-73	-17.9%	9.0%	9.3%	0.4655	0.31918	Not Significant	No significant difference in the proportion of students with disabilities enrolled at Los Altos Elementary School District from 2016/17 to 2020/21.
Total Enrollment	4,527	3,576	-951	-21.0%	NA	NA	NA	NA	NA	

Notes: Z-Score proportion difference tests are one-tailed with *a priori* alpha level set at 0.05.

Takeaways

As of the 2020/21 academic year the proportions of Los Altos Elementary School District's student body that are Hispanic, English learners, socioeconomically disdadvantaged, and with disabilities are all significantly higher than those of Bullis Charter School.

From 2016/17 to 2020/21, Bullis Charter School observed a significant increase in the proportions of its student body that are English learners and socioeconomically disadvantaged.

From 2016/17 to 2020/21, no meaningful differences were observed in the proportions of Bullis Charter School's student body that are Hispanic and with disabilities.

From 2016/17 to 2020/21, the number of Hispanic students, socioeconomically disadvantaged students, and students with disabilities enrolled in Los Altos Elementary School District declined while the numbers stayed the same (for Hispanics) or increased (for socioeconomically disadvantaged students and students with disabilities) at Bullis Charter School.

From 2016/17 to 2020/21, both Los Altos Elementary School District and Bullis Charter School observed a decrease in English learner enrollment, however, the rate of decline was 2x greater for Los Altos Elementary School District.

Documentary Record 001106

BULLIS charter school
A CALIFORNIA K – 8 PUBLIC SCHOOL

Expanding BCS Enrollment Outreach for 2021-22 and Beyond

For several years, BCS has dedicated time and energy to reaching and welcoming all families to our school. Some of our most significant efforts in past years included:

- The BCS Stretch to Kindergarten program, in partnership with the Family Engagement Institute (FEI) at Foothill College. This six-week, tuition-free summer program helped children from low-income families, many of whom had not attended preK, adapt to an academic setting.
- The Bullis Boosters Camp, a free, week-long language arts and science engineering day camp for incoming 2nd-6th graders from Los Altos and Mountain View.
- An effort to launch a new Bullis Mountain View school. While the effort did not come to fruition, we learned important lessons about the needs and interests of our neighboring community.

More recently, in collaboration with the Santa Clara County Office of Education, we have worked to expand and strengthen our efforts to ensure equity in access and diversity in enrollment. In April 2020, we created a new Superintendent's Task Force focused on improving outreach to students and families who were underserved by our school in the past. Our Task Force, which included representatives from the BCS administration and staff, Board, and our Bullis Boosters Club (PTO), meets monthly to discuss strategies and plans.

With the help of the Task Force, we developed a new campaign focused on attracting and welcoming new students and families across our community, including students of all races and ethnic backgrounds, English Learners, students with disabilities, and students with socioeconomic disadvantages.

We encourage all families to consider BCS, and this campaign has strengthened our outreach in key areas, including the San Antonio neighborhood (north of El Camino Real), and emphasizes several key strategies, including:

- Direct parent-to-parent and teacher-to-parent engagement.
    - Recruiting new BCS K3 parents.
    - Engaging BCS teachers living in the San Antonio neighborhood.
- Local information events, including asking apartment complex managers if we can host events for their residents.
- Developing key messages for parents to share on social media.

Our messages -- for all families -- highlight several key points:

- BCS is an excellent public school, open to all students and families,
- Individualized learning experiences help each child, and
- Great teachers and a highly engaged community build success.

Documentary Record 001107

Messengers are as important as messages, and this campaign encourages current parents to engage directly with other families and share how their children are thriving at BCS. Parents network with new families through:

- Faith communities, children's' sports, and community organizations,
- Child care or preschool programs their children attended,
- Block parties and neighborhood events, and
- Social media.

We recruit current parents and teachers:

- Primarily K-3 and new parents, including through survey and focus groups on their onboarding experiences.
- Parents and teachers who speak other languages (Spanish, Mandarin)
    - We also provide informational materials in Spanish and Mandarin.
- Coach parents and teachers on key messages and outreach strategies.

Communities for expanded outreach:

- Key streets in the San Antonio neighborhood include Del Medio Ave, Monroe Drive, Miller Ave, California St, Fayette Drive, San Antonio Circle
- Apartment complexes in the area include:
    - Fayette Town House, 2675 Fayette Drive
    - Palo Alto Plaza, 541 Del Medio Ave
    - Fayette Arms Apartments, 2680 Fayette Drive
    - Domus on the Boulevard, 2650 W El Camino Real
    - Franciscan Apartments, 439 Del Medio Ave
    - Camille Apartments, 2645 California Street
    - Del Medio Manor Apartments, 141 Del Medio Ave
    - Del Medio Park Apartments, 2700 Del Medio Court
    - Del Medio Gardens, 250 Del Medio Ave
    - Kentfield Apartments, 2650 California Street
    - California Apartments, 2320/2326 California Street

In our initial Task Force meetings, we discussed opportunities for providing in-person presentations in small neighborhood settings, including apartment complexes, preschool programs, churches, temples, and other community centers. As the COVID-19 pandemic grew, we revised plans to focus more on sharing information through social media and other distanced communications, in addition to advertising in local publications, and sharing flyers and information in high-traffic areas such as supermarkets, restaurants, and apartment complexes.

These communications encouraged families to participate in the three virtual Information Nights we held in November, December, and January -- and hundreds of parents participated in those events. We also contacted Los Altos School District leadership to ask if we could participate in their annual Parent Information Nights.

Documentary Record 001108

Whether face-to-face or digitally, we decided to make three major additions to our previous outreach efforts:

- Recruiting current BCS families (and staff) as Parent Ambassadors and supporting them with coaching and information resources. We developed materials (in English, Spanish, and Mandarin) to help our Parent Ambassadors engage with new families, share their experiences with BCS, and respond to questions or concerns.

- Hiring a part-time Community Outreach Coordinator, who has focused on
    - Expanding our contact list (preschools, churches, etc.) and reaching out directly to staff at those programs, encourage them to share information about BCS and our Open Enrollment Information Nights with their families. Our Coordinator found more than 40 new programs and organizations, and more than 15 of them agreed to share BCS flyers and information with their families.
    - Engaging new and potential parents directly through social media and online parent chat rooms (examples attached.)
    - Discussing volunteer opportunities for current BCS families that can help build more long-term connections between our school and other programs and networks in our community.

- Updating all resources -- print, online, social media, etc -- to reflect the children and families of our community.

Goals and evaluation:

- Reach more students and families who have been under-represented at BCS, and move toward a balance of English Learners, students with disabilities, and students of diverse race and ethnicity that is more reflective of the general population in the Los Altos School District.
- At the start of the 2021-22 school year, ask new families how they learned about BCS -- to evaluate how our new strategies worked.
    - Also ask for their advice on encouraging other new families to consider BCS for the 2022-23 school year.

Additional Steps to Strengthen Enrollment Outreach

- As public health conditions improve, we will conduct more in-person outreach activities, including Kickoff to Kinder events for teachers and families in local preschools, family child care programs, and other community centers. These events will help families prepare for their children's transition to kindergarten, and highlight BCS as one of their neighborhood options.

Attachments:

- *Tips for Connecting New Families to BCS (in English - also shared in Spanish, Mandarin)*
- *BCS FAQ for New Families (revised, in English - also shared in Spanish, Mandarin)*
- *Examples of BCS advertisements, flyers, social media*

Documentary Record 001109

BULLIS charter school
A CALIFORNIA K – 8 PUBLIC SCHOOL

Tips for Inviting Friends and Neighbors to Consider BCS

- Tell them your story. When did your family begin at BCS? What do you -- and your children -- like most about the school?

- Emphasize important facts all families should know about BCS.
    - BCS is an excellent **public** school, open to all students and families.
    - Teachers work with students and families to develop individualized learning goals. This helps each child take responsibility for their learning, and achieve their full potential.
    - One thing that helps BCS succeed is families who are active and engaged, and we'd like you to join us!

- Think about different ways to share your messages about BCS, especially since COVID-19 makes it harder to connect in person.
    - Email your neighbors who have children starting kindergarten next year.
    - Share messages about BCS and your family on Facebook, NextDoor, WeChat and other social media networks -- and encourage your neighbors to ask questions. (If they have questions you can't answer, send them to info@bullischarterschool.com)
    - Here's a sample email/text you can edit to include your family's experience:
      I know your kids are almost ready for school, and I wanted to tell you about our experience with Bullis Charter School. We've been at BCS for three years, it's great! The kids love all the creative activities and projects. The teachers are wonderful, and we've made a lot of new friends in the BCS community. BCS is a public school, and open to all students. Can you join us for an upcoming parent information event?

- If you live in an apartment building, ask the managers if we can share flyers about upcoming parent information events at BCS.

Documentary Record 001110

BULLIS charter school
A CALIFORNIA K – 8 PUBLIC SCHOOL

Frequently Asked Questions about Bullis Charter School (BCS)

(Revised)

Is BCS a public school?

Yes. BCS is a K-8 public school founded in 2003, with a charter authorized by the Santa Clara County Board of Education (SCCBOE). BCS offers a collaborative, experiential learning environment that emphasizes individual student growth, educational innovation, and a global perspective. BCS has earned numerous awards and has been recognized as a California Distinguished School, a National Blue Ribbon School, and a California Gold Ribbon School.

Can all children attend BCS?

BCS is a public school open to any K-8 student in California who would like to attend. Preference is given to students who reside in the Los Altos School District.

BCS is committed to meeting the needs of all students regardless of ability level or learning needs, including but not limited to: Special Education, Gifted & Talented, and English Language Learners. Our collaborative, experiential learning environment and our emphasis on individual student growth make BCS a great fit for all kinds of learners.

What makes BCS unique?

BCS offers many resources and opportunities and uses an individualized approach to inspire children to reach beyond themselves and achieve their full potential. We provide students with an innovative, empowering, rigorous and well-rounded learning environment that includes free extra-curricular courses, foreign language starting in kindergarten, and classes in drama, art, dance, music and physical education, taught by professional instructors.

Teachers work with each student and family to develop Focused Learning Goals based on the student's unique needs and interests. We create these goals every year, starting in kindergarten, and celebrate progress toward the goals every month. Goals include academic achievements as well as social and organizational skills, and help each student take responsibility for their learning and development.

Academic excellence and social and emotional growth are cornerstones of BCS, and we provide rich, deep learning experiences that nurture the whole child. We emphasize experiential and project-based learning so our students learn to think critically, work collaboratively, empathize, problem-solve, and communicate more effectively.

Documentary Record 001111

BCS provides an integrated curriculum, which fosters deeper learning by students studying topics across curriculum areas. In addition, our K-8 model allows students to mentor and collaborate with students of other grades, and helps educators know students well and nurture their long-term growth.

How does BCS support students who are English Language Learners?

Our support for each student begins with the understanding that learning is personal. BCS is committed to meeting students where they are, academically, socially, developmentally, and supporting their positive growth. For English Language Learners, that includes developing Focused Learning Goals with each student and family around specific areas of language development.

BCS provides specialized instruction in English in contextually rich small group settings. The goal is to facilitate English language acquisition that will allow each student to compare academically 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.

How does BCS support students with special needs or learning differences?

The BCS model was designed to meet the needs of students across a spectrum of learning styles and help every child reach their full potential. This includes individualized support, an inclusive setting, and teachers and specialists with experience helping students with a variety of special needs, including dyslexia and other learning differences, ADHD, autism, and many others.

BCS also provides many different opportunities for each student to build on their strengths and assets, including through art, drama, music, physical education and free extracurriculars. For more information about how we support every student and learning style, visit http://www.bullischarterschool.com/personalized_learning/

Why is BCS a K-8 school?

Our K-8 model enables students to work with students of other grades and mentor each other. The K-8 structure also provides for more real world learning experiences, and helps students learn and grow with a community of teachers and administrators over multiple years.

How has BCS adjusted to distance learning and social distancing?

BCS moved quickly in March 2020 to ensure that all students were able to continue learning when in-person learning was suspended. We've made free devices available to every student who needs one, and our distance learning and activities were very successful. Our staff has conducted surveys with students, parents, and teachers to ensure that we learn from this experience and continue to improve.

Documentary Record 001112

How does the registration process work? Why is there a lottery?

Each year, there are more students interested in BCS than we can enroll. So we hold a random drawing (a lottery) to determine which students will be admitted to BCS, and the order of students on the waiting list. The lottery is open to the public, and there is no fee to register, since BCS is a public school.

The Santa Clara County Board of Education has authorized BCS to give enrollment preference to students based on the following order:
1) Siblings of current BCS students who reside in the Los Altos School District;
2) Children of BCS staff members who reside in the Los Altos School District;
3) Children who reside in the Los Altos School District;
4) Siblings of current BCS students who reside outside the Los Altos School District;
5) Children of BCS staff members who reside outside the Los Altos School District;
6) All other applicants who reside in California.

BCS **does not discriminate or give preference** based on actual or perceived disability, English language proficiency, race or ethnicity, nationality, or any other protected characteristic. For more details about our enrollment process and preferences, please visit our BCS website.

How do you ensure that the lottery is fair?

In addition to the SCCOE-approved preferences, we use SchoolMint software to ensure that the lottery is run fairly, and to minimize any chance of human error. Thousands of public charter schools and school districts around the country use this software.

How many spaces are there each year? What are my child's chances?

The chances vary depending on how many families apply, and how many spaces we have available. Most new families apply for Kindergarten or Transitional Kindergarten (TK). Last year, for example, 382 families requested a space in TK/Kindergarten, and we had 134 spaces available.

Are there required contributions or donations?

No. BCS is a public school, and there is no tuition or required fees or donations.

We encourage all families to help support the BCS community by volunteering time, energy and ideas through the Bullis Boosters Club, and we are proud that the majority of BCS families make voluntary contributions to our BCS Foundation.

Documentary Record 001113

Do you have a preschool or preK program?

Not at this time. BCS does offer Transitional Kindergarten (TK), which is designed to be a bridge between preschool and kindergarten for four-year-olds who will turn five between Sept 2nd and Dec 2nd. TK students will be placed in Kindergarten classrooms as appropriate, but they will follow a modified curriculum that will be supported by their Focused Learning Goals.

Why is BCS a charter school?

Charter schools have freedom to be more innovative while being held accountable for advancing student achievement. BCS's founders chose the charter school model because of a deeply held belief not only that schools should be accountable for student learning, but also that infusing a school with entrepreneurial spirit would result in ongoing measurable improvements. As a public charter school, BCS is free to innovate and implement new programs and teaching methods in order to provide the best education possible for our students.

Documentary Record 001114

BCS 2020-2021 Enrollment Outreach - Advertising Examples



Alianza, November 2020



Alianza, December 2020



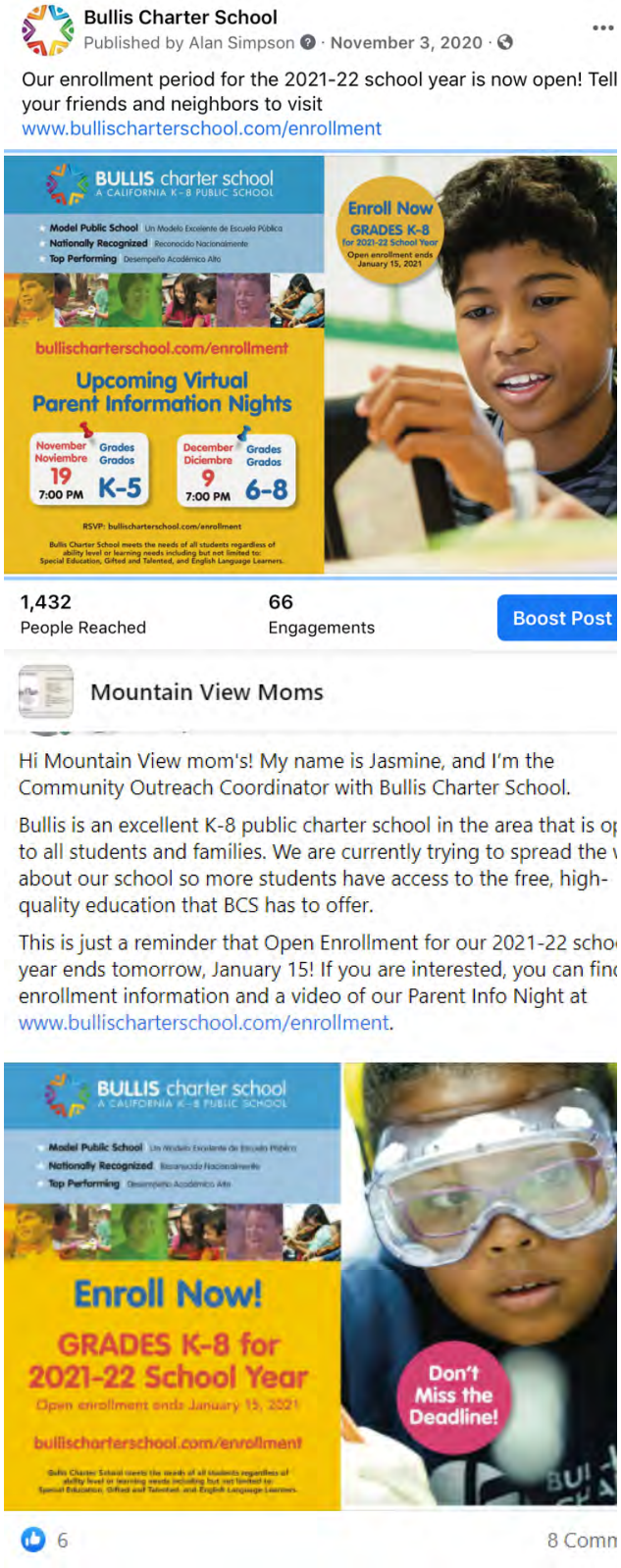
Mountain View Voice, November 2020

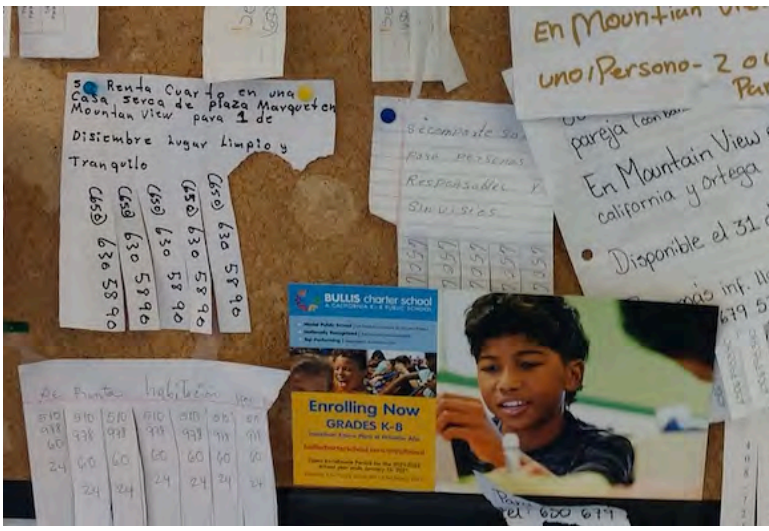


Los Altos Town Crier, November 2020

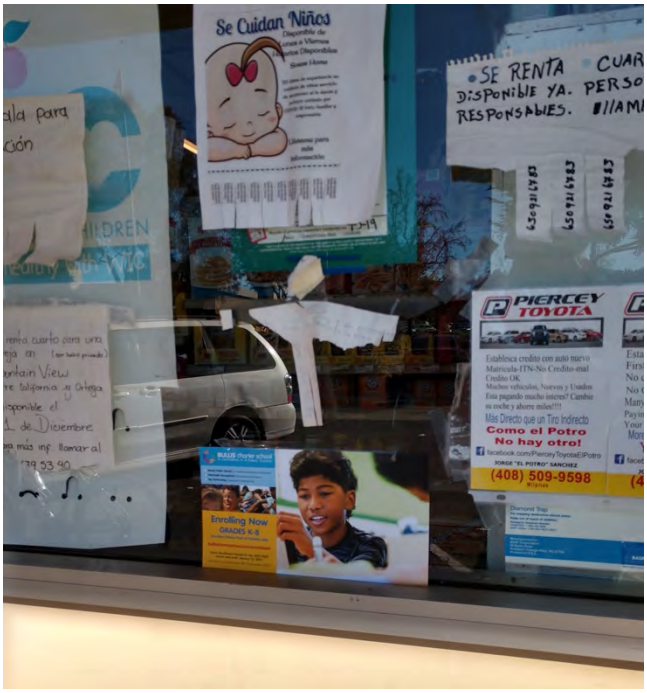
Documentary Record 001115

Examples of BCS Enrollment Outreach - Social Media and Flyers





Launderland, California Street, Mt. View



Joya Supermarket, California St, Mt. View

Documentary Record 001116

EXHIBIT 2

Bullis Responses to Notification and Accompanying Documents

Documentary Record 001117

BULLIS CHARTER SCHOOL
102 West Portola Avenue
Los Altos, CA 94022
Tel 650.947.4100Fax
650.947.4989
www.bullischarterschool.com

BULLIS
charter school
A CALIFORNIA
K - 8 PUBLIC SCHOOL

May 21, 2021

SENT VIA EMAIL

Mary Ann Dewan, Ph.D.
County Superintendent of Schools
Santa Clara County Office of Education
1290 Ridder Park Drive
San Jose, CA 95131

Dear Dr. Dewan,

Thank you for your letter of May 21. The Board and staff of Bullis Charter School look forward to collaborating with the County Office of Education to address the concerns raised in the County's letter in a timely, constructive, and effective manner.

Sincerely,

Francis La Poll, Board Chair

Maureen Israel, Superintendent

Documentary Record 001118

August 25, 2021

VIA EMAIL: MaryAnn_Dewan@sccoe.org
cc: MFairley@sccoe.org, MJohnson@sccoe.org

Mary Ann Dewan, Ph.D., County Superintendent of Schools
Santa Clara County Office of Education
1290 Ridder Park Drive
San Jose, CA 95131

Dear Dr. Dewan,

While the new California budget legislation provides an automatic two-year extension for all charter schools with terms expiring between January 1, 2022 and June 30, 2025, Bullis Charter School would like to continue working with you to improve our Enrollment Action Plan, as outlined in your letter of May 21, 2021.

As we have discussed previously with your staff -- and as noted in your letter -- one significant step would be revising our Admissions Policies and Procedures to add an admission preference for students who qualify for free and reduced-price meals and live within the Los Altos School District. BCS would like to establish such a preference for up to 10% of our open spaces by grade, which would be significantly more than the current percentage of socio-economically disadvantaged students making up the student population of either BCS or the Los Altos School District. We would like to work with the County staff to add this new admission preference, which we expect would help BCS increase the enrollment of certain targeted segments of the local student population.

This admission preference change would strengthen the BCS Enrollment Action Plan in two fundamental ways. First, it would improve the chances for students who qualify for free and reduced-price meals in our public random drawing ("the lottery") to be able to enroll in BCS. Secondly, the change would incentivize more underserved families to apply.

If approved, this admission preference change will complement other steps we are taking -- and expanding -- in our Enrollment Action Plan, which include:

- Bullis Summer Camp, which we expanded to two weeks this year – the first at Christopher Elementary School in San Jose, and the second at BCS. The camp emphasizes art, science, hands-on learning and fun, to help young learners prepare for the coming school year. Bullis Summer Camp is free for underserved families, and nearly 60 students attended this year.

Documentary Record 001119

- New outreach events with preschools and child care programs in the San Antonio neighborhood (north of El Camino Real) to help more families with young children see BCS as a great choice, and to invite them to our Parent Information Nights where they'll connect with other families.

- Updating our website and social media platforms to ensure they are accessible and welcoming to all families.

- Emphasizing in our communications that BCS is a free public charter school without any required fees or contributions.

We would like your help in expediting this admission preference change, so that it could take effect for our Open Enrollment Period for the 2022-2023 school year, which will begin in November 2021. We would like to work with the County to update our Admissions Policies and Procedures and clarify the preference change.

BCS continues to agree to comply at all times with laws which generally apply to charter schools and to comply with applicable federal or state laws. We appreciate your continued support and assistance to our efforts to increase equity and access in the BCS applicant pool and enrollment.

Sincerely,

Maureen Israel
Superintendent
Bullis Charter School

Documentary Record 001120

EXHIBIT 3

Reaffirmation of 47607(e) Notification – August 5, 2023, and Accompanying Documents

Documentary Record 001121

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Santa Clara County Office of Education
Mary Ann Dewan, Ph.D.
County Superintendent of Schools

August 4, 2023

SENT VIA EMAIL (MISRAEL@BULLISCHARTERSCHOOL.COM)

Bullis Charter School
c/o Maureen Israel, Superintendent
102 West Portola Ave.
Los Altos, CA 94022

Re: Reaffirmation of Notice in Accordance with Education Code Section 47607(e) and Notice of Concern

Dear Members of the Board and Ms. Israel:

The Santa Clara County Board of Education[1] initially authorized Bullis Charter School in November 2003, and its current term runs through June 30, 2025. Bullis Charter School is governed by The Bullis-Purissima Elementary School, a nonprofit public benefit corporation. In this Reaffirmation of the Notice ("Reaffirmation"), for all purposes, a reference to "Bullis Charter School" or "Bullis" or "BCS" or "School" or "Charter School" shall constitute a reference to The Bullis-Purissima Elementary School and its Board of Directors, and a reference to "The Bullis-Purissima Elementary School" or "Bullis-Purissima" shall constitute a reference to Bullis Charter School. The School, the corporation, and the corporate Board will be referred to herein collectively and/or individually and interchangeably as "BCS." Without regard to the terminology used, throughout this Reaffirmation, all references are intended to and do apply to the nonprofit corporation, its Board of Directors, and the School and, to the extent the School and corporation are separate entities, SCCOE holds both responsible for all matters.

On May 21, 2021, SCCOE sent BCS a notice ("Notice," attached as Exhibit 1) pursuant to Education Code Section 47607(e)[2] as notice of SCCOE's determination that BCS is demonstrably unlikely to successfully implement the program set forth in its expected charter renewal petition[3] because BCS was not serving all pupils who wish to attend, and SCCOE was providing BCS a reasonable opportunity to cure the violations. That Notice specified that if BCS fails to cure the violations set forth in the Notice, including providing and implementing a corrective action plan, SCCOE may deny BCS's renewal Charter in

(Continued on next page)

[1] The Santa Clara County Board of Education, the Santa Clara County Superintendent of Schools, and the Santa Clara County Office of Education are collectively referred to herein as "SCCOE."
[2] All further statutory references are to the Education Code.
[3] For purposes of convenience, BCS's current charter and its anticipated renewal charter are both referred to herein as "Charter."

Documentary Record 001122

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Santa Clara County Office of Education
Mary Ann Dewan, Ph.D.
County Superintendent of Schools

accordance with Section 47607(e). That Notice also served as a general notice of concern consistent with SCCOE's general oversight obligations whereby SCCOE notified BCS of the concerns described therein and SCCOE's expectation and requirement that BCS take all necessary and appropriate steps to remediate those concerns.

At the time SCCOE issued the Notice, BCS's current charter term was set to run through June 30, 2022, and SCCOE anticipated BCS would submit its renewal Charter during the 2021-22 school year. However, since that time BCS's current charter term has been extended twice by operation of law, with the term now set to run through and including June 30, 2025. As a result of these term extensions, BCS has been granted three additional years in which to cure the violations set forth in the Notice, thereby extending BCS's reasonable opportunity to cure and correct the violations and implement (and revise and refine as necessary) its corrective action plan.

While not required by law, SCCOE has determined it is appropriate to issue this Reaffirmation of the Notice as a courtesy to BCS and to help ensure BCS serves all students who wish to attend BCS. On August 2, 2023, the County Board adopted a Resolution authorizing and delegating authority to the County Superintendent or designee to issue this Reaffirmation to BCS. This is not a new notice pursuant to Education Code Section 47607(e) or a new general notice of concern, and the information, concerns, and evidence provided with the Notice remain in full force and effect. However, given the time that has passed as well as the extended time remaining in BCS's current term, and recognizing BCS has submitted its corrective action plan and implemented at least some components of its plan, SCCOE desires to ensure BCS remains on notice of these concerns and the necessity for remediating them or risking denial of its renewal Charter. SCCOE is also including with this Reaffirmation an update on issues addressed in the Notice and some statistical data related to BCS's most recent demographic data. SCCOE requests that BCS continue to provide additional information responsive to these concerns and take appropriate steps to update is corrective action plan and its plan to achieve a student balance in accordance with Section 47605(c)(5)(G) in order to remediate these issues.

This Reaffirmation should not be interpreted as indicating SCCOE is not aware of or does not appreciate the work BCS has done and reported to SCCOE since issuance of the Notice. Nevertheless, the issues and concerns as set forth in the Notice and supported by the information in this Reaffirmation have not been fully resolved or remediated and there is substantial work to be done and progress yet to be made for BCS to serve all students who wish to attend. Therefore, SCCOE is issuing this Reaffirmation to ensure BCS is afforded due process in accordance with the Charter Schools Act, specifically including Section 47607(e), and in an effort to achieve greater equity and access to BCS for all students.

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County Board of Education: Maimona Afzal Berta, Victoria Chon, Joseph Di Salvo, Raeena Lari, Grace H. Mah, Don Rocha, Tara Sreekrishnan
1290 Ridder Park Drive, San José, CA 95131-2304 (408) 453-6500 www.sccoe.org
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Documentary Record 001123

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SCCOE believes it is worth repeating some information from the Notice to provide clarity as to the purpose, intent, and context of this Reaffirmation and its expectations of BCS. As SCCOE has repeatedly expressed, its "goal is for BCS and SCCOE to work cooperatively with an emphasis on serving student needs, ensuring equal access, and stopping the cycle of allegations, counter-arguments, and defenses that are not serving our students or community." SCCOE previously invited BCS, and BCS "warmly" accepted that invitation, to engage in a dialogue "to develop an effective plan consistent with what we believe to be our shared desires and priorities of ensuring equal access and continuing BCS's strong educational program." SCCOE reiterates its belief that our mutual focus should be educating students and doing so equitably. "SCCOE continues to look forward to working with BCS in furthering the statewide mandate to expand access to charter schools."

I. BACKGROUND

Issuing the Notice pursuant to Section 47607(e), and the corresponding opportunity to cure and correct the concerns therein, is a legally mandated formal procedure directly related to renewal or nonrenewal of BCS's Charter. This Reaffirmation is in furtherance of that purpose and is consistent with the Notice wherein SCCOE clearly stated its concerns and the need for BCS to remediate those concerns, and SCCOE's efforts to work collaboratively with BCS to develop and implement meaningful changes necessary to ensure access and inclusivity at BCS. Neither the Notice nor this Reaffirmation are a decision to deny BCS's anticipated request for renewal of its Charter. Rather, these actions provide clear notice to BCS that this is an issue of serious concern BCS is expected to rectify. Both the Notice and this Reaffirmation are for BCS's benefit by providing BCS additional information and protections and an opportunity to resolve matters that could negatively impact its future Charter renewal. SCCOE encourages BCS to understand this Reaffirmation is a continuation of BCS's opportunity to take significant steps to implement our shared priorities and the mandates of the Charter Schools Act, including by taking advantage of the extensions to its current charter term to make and implement effective plans to bring about change.

The following timeline is a broad overview of events and documents immediately preceding and following the issuance of the Notice related to the issues set forth in the Notice:

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County Board of Education: Maimona Afzal Berta, Victoria Chon, Joseph Di Salvo, Raeena Lari, Grace H. Mah, Don Rocha, Tara Sreekrishnan
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Documentary Record 001124

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Date	Event	Exhibit Number
3/5/21	BCS sends revised enrollment outreach plan based on meeting with SCCOE	2
4/22/21	Zoom meeting between SCCOE and BCS regarding concerns.	N/A
5/3/21	BCS sends email regarding County Board agenda item regarding Letter of Concern and 47607(e) Notice to Cure	3
5/3/21	SCCOE sends email response to BCS concerns	4
5/5/21	County Board authorizes issuance to BCS of Notice of Concern and Reasonable Opportunity to Cure Pursuant to Section 47607(e)	5
5/21/21	SCCOE sends the Notice to BCS	1
5/21/21	BCS acknowledges receipt of SCCOE Letter of Concern	6
2021-22	BCS hires consulting company to help with enrollment	N/A
8/25/21	BCS sends letter to SCCOE re proposed change to admissions preferences	7
9/8/21	SCCOE sends response to BCS's August 25, 2021, letter	8
9/15/21	BCS sends redline of proposed admissions preference adjustment	9
9/20/21	BCS sends response letter regarding updating BCS's admissions/lottery preferences and attached BCS's updated enrollment plan for 2021-22 to take effect in 2022-23	10
10/6/21	County Board approves BCS's admissions preference change	11
11/1/21-1/22	BCS open enrollment incorporating the new admissions preferences	N/A
11/18/21	SCCOE sends feedback on BCS Enrollment Action Plan	12
12/17/21	BCS sends response to SCCOE November 18, 2021 letter	13
3/2/22	SCCOE letter to BCS, including request for BCS enrollment data	14
3/31/22	BCS Board sends letter re clarification regarding data requested by SCCOE	15

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County Board of Education: Maimona Afzal Berta, Victoria Chon, Joseph Di Salvo, Raeena Lari, Grace H. Mah, Don Rocha, Tara Sreekrishnan
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Documentary Record 001125

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4/8/22	SCCOE sends response to BCS's March 31, 2022, letter	16
5/5/22	BCS provides updated 2021-22 enrollment information	17
2022-23	BCS hires Director of Outreach	N/A
2022-23	BCS institutes all day TK and Kinder program pilot with emphasis on serving students who are socioeconomically disadvantaged	N/A
9/7/22	SCCOE requests 2022-23 lottery data	18
10/10/22	BCS provides 2022-23 lottery data	19
10/17/22	BCS provides additional demographic data	20
11/16/22	SCCOE presentation to County Board on BCS Notice in Accordance with *Education Code* 47607(e) and Notice of Concern	21
11/1/22 - 1/23	Second BCS open enrollment including the new admissions preferences	N/A
Fall 2022 & Summer 2023	SCCOE conducts statistical analyses of BCS and Los Altos School District enrollment demographics	22
Current	BCS to provide update on 2023-24 enrollment at commencement of school year	N/A

II. DEMOGRAPHICS

Consistent with the issues raised in the Notice and the requirements of the Charter Schools Act, SCCOE continues to monitor BCS's enrollment and demographic data.

A. BCS Enrollment and Demographic Data.

SCCOE has reviewed the verified CALPADS data and self-reported school and district data on the demographic breakdown of the enrollment at BCS and at Los Altos School District ("LASD"), the school district in which BCS is located. The CALPADS data is from census day data for each respective year, and the California Department of Education ("CDE") data reports for this data can be found at the following link: https://dq.cde.ca.gov/dataquest/. The self-reported enrollment data is from internal enrollment records for both BCS and LASD, which has been disaggregated to include or exclude students attending LASD on inter-district transfers or who do not reside within LASD. The overall enrollment demographic data is summarized in the table below. In this table, the percentage for each student group is listed first, with the actual number of

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students in each group listed below the percentage

STUDENT GROUPS	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
BCS TOTAL ENROLLMENT	879	915	1,039	1,093	1,067	1,031
LASD TOTAL ENROLLMENT	4,403	4,246	3,999	3,576	3,185	3,202
BCS ENGLISH LEARNERS	10.1% 89	4.5% 41	5.7% 59	6.7% 73	5.7% 61	5.9% 61
LASD ENGLISH LEARNERS	13.1% 577	12.9% 548	11.1% 444	9.5% 337	10.6% 339	10.26% 344
BCS RECLASSIFIED FLUENT ENGLISH PROFICIENT	9.0% 79	14.3% 131	14.0% 145	12.8% 140	14.2% 152	14.0% 144
LASD RECLASSIFIED FLUENT ENGLISH PROFICIENT	9.3% 411	8.9% 380	10.6% 423	11.0% 392	10.5% 336	11.1% 356
BCS STUDENTS W/DISABILITIES	6.9% 61	7.0% 64	6.7% 70	6.7% 73	7.0% 75	7.2% 74
LASD STUDENTS W/DISABILITIES	8.7% 383	9.2% 391	9.5% 380	9.4% 334	9.4% 298	9.5% 317
BCS SOCIO-ECONOMICALLY DISADVANTAGED	1.6% 14	1.2% 11	1.4% 15	1.7% 19	1.3% 14	1.9% 20
LASD SOCIO-ECONOMICALLY DISADVANTAGED	6.2% 273	6.1% 259	6.0% 240	6.7% 240	7.0% 235	7.6% 254

County Board of Education: Maimona Afzal Berta, Victoria Chon, Joseph Di Salvo, Raeena Lari, Grace H. Mah, Don Rocha, Tara Sreekrishnan
1290 Ridder Park Drive, San José, CA 95131-2304 (408) 453-6500 www.sccoe.org

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Mary Ann Dewan, Ph.D.
County Superintendent of Schools

Student Groups	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
BCS African American	1.1% 10	1.0% 9	0.5% 5	0.4% 4	0.2% 2	0.1% 1
LASD African American	0.5% 22	0.5% 21	0.6% 24	0.6% 20	0.5% 17	0.5% 18
BCS Asian	47.0% 416	50.0% 460	52.0% 539	55.1% 602	56.9% 607	58.4% 602
LASD Asian	33.6% 1,479	34.2% 1,452	34.4% 1,376	34.8% 1,246	36.3% 1,215	38.3% 1,283
BCS Hispanic/Latino	4.2% 37	3.8% 35	3.9% 41	3.3% 36	4.4% 47	4.3% 44
LASD Hispanic/Latino	7.6% 335	7.9% 335	8.0% 320	8.4% 300	9.6% 321	9.4% 315
BCS White	25.8% 227	25.5% 233	22.5% 234	21.3% 233	19.6% 209	18.3% 189
LASD White	45.4% 1,999	44.0% 1,868	43.2% 1,728	41.1% 1,470	38.4% 1,299	36.4% 1,221
BCS Two or More Races	18.5% 163	18.3% 167	16.7% 174	15.4% 168	14.6% 156	14.6% 150
LASD Two or More Races	11.7% 515	12.0% 510	12.4% 496	12.7% 453	12.8% 428	12.6% 422

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Santa Clara County Office of Education
Mary Ann Dewan, Ph.D.
County Superintendent of Schools

B. Analysis of Demographic Data

SCCOE staff that specializes in statistical analysis extended the statistical analyses set forth in the Notice to the data for the 2021-22 and 2022-23 school years (the two years for which BCS has provided data since the issuance of the Notice). The demographic data analysis on which SCCOE concentrated was for the following four student groups: students who are Hispanic/Latino; students who are English learners; students who are socioeconomically disadvantaged; and students with disabilities. SCCOE's analysis included consideration of the demographics of BCS and LASD as a whole and an analysis when excluding any students at either school who do not reside within LASD's boundaries, and also comparing BCS's entire enrollment to LASD's enrollment excluding students who attend LASD pursuant to interdistrict attendance permits.[4] The results of these statistical analyses are attached in Exhibits 21 and 22, and key takeaways are summarized below:

- As of the 2022-23 academic year, the proportions of LASD's student body who are Hispanic/Latino, English learners, socioeconomically disadvantaged, and have disabilities are statistically significantly **higher** than those of BCS.

- From 2017-18 to 2022-23, BCS observed a significant **decrease** in the proportion of its student body who are English learners.

- From 2017-18 to 2022-23, **no meaningful differences** were observed in the proportion of BCS's students with disabilities, students who are Hispanic/Latino, or students who are socioeconomically disadvantaged.

- From 2017-18 to 2022-23, LASD observed a statistically significant **increase** in the proportion of students who are Hispanic/Latino and students who are socioeconomically disadvantaged, and a significant **decrease** in the proportion of students who are English learners.

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[4] BCS has asserted that its demographics should be compared to LASD excluding interdistrict attendance students at LASD because the requirement in Section 47605(c)(5)(G) is for the Charter to include the means by which BCS will achieve a pupil balance "reflective of the general population residing within the territorial jurisdiction of" LASD, rather than of the students who attend LASD schools. While, as SCCOE has previously noted, that is not the only standard of diversity and inclusion applicable to BCS or that affects a determination whether BCS is serving all students who wish to attend BCS, SCCOE agrees that it is a pertinent data point to consider in this overall analysis.

Documentary Record 001129

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- Excluding LASD students with interdistrict transfer agreements, the proportion of students who are Hispanic/Latino, English learners, and socioeconomically disadvantaged enrolled at LASD is statistically significantly **higher** than the proportion of these student groups enrolled at BCS in 2022-23.

- Excluding LASD students with interdistrict transfer agreements, there is **not** a statistically significant difference between the proportion of students with disabilities enrolled at LASD and the proportion of students with disabilities enrolled at BCS in 2022-23.

TK/kindergarten are reportedly the only grade levels at which BCS experienced any meaningful new enrollment due to the limited number of openings at other grade levels. As such, SCCOE looked specifically at the TK/kindergarten and first grade demographics at BCS and LASD in the 2021-22 and 2022-23 school years, as reflected in the update presented by the SCCOE Charter Schools Department during the County Board of Education's November 16, 2022, meeting. The specific data points available to SCCOE and reviewed at that time are reflected in the PowerPoint slide deck from that meeting (Exhibit 21.) As noted in the "Key Takeaways" from that presentation:

- The small data set makes strong conclusions difficult to draw;

- BCS's efforts appear to have made some impact at kindergarten; and

- Change will take time to impact other grade levels.

A review and analysis of the demographic data for the impending 2023-24 school year will be necessary in order to assess BCS's progress further. This must specifically include the data for new incoming TK and kindergarten students, as well as the current cohorts moving into kindergarten, first grade, and second grade, since those are the grade levels at which BCS has had the greatest ability to implement changes since receiving the Notice. SCCOE requests BCS provide all demographic data for 2023-24, including a breakdown by grade level, at its earliest opportunity.

These statistics establish ongoing underrepresentation of traditionally underserved student groups at BCS, evidencing that BCS continues not to serve all students who wish to attend BCS. BCS must address this concern, including making and implementing the updates to its corrective action plan necessary to result in increasing the proportions of the BCS student body who are members of each of these student groups. Any such plan must also build in the means by which BCS will continue to monitor its successes and, if necessary, pivot and enhance its methods to make meaningful progress.

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County Board of Education: Maimona Afzal Berta, Victoria Chon, Joseph Di Salvo, Raeena Lari, Grace H. Mah, Don Rocha, Tara Sreekrishnan
1290 Ridder Park Drive, San José, CA 95131-2304 (408) 453-6500 www.sccoe.org
Transforming Education through Leadership, Service, and Advocacy

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County Superintendent of Schools

III. REMEDIAL/CORRECTIVE ACTION

Based on the substantial issues and concerns described in the Notice and above, SCCOE is issuing this Reaffirmation supporting a determination that BCS is demonstrably unlikely to successfully implement its program because it is not serving all pupils who wish to attend and supporting the prior Notice's general concerns about the need to correct the under-representation at BCS of historically underserved student groups. SCCOE acknowledges work done by BCS since issuance of the Notice but reaffirms the concerns in the Notice and the fact that more progress is required in diversifying BCS's enrollment and serving all students who wish to attend.

BCS must determine how it will resolve the concerns, including updates to and implementation of its corrective action plan, which should also include details and explanations of how the proposal(s) and revision(s) will cure the concern(s). Equity, inclusion, and diversity are complex issues, and determining the most effective means of resolving these concerns is complicated. As such, SCCOE continues to expect BCS will engage the services of a professional expert(s) to assist in the update and implementation of BCS's corrective action plan, based on the specific facts and circumstances. As recognized above, BCS has undertaken some efforts and measures to attempt to remediate these issues, and SCCOE has worked to provide suggestions and insights, but the services of experts on these complex questions is important to the likelihood of success. SCCOE continues to be ready to collaborate and support BCS in these efforts.

As part of BCS's work to address these issues, SCCOE requests that BCS provide all the following:

1. A comprehensive, point-by-point analysis of the provisions in Element G of the BCS Charter and BCS's current corrective action plan/Enrollment Action Plan. This should include each specific provision/item, a description of if and how BCS has implemented each item, an analysis of how effective each item has been, and any revisions BCS has made or is making to each item.

    a. Please include a clear explanation of how BCS has assessed and measured the effectiveness of the plan components and determined which were successful and which may need to be modified or replaced.

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County Board of Education: Maimona Afzal Berta, Victoria Chon, Joseph Di Salvo, Raeena Lari, Grace H. Mah, Don Rocha, Tara Sreekrishnan

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b. The Charter specifies that BCS's recruitment strategy includes "[a]n enrollment process that is scheduled and adopted to include a timeline that allows for a broad-based recruiting and enrollment process." Please specifically include an analysis of whether and how BCS's recruitment and open enrollment schedule – which appears to be earlier than that of most schools – comports with this provision of the Charter, and whether and how BCS has considered if modifying its recruitment and open enrollment schedule might increase its effectiveness.

2. Within the first month of school, a detailed demographic breakdown for 2023-24, including a breakdown of the results of the public random drawing for admission for 2023-24 for newly admitted students, total BCS enrollment, and enrollment by grade level. Please provide any pertinent updates to this information no later than Census Day for 2023-24. The breakdown should include all the following:

a. A comparison to prior years' enrollment;

b. Information about how many students applied for admission using the preferences for students who qualify for free or reduced price meals (distinguishing between the preferences for students who do and who do not reside within LASD), and including for those students:

i. how many were offered admission;

ii. how many were placed on the waiting list;

iii. how many have enrolled; and

iv. how many are attending BCS.

3. A detailed assessment of the effectiveness of the TK pilot program in increasing diversity in enrollment.

This is not a comprehensive list of actions BCS should consider or implement or information BCS should provide to SCCOE, but it is a request for information relevant to SCCOE's ongoing monitoring and support of BCS's progress in addressing these concerns.

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Mary Ann Dewan, Ph.D.
County Superintendent of Schools

IV. CONCLUSION

As BCS is aware, and as noted in the Notice, the issues set forth in the Notice and this Reaffirmation are not susceptible to quick or easy cures, which is why SCCOE has long been working with BCS on these matters and continues to afford BCS the procedures and protections specified in the Charter Schools Act. SCCOE trusts that issuance of this Reaffirmation – including the additional information, evidence, and data analyses – supports BCS's understanding and efforts to remediate the concerns in the Notice by providing further notice and additional meaningful opportunity to respond to these issues.

In compliance with SCCOE's expectations in response to this Reaffirmation, and in accordance with Section 47607(e), please submit BCS's response, including any updates to its corrective action plan, by **October 10, 2023**. SCCOE encourages BCS to review and update its corrective action plan and plan for achieving a student balance in accordance with Section 47605(c)(5)(G). This should include reviewing its past and current practices with a critical eye and working with professional experts, to make greater progress towards resolving and remediating these concerns as quickly as possible, including during BCS's next open enrollment period for the 2024-25 school year. SCCOE also specifies its expectation – consistent with BCS's Charter and Enrollment Acton Plan – that at least annually BCS will formally evaluate the effectiveness of these means and plans and adjust them accordingly. SCCOE hereby requests that, at least annually, BCS provide SCCOE a written report of this annual evaluation process and any changes it makes in response thereto. SCCOE also specifically requests that BCS provide reports of the results of its open enrollment process within **two** weeks of the completion of each public random drawing for admission and updated reports by Census Day each year for the remainder of BCS's Charter term, including for 2023-24.[5]

SCCOE hopes to maintain frank and open communications with BCS regarding these issues in the best interests of all students. As always, SCCOE stands ready to collaborate with BCS and to support and assist BCS in its efforts to increase equity and access in its applicant pool and enrollment.

SCCOE looks forward to BCS's response to the concerns identified in the Notice and reaffirmed in this Reaffirmation. Should you have any questions regarding the foregoing, please do not hesitate to contact Executive Director Fairley or me.

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[5] BCS should also include a commitment to provide such reports in any future material revision or renewal Charter petition it may submit to SCCOE.

County Board of Education: Maimona Afzal Berta, Victoria Chon, Joseph Di Salvo, Raeena Lari, Grace H. Mah, Don Rocha, Tara Sreekrishnan

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Santa Clara County Office of Education
Mary Ann Dewan, Ph.D.
County Superintendent of Schools

Very truly yours,

DocuSigned by:
Dr. Mary Ann Dewan
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Mary Ann Dewan, Ph.D.
County Superintendent

Exhibits

cc: Santa Clara County Board of Education
Mefula Fairley, Executive Director, Charter Schools Department
Davina Harden, Esq.

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EXHIBIT 1

Documentary Record 001135

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Santa Clara County Office of Education
Mary Ann Dewan, Ph.D.
County Superintendent of Schools

May 21, 2021

SENT VIA EMAIL (MISRAEL@BULLISCHARTERSCHOOL.COM)

Bullis Charter School
c/o Maureen Israel, Superintendent
102 West Portola Ave.
Los Altos, CA 94022

Re: Notice in Accordance with Education Code Section 47607(e) and Notice of Concern

Dear Members of the Board and Ms. Israel:

The Santa Clara County Board of Education[1] initially authorized Bullis Charter School in or about November 2003, and its current term runs through June 30, 2022. Bullis Charter School is governed by The Bullis-Purissima Elementary School, a nonprofit public benefit corporation. In this Notice, for all purposes, a reference to "Bullis Charter School" or "Bullis" or "BCS" or "School" or "Charter School" shall constitute a reference to The Bullis-Purissima Elementary School and its Board of Directors, and a reference to "The Bullis-Purissima Elementary School" or "Bullis-Purissima" shall constitute a reference to Bullis Charter School. The School, the corporation, and the corporate Board will be referred to herein collectively and/or individually and interchangeably as "BCS." Without regard to the terminology used, throughout this Notice, all references are intended to and do apply to the nonprofit corporation, its Board of Directors, and the School and, to the extent the School and corporation are separate entities, SCCOE holds both responsible for all matters.

SCCOE is sending this notice ("Notice") pursuant to Education Code Section 47607(e)[2] as notice of SCCOE's determination that BCS is demonstrably unlikely to successfully implement the program set forth in its expected charter renewal petition ("Charter") because BCS is not serving all pupils who wish to attend, and SCCOE is providing BCS a reasonable opportunity to cure the violations. If BCS fails to cure the violations set forth in this Notice, including providing and implementing a corrective action plan, SCCOE may deny BCS's renewal Charter in accordance with Section 47607(e). This Notice also serves as a general notice of concern consistent with SCCOE's general oversight obligations whereby SCCOE is notifying BCS of the concerns described herein and SCCOE's expectation and requirement that BCS will take all necessary and appropriate steps to remediate these concerns.

[1] The Santa Clara County Board of Education, the Santa Clara County Superintendent of Schools, and the Santa Clara County Office of Education are collectively referred to herein as "SCCOE."
[2] All further statutory references are to the Education Code unless otherwise indicated.

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I. BACKGROUND

BCS is expected to submit its renewal Charter during the 2021-22 school year. In addition to the other bases for denial of a charter renewal, a chartering authority may deny a renewal upon a finding that the school is demonstrably unlikely to successfully implement the program set forth in the petition due to substantial fiscal or governance factors, or because the charter school is not serving all pupils who wish to attend. In this context, "not serving all pupils who wish to attend" means situations in which a charter school is not serving all demographic groups, including but not limited to, historically underserved student groups and/or students based on their academic performance. To deny on this basis, SCCOE must first provide BCS with at least 30 days' notice of the violation(s) and a reasonable opportunity to cure the violation(s). (Ed. Code § 47607(e).) SCCOE desires to provide BCS as much time as possible to cure the violations detailed herein, including through development and implementation of a corrective action plan.

As BCS is aware, concerns about a lack of diversity in BCS's student body, has long been a concern of SCCOE. While not the first time this concern was raised by the Los Altos School District ("LASD"), members of the public, and/or SCCOE, during the fall and winter of 2019 a great deal of discussion was brought to SCCOE's attention concerning enrollment at BCS. In February 2020, SCCOE sent BCS correspondence about these issues, specifying that despite the disagreement among BCS, LASD, and members of the local community who had all provided SCCOE various information on this topic, at that juncture SCCOE wanted to focus on what SCCOE trusts are the shared expectations and priorities of ensuring fair and equal access to all schools for all students, without regard to any protected characteristics.

We believe that it is appropriate to repeat much of the information contained in that prior letter in the context of this Notice, as the concerns, motivations, and ideals remain consistent. Over the last few years, numerous changes have been made to the Charter Schools Act ("CSA") that have focused on ensuring that charter school admissions are fair, open, equal, and non-discriminatory; that no students are discouraged from enrolling in any charter school for any reason; and that charter school admissions do not result in limiting charter school enrollment on the basis of protected characteristics. These revisions to the law governing charter schools have been far-reaching, impacting enrollment preferences and practices, mandating that charter schools define the means by which they will ensure that their student enrollment is reflective of the racial and ethnic, special education, and English learner populations of their local community, and including consideration of whether a charter school is serving all pupils who wish to attend when determining whether to renew a charter. In light of these changes, there can be no doubt that the Legislature and Governor, as well as the public education advocates who provided input into these statutory changes – which included advocates from the charter school community – perceived unequal access to all charter schools, and high performing charter schools in particular, to be a substantial concern requiring remediation by charter schools and authorizers.

SCCOE expressed concern about the percentages of BCS's enrolled students who are socio-economically disadvantaged, English Learners, and students with special needs, being smaller than their counterpart percentages at LASD. SCCOE also noted that through the years, it has consistently expressed concern about BCS's enrollment of socio-economically disadvantaged

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students, and the BCS administration has expressed a desire to serve a broader spectrum of students, including increasing enrollment of socio-economically disadvantaged students.

LASD and individual members of the local community have made a variety of allegations about the causes for the enrollment disparities. SCCOE has received anecdotal reports that, in the past, BCS employees have improperly informed potential families that BCS does not provide the full continuum of services to students with disabilities. There have been concerns with the manner in which BCS has marketed its requests for substantial financial donations and whether, even when specifically noting that donations are voluntary, the way the requests are conveyed to potential families implies that donations are required or that the children of families who cannot or will not donate may not be offered initial or continued enrollment at BCS.

SCCOE is also aware that BCS has attempted to counter these allegations, including through comparisons to the enrollment percentages at a number of individual LASD schools and disagreement over the significance of the disparities. BCS has also asserted that it has experienced substantial growth in enrollment of students with special needs in recent years. Additionally, in December 2019, BCS cooperated with the County and entered into a First Amended Memorandum of Understanding terminating the previous admission preference for residents of the former Bullis-Purissima Elementary School, which was a major source of concern relative to enrollment of socio-economically disadvantaged students.

Just as expressed in the February 2020 correspondence, while there is an unfortunate history of tension and disputes between LASD and BCS, rather than continuing to focus on those disagreements, SCCOE's goal is for BCS and SCCOE to work cooperatively with an emphasis on serving student needs, ensuring equal access, and stopping the cycle of allegations, counter-arguments and defenses that are not serving our students or community. SCCOE continues to want to provide assistance to BCS to create and implement an effective plan whereby BCS can increase its efforts and successes in enrolling a more diverse student population consistent with the letter and spirit of the law.

At that time, the County endeavored to initiate a cooperative and creative dialogue with BCS to develop an effective plan consistent with what we believe to be our shared desires and priorities of ensuring equal access and continuing BCS's strong educational program. The County requested that BCS develop a results-oriented plan, consistent with the revised provisions of the CSA. As SCCOE explained, we believed that this plan must include, but is not limited to, concrete means of increasing outreach efforts and the dissemination of information targeted at addressing any lingering misapprehensions about enrollment at BCS, including relative to donation expectations/requirements and assurances that BCS welcomes and serves all students, including by providing the full continuum of placements and services to students with special needs. As before, SCCOE stands ready to support BCS in the development and implementation of this plan.

We were pleased that BCS received SCCOE's correspondence in the manner in which it was intended, as an invitation to move forward in a strong, productive, and collaborative fashion to implement the mission of educating and serving all students and to alleviate any and all real or perceived disparities in the educational opportunities and services afforded by BCS. Notably, on

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March 4, 2020, BCS "warmly" accepted SCCOE's "forward-looking invitation to collaborate and develop a strong plan to educate and serve all students in our community." BCS expressed a desire to work with SCCOE "to develop an effective plan consistent with our shared desires and priorities of ensuring equal access and continuing BCS's strong educational program."

To be clear, SCCOE continues to believe that our mutual focus should be educating students, and SCCOE continues to look forward to working with BCS in furthering the statewide mandate to expand access to charter schools. That purpose and focus have not changed.

SCCOE recognizes that BCS objected to the County Board's May 5, 2021, agenda item whereby the County Board authorized the issuance of this Notice, and delegated authority to the County Superintendent or designee to send this Notice. (A response to BCS's specific objections is set forth below.) However, the CSA has been revised to include a finding that the charter school is demonstrably unlikely to successfully implement the program set forth in its charter because it is not serving all students who wish to attend as a separate cause for denying renewal of any charter school. That cause for denial is clearly and directly related to the concerns with access and diversity in BCS's enrollment that BCS itself previously agreed to work with SCCOE to correct. The CSA mandates specific procedures be followed when this is an issue or finding facing a charter school that could affect the renewal of the school's charter. The first step in that procedure is the issuance of at least 30 days' notice to the charter school, and the provision of a reasonable opportunity to cure the violation, including by creating and implementing a corrective action plan. Thus, this Notice, and the corresponding opportunity to cure and correct these concerns, are clearly and explicitly for BCS's benefit and provide BCS added protections and opportunity to resolve matters that could negatively impact BCS's request to have its Charter renewed.

Issuing notice pursuant to Section 47607(e) is a formal legal procedure mandated by law that directly relates to renewal or nonrenewal of BCS's renewal Charter. This Notice is consistent with SCCOE's prior clearly stated concerns and the need for BCS to remediate those concerns. As noted during the May 5 SCCOE public meeting, this Notice is not a decision to deny BCS's Charter. Rather, it is a clear statement and notice to BCS that this is an issue of serious concern that BCS is expected to rectify. This is entirely consistent with our February 2020 letter and invitation to BCS to work collaboratively to develop and implement meaningful changes necessary to ensure access and inclusivity at BCS. Once again, SCCOE hopes that BCS takes these matters seriously, and also understands and accepts that this Notice is a continuation of the opportunity for BCS to take significant steps to implement our shared priorities and the mandates of the CSA in collaboration with SCCOE.

II. FINDINGS

SCCOE hereby notifies BCS of evidence that BCS is not serving all students who wish to attend. This evidence constitutes cause for denying BCS's renewal if not remedied and affords BCS a reasonable opportunity to address these concerns. The CSA has always required that charters include a description of the means by which the charter school will achieve a balance of racial and

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ethnic pupils reflective of the general population of the school district in which they are located. As of July 1, 2020, the requirement has been expanded such that charter schools are to provide the means by which they will also achieve a balance of special education pupils and English learner pupils reflective of the district in which they operate. Moreover, the CSA includes a variety of other requirements and prohibitions mandating equal access and nondiscrimination in access to and ongoing enrollment at charter schools. Section 47607(d) and (e) make clear that equity in access and a charter school's success in ensuring this equity and that it enrolls and serves all students is fundamental and necessary to a determination whether to renew a charter school petition. Importantly, Section 47607(e) explicitly specifies that notwithstanding the multi-tiered approach to renewal decisions based on a particular charter school's performance on the California State Dashboard, any charter school, even those with the highest Dashboard performance, may be denied renewal if they are not serving all students who wish to attend. Consistent with these requirements of the CSA, SCCOE has been and continues to monitor BCS's enrollment and demographic data.

It appears that BCS has misconstrued the statutory language that a charter school "is not serving all students who wish to attend" in the context of this Notice. In a May 5, 2021, letter to SCCOE, BCS asserted that it "cannot serve all students and families who wish to attend" because it receives more applications than it has spaces, so must admit students on the basis of a public random drawing. The language that a charter school "is not serving all pupils who wish to attend" is taken directly from Section 47607(e) and does not refer to BCS's inability to enroll all applicants because of capacity considerations. In fact, the public random drawing process for selecting students when a charter school has more applicants than spaces is a fundamental legal requirement of the CSA. Clearly, this additional cause for nonrenewal is not directed at penalizing charter schools that are successful enough to have more applicants than spaces, which then follow the CSA's admissions lottery mandates. The fact that this is not what the statute means by "failing to serve all students who wish to attend" is also clear from the provisions of Section 47607(d) and (e) that link this finding to data about charter school enrollment patterns disaggregated by race, ethnicity, and pupil groups; other data from CDE; and substantial complaints that a charter school is not complying with the due process protections required to be provided prior to suspending, expelling, or otherwise involuntarily removing a student from attendance at a charter school.

Rather, this is the language that the Legislature used to refer to situations in which a charter school is not serving all demographic groups, including but not limited to historically underserved student groups and/or students based on their academic performance. As such, the fact that BCS cannot accommodate all applicants because it does not have space is not a defense to or a correction of the concerns detailed in this Notice. It is important to recognize, however, that BCS is able to seek approval of admissions preferences to be implemented in the public random drawing process that are designed to assist in remediating these concerns. Thus, despite being at capacity and unable accept all applicants, BCS can modify not only to its outreach and recruitment efforts, but also its public random drawing process to assist in these efforts.

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A. BCS Enrollment and Demographic Data.

At the commencement of the 2020-21 school year, SCCOE requested from the California Department of Education ("CDE") all the demographic data for the SCCOE-authorized charter schools in their last year of their charter term that Section 47607(d) specifies CDE will provide to charter school authorizers. CDE provided some demographic data for every charter school authorized by SCCOE, including BCS and all the charter schools that were not in the last year of their terms. Contrary to Section 47607(d), however, the data provided by CDE did not include all the information specified in that statute. Section 47605(d) specifies that CDE is to provide a variety of "aggregate data reflecting pupil enrollment patterns at the charter school" during the school's current term, and "cumulative data" is specifically defined as "the total number of pupils, disaggregated by race, ethnicity, and pupil subgroups, who enrolled in school at any time during the school year." The data provided by CDE was not disaggregated by race, ethnicity, or any other pupil group. Thus, while the data indicated some information about total enrollment, how many students left BCS at different times, and the respective CAASPP results for students who remained enrolled at BCS and those who left, it did not provide any information relevant to enrollment at BCS relative to race, ethnicity, or any other pupil group. As such the data provide by CDE at that time is not pertinent to SCCOE's consideration of whether BCS is serving all pupils who wish to attend or this Notice.

SCCOE has reviewed the verified CALPADS data on the demographic breakdown of the enrollment at BCS and at LASD, the school district in which BCS is located, for the period 2016-17 through 2020-21 (thereby including the last year of BCS's prior charter term through the first four of the five years of BCS's current charter term). The data is from census day data for each respective year, and CDE reports of this data can be found at the following link: https://dq.cde.ca.gov/dataquest/. This demographic data is summarized below. The percentage for each student group is listed first, with the actual number of students in each group listed below the percentage:

NUMBER AND PERCENTAGE OF TOTAL ENROLLMENT AT BCS AND LASD FOR 2017-2021

STUDENT GROUP	2016-17	2017-18	2018-19	2019-20	2020-21
BCS TOTAL ENROLLMENT	825	879	915	1,039	1,093
LASD TOTAL ENROLLMENT	4,527	4,403	4,246	3,999	3,576
BCS ENGLISH LEARNERS	10.9% 90	10.1% 89	4.5% 41	5.7% 59	6.7% 73
LASD ENGLISH LEARNERS	12.7% 575	13.1% 577	12.9% 548	11.1% 444	9.5% 337
BCS RECLASSIFIED FLUENT ENGLISH PROFICIENT	6.7% 55	9.0% 79	14.3% 131	14.0% 145	12.8% 140

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Student Group	2016-17	2017-18	2018-19	2019-20	2020-21
LASD Reclassified Fluent English Proficient	8.3% 374	9.3% 411	8.9% 380	10.6% 423	11.0% 392
BCS Students w/Disabilities	5.6% 46	6.9% 61	7.0% 64	6.7% 70	6.7% 73
LASD Students w/Disabilities	9.0% 407	8.7% 383	9.20% 391	9.50% 380	9.34% 334
BCS Socio-Economically Disadvantaged	0.8% 7	1.6% 14	1.2% 11	1.4% 15	1.7% 19
LASD Socio-Economically Disadvantaged	5.5% 249	6.2% 273	6.1% 259	6.0% 240	6.7% 240
BCS African American	1.2% 10	1.1% 10	1.0% 9	0.5% 5	0.4% 4
LASD African American	0.5% 23	0.5% 22	0.5% 21	0.6% 24	0.6% 20
BCS Asian	45.9% 379	47.0% 416	50.0% 460	52.0% 539	55.1% 602
LASD Asian	31.9% 1,444	33.6% 1,479	34.2% 1,452	34.4% 1,376	34.8% 1,246
BCS Hispanic	4.4% 36	4.2% 37	3.8% 35	3.9% 41	3.3% 36
LASD Hispanic	8.0% 362	7.6% 335	7.9% 335	8.0% 320	8.4% 300
BCS White	27.6% 228	25.8% 227	25.5% 233	22.5% 234	21.3% 233
LASD White	47.3% 2,141	45.4% 1,999	44.0% 1,868	43.2% 1,728	41.1% 1,470
BCS Two or More Races	17.5% 144	18.5% 163	18.3% 167	16.7% 174	15.4% 168
LASD Two or More Races	11.4% 516	11.7% 515	12.0% 510	12.4% 496	12.7% 453

SCCOE also reviewed the following information that BCS provided concerning the results of its public random admissions drawing for its kindergarten class of 2021-22 (which is reportedly the only grade level at which BCS experienced any meaningful new enrollment for 2021-22 due to BCS's capacity limits). BCS informed SCCOE that it had admitted 102 kindergarteners and provided the available demographic data for the 81 kindergarteners who had completed their registration as of the date that BCS provided the data.[3] (This means that more than 20 percent of

[3] At this time BCS has not provided SCCOE additional information for the remaining newly admitted kindergartens.

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the newly admitted kindergarteners are not accounted for by this data.) BCS did not have any information about how many of the incoming kindergarteners are socioeconomically disadvantaged because that determination is based on qualification for free and reduced price meals, which information is not gathered until the beginning of the school year. The demographic data for these 81 kindergarten students is summarized below.

DEMOGRAPHIC DATA FOR 81 OF 102 KINDERGARTEN STUDENTS ADMITTED FOR THE 2021-22 SCHOOL YEAR

STUDENT GROUP	# OF STUDENTS	PERCENTAGE OF 81 STUDENT KINDER ENROLLMENT
ASIAN	39	48.1%
WHITE	15	18.58%
TWO OR MORE RACES	29	35.8%
HISPANIC	5	6.2%
AFRICAN AMERICAN	0	0%
STUDENTS WITH DISABILITIES*	1*	1.2%*
POTENTIAL ENGLISH LEARNERS	35**	43.2%**

* This is the number of students who self-identified as having a current IEP, but this information is limited because incoming kindergarten students may have not yet been identified as qualifying for services pursuant to the Individuals with Disabilities Education Act ("IDEA").

** This is the number of students who have a home language survey indicating a language other than English, but do not have initial ELPAC test results confirming their status as English learners.

B. Analysis of Demographic Data

SCCOE staff that specializes in statistical analysis conducted statistical analyses of the above-described demographic data for the following four student groups: Hispanic students; students who are English learners; students who are socioeconomically disadvantaged; and students with disabilities. The specific results of these statistical analyses are attached as Exhibit 1 and can be summarized as follows:

- As of the 2020-21 academic year, the proportions of LASD's student body who are Hispanic, English learners, socioeconomically disadvantaged, and with disabilities are all statistically significantly higher than the proportions of the student body in those student groups at BCS

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- There is no meaningful difference in the proportion of Hispanic students enrolled at BCS from 2016-17 to 2020-21
- The proportion of English learners enrolled at BCS in 2020-21 is statistically significantly lower than the proportion enrolled in 2016/17
- The proportion of students who are socioeconomically disadvantaged enrolled at BCS in 2020-21 is statistically significantly higher than the proportion enrolled in 2016-17
- There is no meaningful difference in the proportion of students with disabilities enrolled at BCS from 2016-17 to 2020-21
- There is no meaningful difference in the proportion of Hispanic students enrolled at LASD from 2016-17 to 2020-21
- The proportion of English learners enrolled at LASD in 2020-21 is statistically significantly lower than the proportion enrolled in 2016/17
- The proportion of socioeconomically disadvantaged students enrolled at LASD in 2020-21 is statistically significantly higher than the proportion enrolled in 2016-17
- There is no meaningful difference in the proportion of students with disabilities enrolled at LASD from 2016-17 to 2020-21
- From 2016-17 to 2020-21, the proportions of English learners enrolled at BCS and at LASD both statistically significantly decreased; however, the rate of decline was twice as great for LASD, though in 2021, the proportion of English learners at LASD remains statistically significantly higher than the proportion enrolled at BCS
- From 2016-17 to 2020-21, the proportions of socioeconomically disadvantaged students enrolled at BCS and at LASD both statistically significantly increased
- From 2016-17 to 2020-21, both BCS and LASD observed no meaningful difference in the proportions of Hispanic and students with disabilities served

- From 2016-17 to 2020-21, the proportion of Hispanic students at both BCS and LASD did not change significantly; however, as of 2020-21, the proportion of students who are Hispanic is statistically, significantly higher at LASD than at BCS
- From 2016-17 to 2020-21, the proportion of students who are socioeconomically disadvantaged increased significantly at both BCS and LASD, and in 2020-21, the proportion of socioeconomically disadvantaged students enrolled is statistically, significantly higher at LASD than at BCS.

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- From 2016-17 to 2020-21, both BCS and LASD experienced a significant decrease in the proportion of English learner enrollment, and in 2020-21, the proportion of English learners at LASD is statistically, significantly higher than the proportion enrolled at BCS; however, the rate of decline from 2016-17 to 2020-21 in the number of English learners enrolled was twice as great for LASD

- From 2016-17 to 2020-21, the proportion of Students with Disabilities at both BCS and LASD did not change significantly; however, as of 2020-21, the proportion of Students with Disabilities is statistically, significantly higher at LASD than at BCS

Overall, it is clear that BCS is serving statistically significantly lower proportions of all four of these student groups than is LASD. While the proportion of Hispanic students and students with disabilities at BCS remained steady during this period, and the proportion of socioeconomically disadvantaged students at BCS increased significantly at the same time, in all three cases BCS continues to remain statistically significantly below LASD. Similarly, while the proportion of English learners enrolled at both LASD and BCS declined significantly, and the decline at LASD was two times greater than at BCS, nevertheless, BCS continues to serve a statistically significantly lower proportion of English learners than does LASD.

These statistics establish underrepresentation in all four student groups at BCS, evidencing that BCS continues to not serve all students who wish to attend BCS. BCS must address this concern, including the creation and implementation of a corrective action plan that will result in increasing the proportions of the BCS student body who are members of each of these student groups. Any such plan must also build in means by which BCS will continue to monitor its successes and, if necessary, pivot and enhance its methods to make real progress.

C. BCS's Efforts to Increase Enrollment Access and Diversity

As noted above, BCS readily agreed to SCCOE's request to develop a results-oriented plan to increase equity in access and inclusivity at BCS. BCS also indicated that it has been working on that goal for several years. On March 5, 2021, in response to SCCOE's request for information, Superintendent Israel provided SCCOE with BCS's revised outreach plan, including details on additional steps that BCS planned to take. Ms. Israel also provided examples from BCS's outreach efforts, including a document entitled "Tips for Inviting Friends and Neighbors to Consider BCS;" "revised FAQ" (SCCOE is unsure whether this was newly revised or if it was used during the most recent open enrollment period); and some examples of advertising efforts. Those documents are attached as Exhibit 2.

While the documents speak for themselves, and we will not attempt to summarize all of the information contained therein, we will note a few highlights. BCS established a new Superintendent's Task Force, comprised of representatives from the BCS administration, staff Board, and Bullis Boosters Club (PTO) "focused on improving outreach to students and families who were underserved by [BCS] in the past." BCS, with the Task Force, developed a new campaign with a focus on welcoming students/families from across the community, including students with socioeconomic disadvantages, English learners, students with disabilities, and

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students of all races and ethnic backgrounds. BCS reported that the campaign strengthened BCS's outreach in key areas, including the San Antonio neighborhood (north of El Camino Real). BCS made the following "three major additions" to its outreach efforts:

- Recruiting current families and staff as Parent Ambassadors and providing them support with coaching and information resources. Materials were developed in English, Spanish, and Mandarin

- Hiring a part-time Community Outreach Coordinator, who has focused on expanding BCS's contact lists with programs/organizations that might be a source of new students; engaging new and potential parents through social media and parent chat rooms; and discussing volunteer opportunities for current families to build long-term connections between BCS and other programs and networks in the community

- Updating all resources (including print, online, and in social media) to reflect the children and families of BCS's community

BCS also explained that the COVID-19 pandemic impacted and limited some of its planned outreach efforts, particularly in-person outreach efforts. BCS pivoted to online efforts in light of the impacts of COVID-19 and plans to conduct more in-person outreach as public health restrictions allow.

Over the course of the last year, BCS has also had a number of conversations and virtual meetings with SCCOE Charter Schools Department Staff to discuss plans and means of increasing the effectiveness of its outreach efforts in recruiting students from the underrepresented student groups. While SCCOE believes that those conversations have been valuable, SCCOE notes that BCS declined to take SCCOE's strongest suggestion for making change, which was, prior to BCS's open enrollment period for the 2021-22 school year, seeking to add an enrollment preference for students who qualify for free or reduced price meals.

SCCOE acknowledges these efforts by BCS but believes that they are inadequate without more to result in the necessary progress in diversifying BCS's enrollment.

III. REMEDIAL/CORRECTIVE ACTION

Based on the substantial issues and concerns described above, SCCOE is issuing this Notice supporting a determination that BCS is demonstrably unlikely to successfully implement its program because it is not serving all pupils who wish to attend, and as a general notice of concern about the need to correct the fact that the Hispanic, students with disabilities, English learner, and socioeconomically disadvantaged student groups are underrepresented at BCS. Consistent with Section 47607(e), BCS is being provided a reasonable opportunity to cure the concerns identified in this Notice, including providing a corrective action plan.

BCS must determine how it will resolve the concerns, including the development, submission, and implementation of a corrective action plan, which should also include details and explanations of

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how the proposal(s) will cure the concern(s). Equity, inclusion, and diversity are complex issues, and determining the most effective means of resolving these concerns is complicated. As such, SCCOE expects that BCS will engage the services of a professional expert(s) to assist in the development of BCS's corrective action plan, based on the specific facts and circumstances. As noted above, BCS has undertaken some efforts and measures to attempt to remediate these issues, and SCCOE has worked to provide suggestions and insights, but the services of experts on these complex questions is important to the likelihood of success. SCCOE continues to be ready to collaborate and support BCS in these efforts, and anticipates that the plan and BCS's response will include, at a minimum, the following, though this is not intended to be and should not be interpreted as the scope of what is required in order for BCS to cure and correct these concerns:

1. Engagement or retention of outside professional experts to assist BCS, including the Superintendent's Task Force, in developing plans and creating change to diversify BCS's applicant pool and enrollment

2. Addition of admissions preference(s) for students who reside within the attendance areas of the Santa Rita and Almond Elementary schools and/or students in other underrepresented student groups as permitted by law

3. Specific strategies to proactively overcome any perceptions that may exist that BCS does not welcome/serve all students with disabilities or provide the full continuum of placements and services and/or that monetary donations are required or expected

Additionally, below are a variety of concepts for BCS's consideration in consultation with its professional expert to determine if they would be effective components of BCS's overall plan:.

1. Modification/limitation of existing admissions preferences

2. Simplify and provide assistance in understanding and completing the application process, including through information and application assistance meetings at times and locations convenient to the underrepresented communities and in multiple languages. Assist families to complete applications and paperwork required for enrollment after admission

3. Make hardcopies of applications and informational materials available at BCS, at each informational meeting, and at other locations throughout the community

4. Consider the word choice in FAQ and advertisements to ensure that it is accessible, clear, understandable, and welcoming

5. Consistently refer to the school and all of its programs as "free," rather than "tuition free," which may be clearer and cannot be misinterpreted to mean that there are costs aside from tuition

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6. Reintroduce BCS's summer kindergarten prep program for socioeconomically disadvantaged children and/or other programs that will engage the underrepresented student groups

7. Publicize more detailed information about how BCS provides the full continuum of placements and services for students with special needs

8. Implement school and community programs that celebrate diversity

9. Train staff members, volunteers, and parents who organize activities, run the Booster Club, seek donations, etc., on the requirements and prohibitions of the free schools guarantee and Education Code Section 49010 et seq. and prohibit any communications implying that donations or volunteerism are required or have any impact on a student's initial or continued enrollment or participation at BCS.

This is not intended to be a comprehensive list of actions that BCS should consider or implement but is provided as a resource to assist and support BCS in this process.

IV. RESPONSE TO MAY 5, 2021, CORRESPONDENCE FROM BCS

On May 5, 2021, BCS Superintendent Israel sent correspondence to the SCCOE opposing the County Board's authorization of the issuance of this Notice and delegation of the authority to the County Superintendent or designee to send this Notice, which was included on the agenda for that evening. SCCOE wants to take this opportunity to respond briefly to several assertions made by BCS in that correspondence. As an initial matter, SCCOE wants to note that contrary to the statement in the letter that this item came as a complete surprise to BCS, on April 22, 2021, SCCOE Charter Schools Department Director Fairley specifically mentioned to Ms. Israel the possibility of SCCOE issuing this notice, at which time Ms. Israel expressed no objection to such a course of action. BCS's apparent misunderstanding of the phrase "not serving all students who wish to attend" in the context of Section 47605(d) and (e) and this Notice is addressed above.

A. This Notice is Not Statutorily Premature

BCS incorrectly asserts that this Notice can only be based on data provided by the CDE "at the conclusion of the year immediately preceding the final year of the charter school's term." While it is true that Section 47607(d)(1) provides that at that point in the charter term SCCOE may request from CDE data about the students being served by BCS, this Notice is not limited only to that data or that timeline. Section 47607, subdivision (d)(1) makes the request for that data discretionary on the part of the charter authorizer; subdivision (d)(2) mandates that the chartering authority consider various data about whom the charter school is serving and how; and subdivision (d)(3) specifies that, as part of determining whether to renew a charter, the chartering authority "may make a finding that the charter school is not serving all pupils who wish to attend and, upon making such a finding, specifically identify the evidence supporting the finding." The data a chartering agency is required to review pursuant to subdivision (d)(2) is *not* limited only to the data that may

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be requested pursuant to Section 47607(d)(1), but also *any* data that may be provided by CDE and substantial complaints that the charter did not comply with the requirements of Section 47605(c)(5)(J). Moreover, subdivision (d)(3) specifies that the chartering authority must identify the evidence on which it relies in making this finding but includes no limitation on the source(s) of that evidence. There are no time parameters on the data or evidence that may be considered, nor any time limit on when the chartering entity may consider the data. Similarly, Section 47607(e), which provides specific authority to deny renewal if the charter school is not serving all pupils who wish to attend and provides for the provision of notice and an opportunity for the charter school to correct this concern, does not include any time restrictions on when this process can be commenced, other than a minimum notice period of 30 days.

BCS argues that by providing this Notice prior to the end of the penultimate year of its current Charter term – thus farther in advance of BCS's request for renewal – SCCOE is "tainting what should be a fair renewal process, in violation of BCS' right to due process." While BCS does not explain precisely what it means by such claims, SCCOE disagrees. Due process is fundamentally notice and an opportunity to be heard. Rather than "tainting" or diminishing BCS's due process rights relative to renewal, by providing this Notice at an earlier time, SCCOE is expanding BCS's due process protections by providing extra notice and an additional opportunity to be heard and to remediate the issues raised herein. Having the County Board authorize issuance of the Notice in May 2021 rather than July 2021 in no way taints BCS's renewal procedures. As specified in Section 47607, and noted during the May 5, 2021, meeting, this Notice is not a decision to deny renewal of BCS's Charter. Rather, it is notice of concerns that could impact BCS's renewal, and it is being issued now in order to afford BCS as much time and opportunity as possible to respond to those concerns, including the development and implementation of a corrective action plan. Delaying the issuance of this Notice would not provide BCS any additional due process protections.

B. BCS Has Not Exceeded the Applicable Legal Requirements

SCCOE has not conflated "the obligation to admit all students" with the requirement that BCS describe the means by which it will achieve a pupil balance reflective of the population of LASD. While it is true that BCS is required to admit all students subject to capacity, the concern at issue in this Notice is that BCS is not *serving* all students who wish to attend. Again, this is not a question simply of BCS being unable to admit all students because there are more applicants than spaces, but, rather, that BCS is not serving an appropriate mix of students, specifically the underrepresented student groups identified above. The CSA requires charter schools to describe the means by which they will achieve a balance of pupils reflective of the district in which they are located. This pupil balance is inextricably linked with consideration of whether BCS is serving all pupils.

Contrary to BCS's assertion, BCS has not "exceeded" the requirements of the CSA because its Charter describes its "Outreach Recruitment Plan." This Outreach Recruitment Plan is a mandatory Charter element and simply including it does not "exceed" the legal requirements, but, rather, at most would constitute compliance with the CSA's requirements. Moreover, the CSA's requirement is that the Charter describe "[t]he *means* by which the charter school will *achieve* a

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balance of" pupils. (§ 47605(c)(5)(G), emphasis added.) BCS has *not* achieved the requisite pupil balance, so its Outreach Recruitment Plan has not yet been successful. It is incumbent on BCS to make changes to its plans and operations to improve those outcomes.

SCCOE also notes that BCS attempted to rely upon a portion of a sentence taken out of context from a communication issued by SCCOE in 2012, almost a decade ago, as proof in opposition to the serious concerns described herein. As noted, BCS has taken the sentence out of context and has implied that it was a far broader statement than was the case. Moreover, the CSA has been substantially and repeatedly revised since that 2012 communication, including regarding both charter schools' obligations relative to diversity in enrollment, specifically including for students with special needs, and the causes for nonrenewal of a charter, including for failure to serve all students who wish to attend.

C. BCS's Demographics

The demographic data is detailed above and will not be repeated here. However, SCCOE notes that it disagrees with BCS's description of the import of that data in its May 5, 2021, letter, and the above-described data evidences SCCOE's position. SCCOE agrees with BCS that continued engagement between SCCOE and BCS on diversity, access to enrollment, and actual enrollment at BCS is important. This Notice is neither superficial nor outside of the statutory parameters, and it is not intended as a source of contention between BCS and SCCOE. Rather, this Notice is an extension of the myriad prior communications between BCS and SCCOE about this important topic and the necessity of increasing diversity and access to BCS, to which BCS has been receptive. SCCOE has long made clear to BCS that these are vitally important issues, made even more so by the revisions to the CSA and the addition of failure to serve all pupils who desire to attend as a cause for denying charter renewal. The purpose and intent of this Notice is to comply with the procedural requirements of the CSA, and to provide BCS substantial notice and a meaningful and reasonable opportunity to remediate these concerns. As BCS is aware, these issues are not susceptible to quick or easy cures, which is why SCCOE has long been working with BCS on these matters and has now also afforded BCS the procedures and protections specified in the CSA.

V. CONCLUSION

In compliance with SCCOE's expectations in response to this notice of concern, and in accordance with Section 47607(e), please submit BCS's response, including its corrective action plan, **by the earlier of (1) the date of submission of BCS's renewal charter petition or (2) six weeks before commencement of BCS's open enrollment period for the 2022-23 school year**. This affords BCS a reasonable opportunity to cure and to commence implementation of the corrective action plan prior to open enrollment for the next school year and provides SCCOE an opportunity to evaluate and, if necessary, work with BCS on its corrective action plan prior to any action on a BCS renewal Charter. SCCOE encourages BCS to commence curing and correcting and providing responsive information to and discussing its plans with SCCOE as quickly as possible. As always,

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SCCOE stands ready to collaborate with BCS and provide support and assistance to BCS's efforts to increase equity and access in its applicant pool and enrollment.

SCCOE looks forward to BCS's response to the concerns identified in this Notice. Should you have any questions regarding the foregoing, please do not hesitate to contact me or Director Fairley.

Very truly yours,

DocuSigned by:
Dr. Mary Ann Dewan
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Mary Ann Dewan, Ph.D.
County Superintendent

Attachments

cc: Santa Clara County Board of Education
Mefula Fairley, Director
Davina Harden, Esq.

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Table 1. Percent Change in Bullis Charter School Enrollment for Select Student Groups (2016/17 to 2020/21)

	2016/17 Count	2020/21 Count	Difference	Percent Change	2016/17 Percent	2020/21 Percent	Z Score	p-value	Decision	Notes
Student Group										
Hispanic/Latino Students	36	36	0	0.0%	4.4%	3.3%	1.2517	0.10565	Not Significant	No significant difference in the proportion of Hispanic students enrolled at Bullis Charter School from 2016/17 to 2020/21.
Students who are English Learners	90	73	-17	-18.9%	10.9%	6.7%	3.2643	0.00056	Signficant	The proportion of English learners enrolled at Bullis Charter School in 2020/21 is significantly lower than the proportion enrolled in 2016/17.
Students who are Socioeconomically Disadvantaged	7	19	12	171.4%	0.8%	1.7%	1.7144	0.04363	Signficant	The proportion of socioeconomically disadvantaged students enrolled at Bullis Charter School in 2020/21 is significantly higher than the proportion enrolled in 2016/17.
Students with Disabilities	46	73	27	58.7%	5.6%	6.7%	0.0987	0.161109	Not Signficant	No significant difference in the proportion of students with disabilities enrolled at Bullis Charter School from 2016/17 to 2020/21.
Total Enrollment	825	1,093	268	32.5%	NA	NA	NA	NA	NA	

Notes: Z-Score proportion difference tests are one-tailed with *a priori* alpha level set at 0.05.

Table 2. Comparison of Bullis Charter School (BCS) and Los Altos School District (LASD) Student Enrollment for Select Student Groups (2020/21]

	BCS	LASD	Z Score	p-value	Decision	Notes
Student Group						
Hispanic/Latino Students	3.3%	8.4%	5.7063	<0.00001	Significant	The proportion of Hispanic students enrolled at LASD in 2020/21 is significantly higher than the proportion enrolled at BCS.
Students who are English Learners	6.7%	9.4%	2.7621	0.00578	Significant	The proportion of English learners enrolled at LASD in 2020/21 is significantly higher than the proportion enrolled at BCS.
Students who are Socioeconomically Disadvantaged	1.7%	6.7%	6.3296	<0.00001	Significant	The proportion of socioeconomically disadvantaged students enrolled at LASD in 2020/21 is significantly higher than the proportion enrolled at BCS.
Students with Disabilities	6.7%	9.3%	2.6704	0.00758	Significant	The proportion of students with disabilities enrolled at LASD in 2020/21 is significantly higher than the proportion enrolled at BCS.
Total Enrollment (Count)	1,093	3,576	NA	NA	NA	

Notes: Z-Score proportion difference tests are two-tailed with *a priori* alpha level set at 0.05.

Table 3. Percent Change in Los Altos Elementary School District Enrollment for Select Student Groups (2016/17 to 2020/21)

	2016/17 Count	2020/21 Count	Difference	Percent Change	2016/17 Percent	2020/21 Percent	Z Score	p-value	Decision	Notes
Student Group										
Hispanic/Latino Students	362	300	-62	-17.1%	8.0%	8.4%	0.6525	0.25785	Not Signficant	No significant difference in the proportion of Hispanic students enrolled at Los Altos Elementary School District from 2016/17 to 2020/21.
Students who are English Learners	575	336	-239	-41.6%	12.7%	9.4%	4.6692	<.00001	Significant	The proportion of English learners enrolled at Los Altos Elementary School District in 2020/21 is significantly lower than the proportion enrolled in 2016/17.
Students who are Socioeconomically Disadvantaged	249	240	-9	-3.6%	5.5%	6.7%	2.2533	0.0122	Significant	The proportion of socioeconomically disadvantaged students enrolled at Los Altos Elementary School District in 2020/21 is significantly higher than the proportion enrolled in 2016/17.
Students with Disabilities	407	334	-73	-17.9%	9.0%	9.3%	0.4655	0.31918	Not Significant	No significant difference in the proportion of students with disabilities enrolled at Los Altos Elementary School District from 2016/17 to 2020/21.
Total Enrollment	4,527	3,576	-951	-21.0%	NA	NA	NA	NA	NA	

Notes: Z-Score proportion difference tests are one-tailed with *a priori* alpha level set at 0.05.

Takeaways

As of the 2020/21 academic year the proportions of Los Altos Elementary School District's student body that are Hispanic, English learners, socioeconomically disdadvantaged, and with disabilities are all significantly higher than those of Bullis Charter School.

From 2016/17 to 2020/21, Bullis Charter School observed a significant increase in the proportions of its student body that are English learners and socioeconomically disadvantaged.

From 2016/17 to 2020/21, no meaningful differences were observed in the proportions of Bullis Charter School's student body that are Hispanic and with disabilities.

From 2016/17 to 2020/21, the number of Hispanic students, socioeconomically disadvantaged students, and students with disabilities enrolled in Los Altos Elementary School District declined while the numbers stayed the same (for Hispanics) or increased (for socioeconomically disadvantaged students and students with disabilities) at Bullis Charter School.

From 2016/17 to 2020/21, both Los Altos Elementary School District and Bullis Charter School observed a decrease in English learner enrollment, however, the rate of decline was 2x greater for Los Altos Elementary School District.

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BULLIS charter school
A CALIFORNIA K – 8 PUBLIC SCHOOL

Expanding BCS Enrollment Outreach for 2021-22 and Beyond

For several years, BCS has dedicated time and energy to reaching and welcoming all families to our school. Some of our most significant efforts in past years included:

- The BCS Stretch to Kindergarten program, in partnership with the Family Engagement Institute (FEI) at Foothill College. This six-week, tuition-free summer program helped children from low-income families, many of whom had not attended preK, adapt to an academic setting.
- The Bullis Boosters Camp, a free, week-long language arts and science engineering day camp for incoming 2nd-6th graders from Los Altos and Mountain View.
- An effort to launch a new Bullis Mountain View school. While the effort did not come to fruition, we learned important lessons about the needs and interests of our neighboring community.

More recently, in collaboration with the Santa Clara County Office of Education, we have worked to expand and strengthen our efforts to ensure equity in access and diversity in enrollment. In April 2020, we created a new Superintendent's Task Force focused on improving outreach to students and families who were underserved by our school in the past. Our Task Force, which included representatives from the BCS administration and staff, Board, and our Bullis Boosters Club (PTO), meets monthly to discuss strategies and plans.

With the help of the Task Force, we developed a new campaign focused on attracting and welcoming new students and families across our community, including students of all races and ethnic backgrounds, English Learners, students with disabilities, and students with socioeconomic disadvantages.

We encourage all families to consider BCS, and this campaign has strengthened our outreach in key areas, including the San Antonio neighborhood (north of El Camino Real), and emphasizes several key strategies, including:

- Direct parent-to-parent and teacher-to-parent engagement.
    - Recruiting new BCS K3 parents.
    - Engaging BCS teachers living in the San Antonio neighborhood.
- Local information events, including asking apartment complex managers if we can host events for their residents.
- Developing key messages for parents to share on social media.

Our messages -- for all families -- highlight several key points:

- BCS is an excellent public school, open to all students and families,
- Individualized learning experiences help each child, and
- Great teachers and a highly engaged community build success.

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Messengers are as important as messages, and this campaign encourages current parents to engage directly with other families and share how their children are thriving at BCS. Parents network with new families through:

- Faith communities, children's' sports, and community organizations,
- Child care or preschool programs their children attended,
- Block parties and neighborhood events, and
- Social media.

We recruit current parents and teachers:

- Primarily K-3 and new parents, including through survey and focus groups on their onboarding experiences.
- Parents and teachers who speak other languages (Spanish, Mandarin)
    - We also provide informational materials in Spanish and Mandarin.
- Coach parents and teachers on key messages and outreach strategies.

Communities for expanded outreach:

- Key streets in the San Antonio neighborhood include Del Medio Ave, Monroe Drive, Miller Ave, California St, Fayette Drive, San Antonio Circle
- Apartment complexes in the area include:
    - Fayette Town House, 2675 Fayette Drive
    - Palo Alto Plaza, 541 Del Medio Ave
    - Fayette Arms Apartments, 2680 Fayette Drive
    - Domus on the Boulevard, 2650 W El Camino Real
    - Franciscan Apartments, 439 Del Medio Ave
    - Camille Apartments, 2645 California Street
    - Del Medio Manor Apartments, 141 Del Medio Ave
    - Del Medio Park Apartments, 2700 Del Medio Court
    - Del Medio Gardens, 250 Del Medio Ave
    - Kentfield Apartments, 2650 California Street
    - California Apartments, 2320/2326 California Street

In our initial Task Force meetings, we discussed opportunities for providing in-person presentations in small neighborhood settings, including apartment complexes, preschool programs, churches, temples, and other community centers. As the COVID-19 pandemic grew, we revised plans to focus more on sharing information through social media and other distanced communications, in addition to advertising in local publications, and sharing flyers and information in high-traffic areas such as supermarkets, restaurants, and apartment complexes.

These communications encouraged families to participate in the three virtual Information Nights we held in November, December, and January -- and hundreds of parents participated in those events. We also contacted Los Altos School District leadership to ask if we could participate in their annual Parent Information Nights.

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Whether face-to-face or digitally, we decided to make three major additions to our previous outreach efforts:

- Recruiting current BCS families (and staff) as Parent Ambassadors and supporting them with coaching and information resources. We developed materials (in English, Spanish, and Mandarin) to help our Parent Ambassadors engage with new families, share their experiences with BCS, and respond to questions or concerns.

- Hiring a part-time Community Outreach Coordinator, who has focused on
    - Expanding our contact list (preschools, churches, etc.) and reaching out directly to staff at those programs, encourage them to share information about BCS and our Open Enrollment Information Nights with their families. Our Coordinator found more than 40 new programs and organizations, and more than 15 of them agreed to share BCS flyers and information with their families.
    - Engaging new and potential parents directly through social media and online parent chat rooms (examples attached.)
    - Discussing volunteer opportunities for current BCS families that can help build more long-term connections between our school and other programs and networks in our community.

- Updating all resources -- print, online, social media, etc -- to reflect the children and families of our community.

Goals and evaluation:

- Reach more students and families who have been under-represented at BCS, and move toward a balance of English Learners, students with disabilities, and students of diverse race and ethnicity that is more reflective of the general population in the Los Altos School District.
- At the start of the 2021-22 school year, ask new families how they learned about BCS -- to evaluate how our new strategies worked.
    - Also ask for their advice on encouraging other new families to consider BCS for the 2022-23 school year.

Additional Steps to Strengthen Enrollment Outreach

- As public health conditions improve, we will conduct more in-person outreach activities, including Kickoff to Kinder events for teachers and families in local preschools, family child care programs, and other community centers. These events will help families prepare for their children's transition to kindergarten, and highlight BCS as one of their neighborhood options.

Attachments:

- *Tips for Connecting New Families to BCS (in English - also shared in Spanish, Mandarin)*
- *BCS FAQ for New Families (revised, in English - also shared in Spanish, Mandarin)*
- *Examples of BCS advertisements, flyers, social media*

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BULLIS charter school
A CALIFORNIA K – 8 PUBLIC SCHOOL

Tips for Inviting Friends and Neighbors to Consider BCS

- Tell them your story. When did your family begin at BCS? What do you -- and your children -- like most about the school?

- Emphasize important facts all families should know about BCS.
    - BCS is an excellent **public** school, open to all students and families.
    - Teachers work with students and families to develop individualized learning goals. This helps each child take responsibility for their learning, and achieve their full potential.
    - One thing that helps BCS succeed is families who are active and engaged, and we'd like you to join us!

- Think about different ways to share your messages about BCS, especially since COVID-19 makes it harder to connect in person.
    - Email your neighbors who have children starting kindergarten next year.
    - Share messages about BCS and your family on Facebook, NextDoor, WeChat and other social media networks -- and encourage your neighbors to ask questions. (If they have questions you can't answer, send them to info@bullischarterschool.com)
    - Here's a sample email/text you can edit to include your family's experience:
      I know your kids are almost ready for school, and I wanted to tell you about our experience with Bullis Charter School. We've been at BCS for three years, it's great! The kids love all the creative activities and projects. The teachers are wonderful, and we've made a lot of new friends in the BCS community. BCS is a public school, and open to all students. Can you join us for an upcoming parent information event?

- If you live in an apartment building, ask the managers if we can share flyers about upcoming parent information events at BCS.

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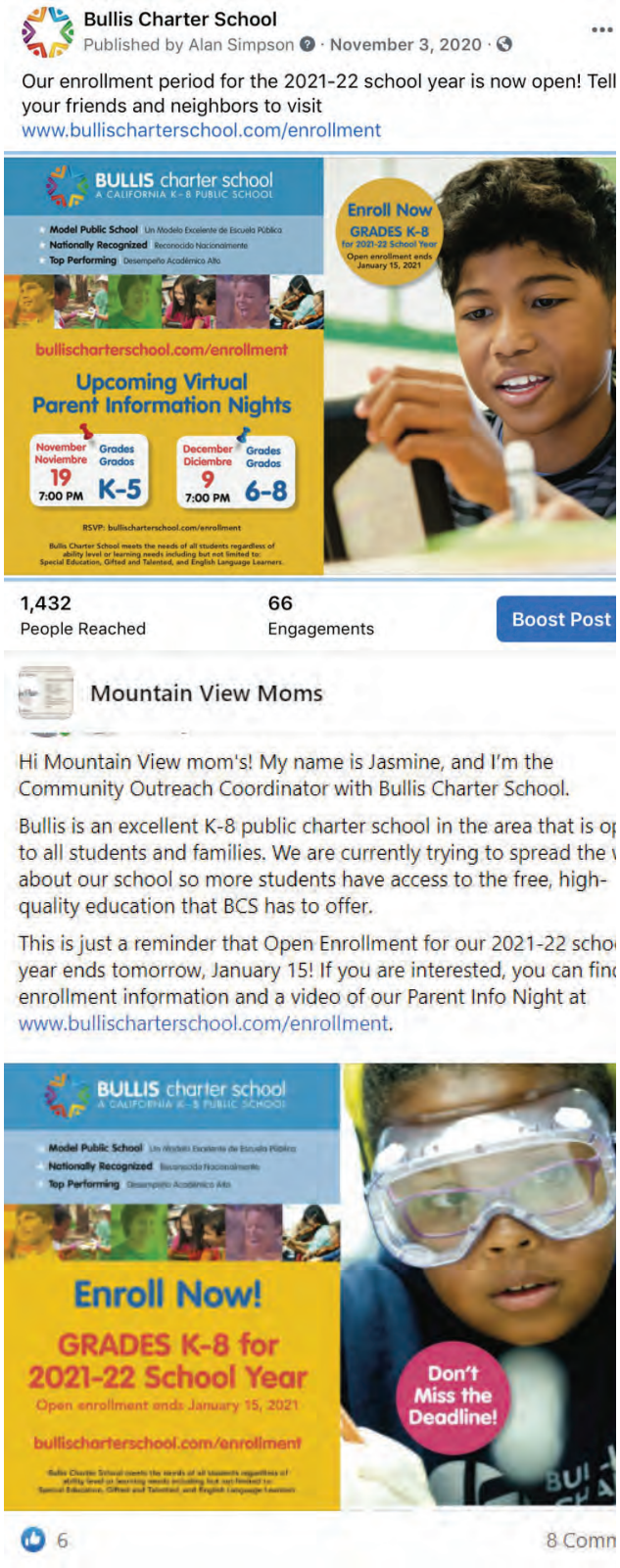
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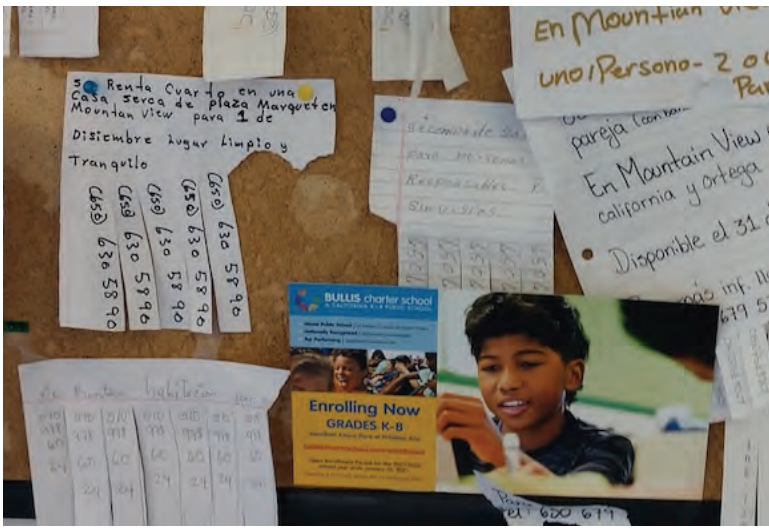
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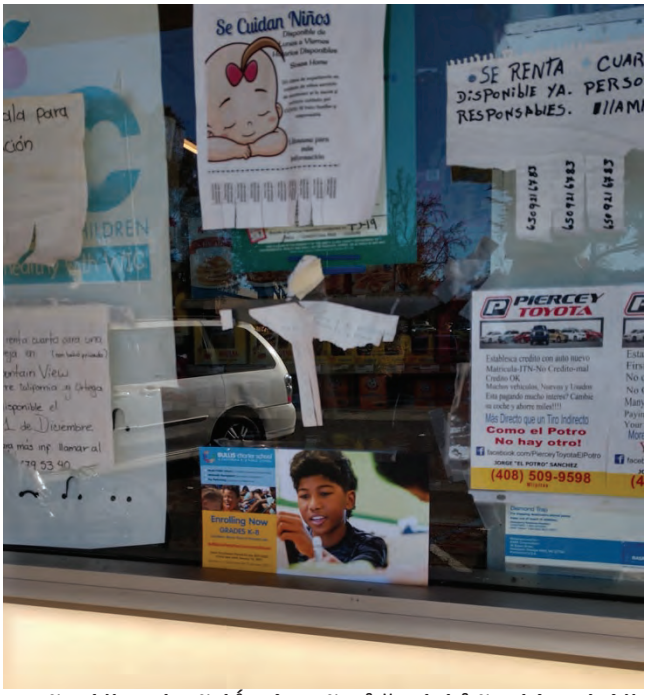
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EXHIBIT 2

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From:	Maureen Israel
To:	Mefula Fairley
Cc:	Michelle Johnson; Mary Ann Dewan; Alan Simpson
Subject:	BCS Enrollment Outreach and Data
Date:	Friday, March 5, 2021 4:04:50 PM
Attachments:	BCS preliminary kindergarten enrollment data 030521.pdf BCS current and recent enrollment data.pdf BCS 2020-21 Open Enrollment Advertising and Outreach examples.pdf BCS FAQ for New Families revised.pdf Tips for Connecting New Families to BCS.pdf Expanding BCS Enrollment Outreach.docx.pdf

Hi Mefula,

Following up on our conversation last week, here is the revised enrollment outreach plan for BCS, including details on additional steps we will take. I've also attached preliminary demographic data for new kindergarten students and for our current enrollment and recent years.

In addition, I've attached examples from our recent outreach efforts, including a revised FAQ.

I hope this information is helpful - let me know if you have any questions. We appreciate all the input and guidance SCCOE is providing as we continue to increase diversity in access to and enrollment at BCS.

Have a great weekend,
Maureen

--
Maureen Israel
Superintendent
Bullis Charter School
713.208.1545



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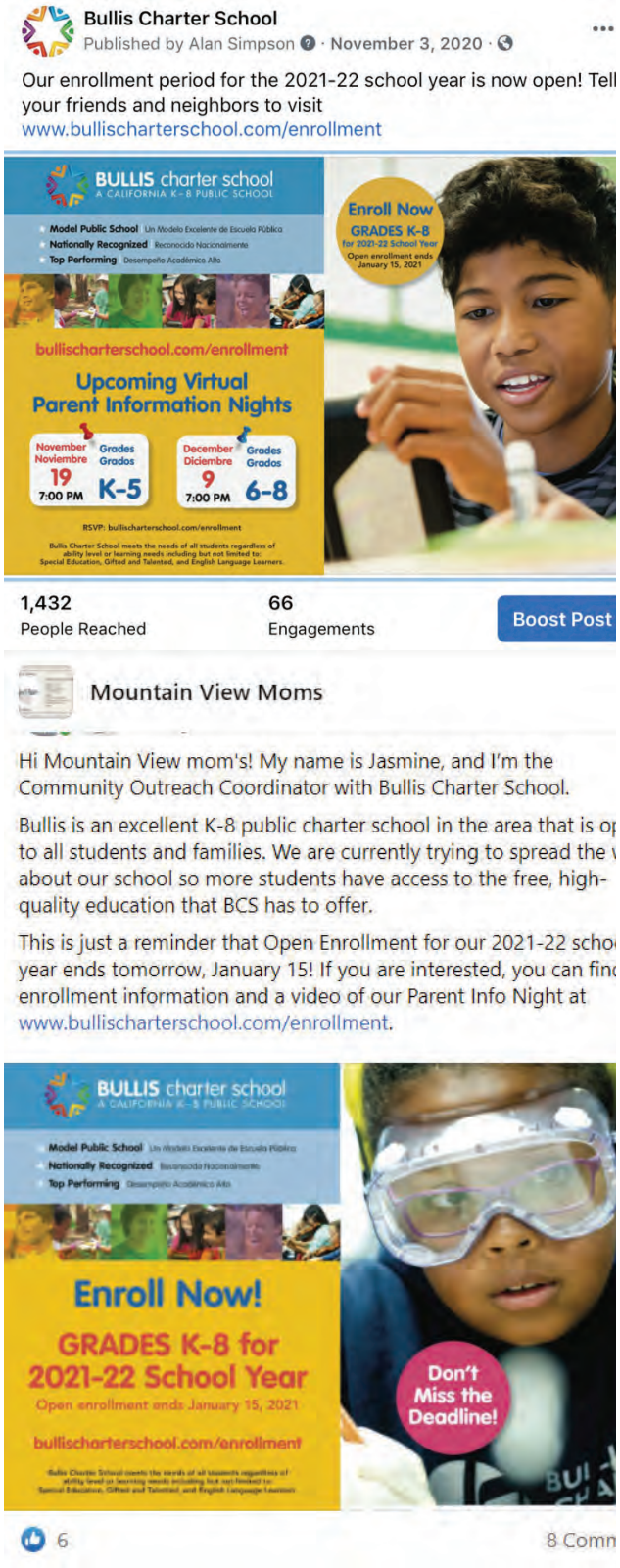
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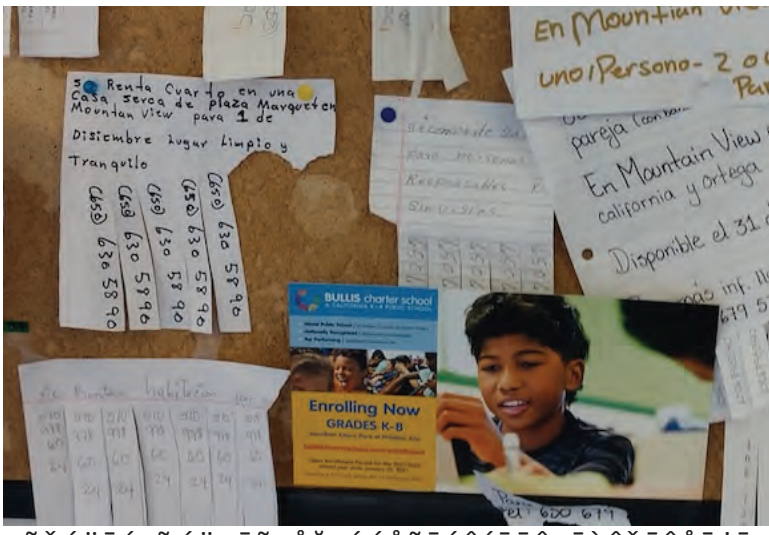
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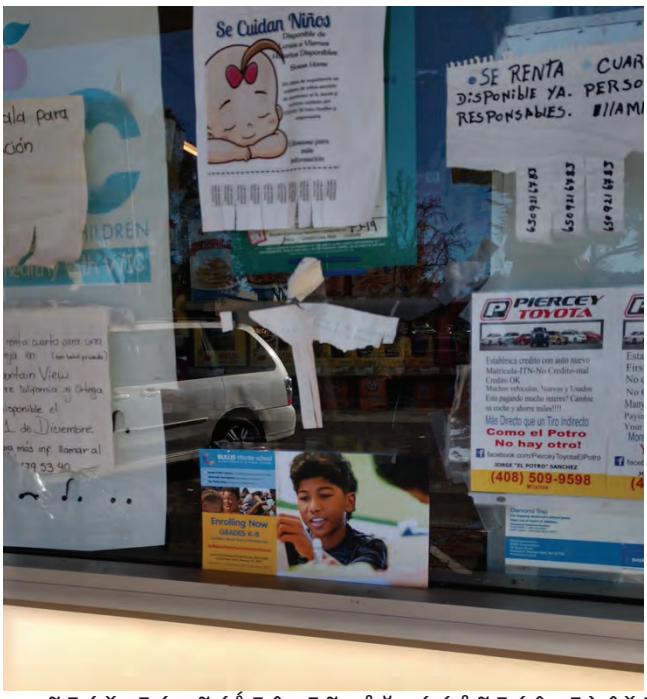
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Expanding BCS Enrollment Outreach for 2021-22 and Beyond

For several years, BCS has dedicated time and energy to reaching and welcoming all families to our school. Some of our most significant efforts in past years included:

- The BCS Stretch to Kindergarten program, in partnership with the Family Engagement Institute (FEI) at Foothill College. This six-week, tuition-free summer program helped children from low-income families, many of whom had not attended preK, adapt to an academic setting.
- The Bullis Boosters Camp, a free, week-long language arts and science engineering day camp for incoming 2nd-6th graders from Los Altos and Mountain View.
- An effort to launch a new Bullis Mountain View school. While the effort did not come to fruition, we learned important lessons about the needs and interests of our neighboring community.

More recently, in collaboration with the Santa Clara County Office of Education, we have worked to expand and strengthen our efforts to ensure equity in access and diversity in enrollment. In April 2020, we created a new Superintendent's Task Force focused on improving outreach to students and families who were underserved by our school in the past. Our Task Force, which included representatives from the BCS administration and staff, Board, and our Bullis Boosters Club (PTO), meets monthly to discuss strategies and plans.

With the help of the Task Force, we developed a new campaign focused on attracting and welcoming new students and families across our community, including students of all races and ethnic backgrounds, English Learners, students with disabilities, and students with socioeconomic disadvantages.

We encourage all families to consider BCS, and this campaign has strengthened our outreach in key areas, including the San Antonio neighborhood (north of El Camino Real), and emphasizes several key strategies, including:

- Direct parent-to-parent and teacher-to-parent engagement.
    - Recruiting new BCS K3 parents.
    - Engaging BCS teachers living in the San Antonio neighborhood.
- Local information events, including asking apartment complex managers if we can host events for their residents.
- Developing key messages for parents to share on social media.

Our messages -- for all families -- highlight several key points:

- BCS is an excellent public school, open to all students and families,
- Individualized learning experiences help each child, and
- Great teachers and a highly engaged community build success.

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Messengers are as important as messages, and this campaign encourages current parents to engage directly with other families and share how their children are thriving at BCS. Parents network with new families through:

- Faith communities, children's' sports, and community organizations,
- Child care or preschool programs their children attended,
- Block parties and neighborhood events, and
- Social media.

We recruit current parents and teachers:

- Primarily K-3 and new parents, including through survey and focus groups on their onboarding experiences.
- Parents and teachers who speak other languages (Spanish, Mandarin)
    - We also provide informational materials in Spanish and Mandarin.
- Coach parents and teachers on key messages and outreach strategies.

Communities for expanded outreach:

- Key streets in the San Antonio neighborhood include Del Medio Ave, Monroe Drive, Miller Ave, California St, Fayette Drive, San Antonio Circle
- Apartment complexes in the area include:
    - Fayette Town House, 2675 Fayette Drive
    - Palo Alto Plaza, 541 Del Medio Ave
    - Fayette Arms Apartments, 2680 Fayette Drive
    - Domus on the Boulevard, 2650 W El Camino Real
    - Franciscan Apartments, 439 Del Medio Ave
    - Camille Apartments, 2645 California Street
    - Del Medio Manor Apartments, 141 Del Medio Ave
    - Del Medio Park Apartments, 2700 Del Medio Court
    - Del Medio Gardens, 250 Del Medio Ave
    - Kentfield Apartments, 2650 California Street
    - California Apartments, 2320/2326 California Street

In our initial Task Force meetings, we discussed opportunities for providing in-person presentations in small neighborhood settings, including apartment complexes, preschool programs, churches, temples, and other community centers. As the COVID-19 pandemic grew, we revised plans to focus more on sharing information through social media and other distanced communications, in addition to advertising in local publications, and sharing flyers and information in high-traffic areas such as supermarkets, restaurants, and apartment complexes.

These communications encouraged families to participate in the three virtual Information Nights we held in November, December, and January -- and hundreds of parents participated in those events. We also contacted Los Altos School District leadership to ask if we could participate in their annual Parent Information Nights.

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Whether face-to-face or digitally, we decided to make three major additions to our previous outreach efforts:

- Recruiting current BCS families (and staff) as Parent Ambassadors and supporting them with coaching and information resources. We developed materials (in English, Spanish, and Mandarin) to help our Parent Ambassadors engage with new families, share their experiences with BCS, and respond to questions or concerns.

- Hiring a part-time Community Outreach Coordinator, who has focused on
    - Expanding our contact list (preschools, churches, etc.) and reaching out directly to staff at those programs, encourage them to share information about BCS and our Open Enrollment Information Nights with their families. Our Coordinator found more than 40 new programs and organizations, and more than 15 of them agreed to share BCS flyers and information with their families.
    - Engaging new and potential parents directly through social media and online parent chat rooms (examples attached.)
    - Discussing volunteer opportunities for current BCS families that can help build more long-term connections between our school and other programs and networks in our community.

- Updating all resources -- print, online, social media, etc -- to reflect the children and families of our community.

Goals and evaluation:

- Reach more students and families who have been under-represented at BCS, and move toward a balance of English Learners, students with disabilities, and students of diverse race and ethnicity that is more reflective of the general population in the Los Altos School District.
- At the start of the 2021-22 school year, ask new families how they learned about BCS -- to evaluate how our new strategies worked.
    - Also ask for their advice on encouraging other new families to consider BCS for the 2022-23 school year.

Additional Steps to Strengthen Enrollment Outreach

- As public health conditions improve, we will conduct more in-person outreach activities, including Kickoff to Kinder events for teachers and families in local preschools, family child care programs, and other community centers. These events will help families prepare for their children's transition to kindergarten, and highlight BCS as one of their neighborhood options.

Attachments:

- *Tips for Connecting New Families to BCS (in English - also shared in Spanish, Mandarin)*
- *BCS FAQ for New Families (revised, in English - also shared in Spanish, Mandarin)*
- *Examples of BCS advertisements, flyers, social media*

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EXHIBIT 3

Documentary Record 001176

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From: Maureen Israel
To: Mefula Fairley
Subject: Bullis Agenda Item
Date: Monday, May 3, 2021 3:07:49 PM

Hi Mefula,

I hope you are well. I wanted to reach out, as I was incredibly surprised to read the agenda item regarding Bullis for Wednesday's meeting. I wish we were notified that this was coming; the language in the agenda feels like an attempt to undermine our reputation. I would like to get on the phone with you to talk about this development. It is incredibly disappointing and contrary to the work we've done, after our multiple conversations and submissions of our plan for increasing outreach with you and your team.

As we shared with you and Michelle, we've seen an increase in many of the demographic groups noted. All indicators are showing that our Outreach Plan is continuing to increase these specific demographic groups, and continuing our progress toward achieving balance with the school district. This is true even though our intake point is mostly Kindergarten, due to our student retention and enrollment cap. As we've discussed, including a SED preference in our lottery would continue to support these efforts.

Please let me know when you can speak further before Wednesday.

Thanks,
Maureen

--
Maureen Israel
Superintendent
Bullis Charter School
713.208.1545



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EXHIBIT 4

Documentary Record 001178

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From: Mefula Fairley
To: "Maureen Israel"
Subject: RE: Bullis Agenda Item
Date: Monday, May 3, 2021 4:59:00 PM

Maureen,

I welcome a call with you. It was definitely not my intent to undermine the reputation of BCS. I truly appreciate the collaboration we've had with you and Alan.

As you know, your charter renewal petition must describe the means by which BCS will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including RFEP, that is reflective of the general population residing within LASD. The Charter Schools Department anticipates this will become an issue during the BCS renewal process. As a result, we are relying on *EC* 47607(e) - which provides additional procedures and opportunities for the charter school to resolve and remediate areas of concern that could negatively affect renewal - to help BCS demonstrate its commitment and plans to resolve this issue. The agenda item is consistent with the terms and requirements of 47607(e). When I mentioned issuance of a 47607(e) notice to cure during our Zoom call on April 22, I explained that this would give you an opportunity to think through and commit to an updated plan for bringing demographic groups into balance with LASD prior to the renewal process. Again, it is absolutely not my intent to undermine the reputation of BCS. In fact, my intention is to provide support and assistance to BCS relative to its operations and upcoming renewal.

I am available for a call tomorrow from 11:00 am to 1:00 pm or after 3:30. Please let me know if any of these times match you availability.

Sincerely,

Mefula

From: Maureen Israel <misrael@bullischarterschool.com>
Sent: Monday, May 3, 2021 3:08 PM
To: Mefula Fairley <mfairley@sccoe.org>
Subject: Bullis Agenda Item

Hi Mefula,

I hope you are well. I wanted to reach out, as I was incredibly surprised to read the agenda item regarding Bullis for Wednesday's meeting. I wish we were notified that this was coming; the language in the agenda feels like an attempt to undermine our reputation. I would like to get on the phone with you to talk about this development. It is incredibly disappointing and contrary to the work we've done, after our multiple conversations and submissions of our plan for increasing outreach with you and your team.

As we shared with you and Michelle, we've seen an increase in many of the demographic groups

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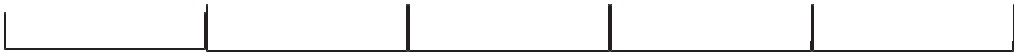
noted. All indicators are showing that our Outreach Plan is continuing to increase these specific demographic groups, and continuing our progress toward achieving balance with the school district. This is true even though our intake point is mostly Kindergarten, due to our student retention and enrollment cap. As we've discussed, including a SED preference in our lottery would continue to support these efforts.

Please let me know when you can speak further before Wednesday.

Thanks,
Maureen

--
Maureen Israel
Superintendent
Bullis Charter School
713.208.1545





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EXHIBIT 5

Documentary Record 001181

Bullis Charter School Petition

Agenda Item Details

Meeting	May 05, 2021 - Regular Board Agenda (#2281)
Category	7. ACTION ITEMS
Subject	A. Request Authorization to Issue to Bullis Charter School a Notice of Concern and Reasonable Opportunity to Cure Pursuant to Education Code Section 47607(e)
Type	Action
Recommended Action	Authorize and delegate authority to the Superintendent or designee to issue a notice(s) to Bullis Charter School pursuant to Education Code Section 47607(e).
Goals	Santa Clara County Office of Education Goal #1 Santa Clara County Office of Education Goal #2

Administrator
Mary Ann Dewan, Ph.D., County Superintendent of Schools
Mefula Fairley, Director of Charter Schools

Background
Pursuant to Education Code Section 47607(e), the County Board may nonrenew a charter if it finds that the charter school is demonstrably unlikely to successfully implement the program due to substantial fiscal factors, substantial governance factors, or it is not serving all pupils who wish to attend. Education Code Section 47607(e) also provides procedural steps to follow in such cases, including providing at least 30 days' notice to the charter school of the alleged violation(s) and providing the charter school with a reasonable opportunity to cure the violation(s), including submission of a corrective action plan proposed by the charter school.

Bullis Charter School (BCS) was initially approved in September 2003 for a three-year term as a grade K-6 school on appeal from Los Altos School District. Bullis opened fall 2004 with 187 students. Bullis' charter has been renewed three times in 2007, 2011, and 2016. The charter was also materially revised in 2007 to change the enrollment preferences and in 2008 to add grades seven and eight. Bullis operates as a school of the County Board for Special Education purposes. Current enrollment is approximately 1100 students. Bullis' current term expires June 30, 2022. Thus, the Charter is due for renewal in 2021-22.

The pupil balance at BCS has long been a concern of the County Board and the Santa Clara County Office of Education. County Staff has been working to collaborate with BCS and support its development and implementation of a plan to increase its efforts and successes in enrolling a more diverse student population, consistent with the letter and spirit of the Charter Schools Act.

BCS's enrollment data, as well as the data provided by BCS about the results of its open enrollment process for the 2021-2022 school year, continue to indicate that BCS is not serving all pupils who wish to attend. The demographic data indicate that the percentage of BCS's enrollment of some pupil groups has actually decreased, rather than increased. Pupil groups that are underrepresented at BCS include:

- English learners
- Hispanic
- Socioeconomically disadvantaged
- Students with disabilities

BCS has recently contacted County Staff to discuss additional means to increase its diversity and enrollment of underrepresented student groups, which is a positive development.

The additional procedures provided by Education Code Section 47607(e) in cases in which a charter school may not be renewed because it is not serving all pupils who wish to attend afford a charter school additional notice of this concern that could lead to nonrenewal of a charter, and an opportunity for the charter school to cure the issue, including by developing and implementing a corrective action plan. By authorizing the issuance of this notice in advance of receipt of BCS's renewal charter petition, BCS is provided additional time to cure these issues, including through a corrective action plan that could be incorporated into and/or otherwise be addressed as part of BCS's renewal charter petition.

County Staff recommends that the County Board authorize the issuance and delegate to the County Superintendent or designee authority to issue a notice to BCS pursuant to Education Code Section 47607(e) and provide BCS a reasonable opportunity to cure the matters raised in the notice(s).

Requested Action
Authorize and delegate authority to the Superintendent or designee to issue a notice to Bullis Charter School pursuant to Education Code Section 47607(e).

Documentary Record 001182

Motion & Voting

Authorize and delegate authority to the Superintendent or designee to issue a notice(s) to Bullis Charter School pursuant to Education Code Section 47607(e).

Motion by Peter Ortiz, second by Claudia Rossi.
Final Resolution: Motion Carries
Yes: Claudia Rossi, Grace Mah, Rosemary Kamei, Kathleen King, Peter Ortiz, Victoria Chon
No: Joseph Di Salvo

Committed to serving, inspiring and promoting student and public school success

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EXHIBIT 6

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BULLIS CHARTER SCHOOL
102 West Portola Avenue
Los Altos, CA 94022
Tel 650.947.4100Fax
650.947.4989
www.bullischarterschool.com

BULLIS
charter school
A CALIFORNIA
K - 8 PUBLIC SCHOOL

May 21, 2021

SENT VIA EMAIL

Mary Ann Dewan, Ph.D.
County Superintendent of Schools
Santa Clara County Office of Education
1290 Ridder Park Drive
San Jose, CA 95131

Dear Dr. Dewan,

Thank you for your letter of May 21. The Board and staff of Bullis Charter School look forward to collaborating with the County Office of Education to address the concerns raised in the County's letter in a timely, constructive, and effective manner.

Sincerely,

Francis La Poll, Board Chair

Maureen Israel, Superintendent

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EXHIBIT 7

Documentary Record 001186

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August 25, 2021

VIA EMAIL: MaryAnn_Dewan@sccoe.org
cc: MFairley@sccoe.org, MJohnson@sccoe.org

Mary Ann Dewan, Ph.D., County Superintendent of Schools
Santa Clara County Office of Education
1290 Ridder Park Drive
San Jose, CA 95131

Dear Dr. Dewan,

While the new California budget legislation provides an automatic two-year extension for all charter schools with terms expiring between January 1, 2022 and June 30, 2025, Bullis Charter School would like to continue working with you to improve our Enrollment Action Plan, as outlined in your letter of May 21, 2021.

As we have discussed previously with your staff -- and as noted in your letter -- one significant step would be revising our Admissions Policies and Procedures to add an admission preference for students who qualify for free and reduced-price meals and live within the Los Altos School District. BCS would like to establish such a preference for up to 10% of our open spaces by grade, which would be significantly more than the current percentage of socio-economically disadvantaged students making up the student population of either BCS or the Los Altos School District. We would like to work with the County staff to add this new admission preference, which we expect would help BCS increase the enrollment of certain targeted segments of the local student population.

This admission preference change would strengthen the BCS Enrollment Action Plan in two fundamental ways. First, it would improve the chances for students who qualify for free and reduced-price meals in our public random drawing ("the lottery") to be able to enroll in BCS. Secondly, the change would incentivize more underserved families to apply.

If approved, this admission preference change will complement other steps we are taking -- and expanding -- in our Enrollment Action Plan, which include:

- Bullis Summer Camp, which we expanded to two weeks this year – the first at Christopher Elementary School in San Jose, and the second at BCS. The camp emphasizes art, science, hands-on learning and fun, to help young learners prepare for the coming school year. Bullis Summer Camp is free for underserved families, and nearly 60 students attended this year.

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- New outreach events with preschools and child care programs in the San Antonio neighborhood (north of El Camino Real) to help more families with young children see BCS as a great choice, and to invite them to our Parent Information Nights where they'll connect with other families.

- Updating our website and social media platforms to ensure they are accessible and welcoming to all families.

- Emphasizing in our communications that BCS is a free public charter school without any required fees or contributions.

We would like your help in expediting this admission preference change, so that it could take effect for our Open Enrollment Period for the 2022-2023 school year, which will begin in November 2021. We would like to work with the County to update our Admissions Policies and Procedures and clarify the preference change.

BCS continues to agree to comply at all times with laws which generally apply to charter schools and to comply with applicable federal or state laws. We appreciate your continued support and assistance to our efforts to increase equity and access in the BCS applicant pool and enrollment.

Sincerely,



Maureen Israel
Superintendent
Bullis Charter School

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EXHIBIT 8

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Santa Clara County Office of Education
Mary Ann Dewan, Ph.D.
County Superintendent of Schools

September 8, 2021

*SENT VIA EMAIL (**MISRAEL@BULLISCHARTERSCHOOL.COM**)*

Maureen Israel, Superintendent
Bullis Charter School
102 W. Portola Ave
Los Altos, CA 94022

RE: Bullis Charter School Admission Preferences

Dear Ms. Israel,

This correspondence is in response to your correspondence of August 25, 2021, concerning proposed changes to Bullis Charter School's ("BCS") admissions preferences. In that correspondence you expressed a desire to work with Santa Clara County Office of Education ("SCCOE") Staff to add an admission preference for socioeconomically disadvantaged students in an effort that BCS expects to assist in increasing the enrollment of target student groups.

BCS has specified that it is proposing the change to its admission preferences as part of an ongoing effort by SCCOE to work with BCS on increasing enrollment access and diversity at BCS, and specifically in response to the Notice in Accordance with Education Code Section 47607(e) and Notice of Concern sent to BCS on May 21, 2021 ("Notice"). Without repeating all of the information in that Notice, it described serious concerns about the lack of diversity at BCS, and specifically that students who are socioeconomically disadvantaged, who have disabilities, who are English learners, and who are Hispanic are underrepresented at BCS, and the need for BCS to establish and implement a corrective action plan to address these issues. SCCOE specifically recommended in the Notice that BCS consider adding to and revising its admission preferences as appropriate as one of its actions to remediate these concerns.

Your letter specifies:

> As we have discussed previously with your staff – and as noted in your letter – one significant step would be revising our Admissions Policies and Procedures to add an admission preference for students who qualify for free and reduced-price meals and live within the Los Altos School District. BCS would like to establish such a preference for up to 10% of our open spaces by

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County Board of Education: Victoria Chon, Joseph Di Salvo, Rosemary Kamei, Grace H. Mah, Peter Ortiz, Claudia Rossi, Tara Sreekrishnan

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> grade, which would be significantly more than the current percentage of socio-economically disadvantaged students making up the student population of either BCS or Los Altos School District. . . .
>
> * * *
>
> We would like your help in expediting this admission preference change, so that it could take effect for our Open Enrollment Period for the 2022-2023 school year, which will begin in November 2021. We would like to work with the County to update our Admissions Policies and Procedures and clarify the preference change.

As you are aware, the First Amended Memorandum of Understanding between BCS and SCCOE ("MOU") specifies that BCS's preferences may not be amended or deviated from without prior approval of a material revision by the Santa Clara County Board of Education. However, we understand that BCS is proposing the change to its admission preferences in response to the Notice and SCCOE's specific requirement that BCS take prompt and effective action to implement changes to increase access to admission and diversity in BCS's student population, effective with the 2022-23 open enrollment process. Moreover, SCCOE also recognizes the ongoing impacts of the COVID-19 pandemic and the need to meet the educational and health and safety needs of our students, staffs, and community during this unprecedented time, and their corresponding impacts on our collective resources and time. As such, I hereby agree to waive the provision of the MOU specifying that any changes to BCS's admission preferences require approval of a material revision, and instead agree that BCS may on this occasion seek County Board approval of changes to its preferences to increase diversity and equity in access to admission to BCS by submitting a request that the County Board consider and act on such request at a public hearing in accordance with Education Code Section 47605(e)(2)(B).

This waiver of the MOU requirement that proposed changes to BCS's approved admission preferences require approval of a material revision to its charter is based on the particular facts and circumstances at this time, and is limited exclusively to a request from BCS to revise its preferences on this occasion in response to the Notice. This waiver shall not serve as an ongoing waiver of this or any other provision of the MOU and shall not be a waiver of any breach or default concerning the same or any other provision of the MOU.

As detailed in the Notice, there are multiple student groups that are underrepresented at BCS. SCCOE encourages BCS to consider carefully whether there are additional and/or different admission preferences or changes to its existing preferences for which BCS might concurrently seek County Board approval in order to further advance the goals of increasing

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access to and diversity in enrollment at Bullis. This is an important opportunity for BCS to take meaningful steps to address the concerns described in the Notice.

In order for BCS's request to modify its admission preferences to be included on a County Board agenda, BCS will need to submit the clear and specific terms of the admission preference(s) it is requesting to change/add, including the full list of preferences that specifies where the additional preference(s) fits. Please ensure clarity and specificity in the language proposed by BCS. With respect to the description of the contemplated preference in your August 25th letter, quoted above, the language would need to be clear that the 10% determination is based on the number of open spaces at each grade level prior to drawing any names in the lottery, and that any students who qualify for this preference who are not admitted pursuant to this preference will continue to have their names included in any subsequent lottery pools for which they qualify (e.g. all residents of Los Altos School District). We request that you submit this specific preference language by end of business on Monday, **September 13, 2020**, in order for the request to be included on the County Board's October 6, 2021, agenda.

We would appreciate BCS providing some additional information on how many students BCS anticipates being able to enroll pursuant to this new proposed preference for 2022-23. We recognize that BCS cannot be certain at this time, but we are hoping for some insight regarding what BCS anticipates as far as the potential impact of this proposed preference. Please also provide information about how BCS plans to advertise and recruit students who would qualify for the preference should it be approved in order to ensure it has the greatest possible impact.

We note that no other admission preferences at BCS are capped at a specified percentage, so we were wondering what BCS's rationale is for capping the proposed preference for students who qualify for free or reduced-price meals. Similarly, we wondered why BCS has not proposed a corresponding preference for students who reside outside of the Los Altos School District given that there is an out-of-district preference that corresponds to each of BCS's current in-district preferences.

I also wanted to take this opportunity to follow up on the Charter Schools Department's prior request that BCS provide a detailed explanation of how it conducts its admissions drawing. We are seeking further clarity on precisely how the lottery is structured and how BCS actually implements the various preference levels. One particular question is whether, and if so by what process, the sibling preference is implemented when applicants do not have a sibling who currently attends BCS, but multiple siblings are applying for admission in the same year, and one of the siblings is admitted. It would be helpful to SCCOE's understanding if BCS would supplement its explanations with examples. Please also specify

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how BCS publicly announces the number of openings at each grade level prior to commencing the drawing of names in the lottery.

Please provide all of above-requested additional information – beyond the actual preference language that BCS is seeking to have approved – by **September 20, 2021**. SCCOE also looks forward to receipt of BCS's full response and corrective action plan as required by the Notice.

Please do not hesitate to contact Charter Schools Department Director Mefula Fairley or me if you have any questions.

Very truly yours,

DocuSigned by:
Dr. Mary Ann Dewan
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Mary Ann Dewan, Ph.D.
County Superintendent

cc: Mefula Fairley, Director

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EXHIBIT 9

Documentary Record 001194

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September 15, 2021

VIA EMAIL: MaryAnn_Dewan@sccoe.org
cc: MFairley@sccoe.org, MJohnson@sccoe.org

Mary Ann Dewan, Ph.D., County Superintendent of Schools
Santa Clara County Office of Education
1290 Ridder Park Drive
San Jose, CA 95131

Dear Dr. Dewan,

Below is the redline version of the proposed admissions preference adjustment for Bullis Charter School. We will provide additional information and response to your questions by Monday, September 20, 2021.

Sincerely,

Maureen Israel
Superintendent
Bullis Charter School

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H. ADMISSION REQUIREMENTS

Admission requirements, if applicable.
- California Education Code Section 47605(b)(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.

Admission Requirements

Bullis Charter School shall require students who wish to attend Bullis Charter School to complete an enrollment form. Enrollment forms are available on-line or in hard copy form in both English and Spanish. After admission, students will be required to submit a registration packet, which shall include the following:

Student registration form
Proof of Immunization
Home Language Survey
Proof of minimum age requirements, e.g. birth certificate
Release of records

Immunizations

California law requires that parents/guardians of all children must submit completed immunization records, or exemption materials, prior to admission 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).

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 enrollment form are

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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 Bullis Charter School students who reside within the boundaries of the Los Altos School District.

~~2. For no more than half the total available openings for each grade level, students who reside within the boundaries of the former Bullis-Purissima Elementary School attendance area, as drawn by Los Altos School District in the 2002-2003 school year, limited as follows:~~
   - ~~For incoming kindergarten classes for the 2017-2018 school year, limited to 20% of total available openings.~~
   - ~~For incoming kindergarten classes for the 2018-2019 school year, limited to 10% of total available openings.~~

   ~~For incoming kindergarten classes for the 2019-2020 school year and following, there will be no preference for this category.~~

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. Siblings of Bullis Charter School students who reside outside the boundaries of the Los Altos School District but within California.

6. Children of BCS staff members 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, limited to 10% of the total openings at each grade level.

8. All other applicants who reside within California.

Any student who qualifies for a preference but is not chosen in the drawing for that preference shall be included in the drawing for each subsequent preference for which he or she qualifies until his or her name is drawn or the sooner conclusion of the lottery. At the conclusion of the public random drawing, any student not granted admission due to lack of capacity shall be given the option to put his or her name on a wait list according to the student's draw in the lottery. This wait list will allow students the option of enrollment in the case of an opening during the current school year. The wait list will not carry over to the following school year.

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Enrollment paperwork is accepted year round. Enrollment forms received after the close of an Open Enrollment Period will be offered admission if a spot is available. If a wait list is already in place, the student will be added to the proper wait list according to the admission preferences.

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EXHIBIT 10

Documentary Record 001200

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September 20, 2021

VIA EMAIL: MaryAnn_Dewan@sccoe.org
cc: MFairley@sccoe.org, MJohnson@sccoe.org

Mary Ann Dewan, Ph.D., County Superintendent of Schools
Santa Clara County Office of Education
1290 Ridder Park Drive
San Jose, CA 95131-2304

RE: Bullis Charter School Admission Preferences

Dear Dr. Dewan:

In response to your letter of September 8, 2021, thank you for working with us to facilitate the change to our list of enrollment preferences. We greatly appreciate the County's willingness to help us through this process. You raised several enrollment-related questions and our answers are as follows:

1. Considering additional admission preferences or changes.

BCS is willing to consider further changes to its admission preferences. It is important to note our concerns with relying too heavily on this path. We worry about the legality as a matter of state law and constitutional jurisprudence if we were to institute preferences for Hispanic students (race/ethnicity-based) or based on being an English Language Learner (typically tied to ethnicity and/or national origin). We also have fears about unconstitutional disparate impact on enrollment of Blacks and Asians, who as we all know have been subject to centuries of de jure discrimination at the state and federal levels. We also want to avoid changes that would create conflict within the community, for example replicating a geographic favoritism such as we had before and which BCS eliminated in response to community and County displeasure with it, not to mention threats of legal action. Obviously, we cannot institute a preference based on disability because (1) we cannot ask during the enrollment process whether a child has a disability and (2) many children with disabilities are not identified as such until after they begin to attend school. That said, we would appreciate suggestions and approaches that might help BCS achieve the desired diversity, including changes to enrollment preferences, and would like to continue to work with County staff on possible ways to achieve common goals.

I can confirm that students who do not qualify for a preference continue to have their names included in subsequent lottery pools for which they qualify. This has always been the case and will continue to be.

2. How many students BCS anticipates enrolling with the new FRPM preferences.

We cannot reliably estimate how many students we will enroll with the proposed new preferences, but we expect the change to be statistically significant. Notice of the new preference is already being carried in the local newspapers. We also shall incorporate notice in our greatly expanded media and grassroots multilingual outreach efforts. We are putting boots on the ground in those neighborhoods where we believe the new preference will have the greatest meaning. We also are contacting organizations with ties to these neighborhoods to further disseminate the message. The mere fact of a preference should also help spur those otherwise discouraged by the lottery and waitlist to apply. We more fully describe our efforts to elicit a broader set of enrollment applications in our response to the May 21, 2021 Notice of Concern.

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3. Why we proposed a percentage for these new admission preferences.

The only prior unusual preference, for those from the former Bullis-Purissima attendance area, always had a specified attendance cap (ten percent in its final year) so placing a cap on this new preference is not out of the ordinary. It is also sensible since the goal is to approximate the percentage of FRPM-eligible students in the area encompassed by the Los Altos School District. The figure of ten percent is significantly higher than that of the District. It was chosen to give BCS quicker diversification and to be safely above the LASD figure.

(In this regard, we request the County's assistance in determining the actual percentage of in-District FRPM students. If BCS is to be compared to such a figure, it is necessary to know what it is. To date, the District has refused to provide any in-District figures for any of the demographic categories of students that we need to attract.)

We have included a FRPM preference for out-of-district students. That was always the intention. Our original submission and request to you was meant to convey the intent to give preference to FRPM students not the intended scope. We apologize for the lack of clarity.

4. Conducting a fair and transparent admission lottery.

With regard to the lottery, it is publicly noticed and always open to the public. Community members are usually in attendance. We note that one or members of the LASD board usually are present to observe as well. We advertise the number of Kindergarten classrooms that we intend to have in the coming year which sets the number of Kindergarten openings. Because current students legally have first priority for the coming year and our grades tend to be fully subscribed, we have very little idea how many openings we shall have in years after Kindergarten. We do encourage students to enroll in successive years but actual openings for any grade are usually in the low single digits.

With regard to the mechanics of the lottery, if a student chosen for a grade has a sibling then when we reach the grade in which the sibling is, that sibling will be included in the sibling lottery pool. An example: If family A has two children in grades K and 5, and the K child is chosen, when we reach the drawing for grade 5 the family's fifth grader will be in the sibling pool. BCS ensures that the lottery is fair and transparent by using a third-party vendor, SchoolMint -- an online registration, lottery, and enrollment system used by thousands of schools across the country.

I have also attached our Enrollment Action Plan, as required by the Notice sent on May 21, 2021. Please let me know if you have other questions or need additional information. We hope to continue working constructively with your office on these new admission preference changes, and on our overall efforts to improve our enrollment and outreach and serve all children and families in our community.

Sincerely,

Maureen Israel
Superintendent

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Bullis Charter School Enrollment Action Plan

BCS welcomes all children and families. As educators, we know that diversity is one of our strengths, and that all students benefit from learning and growing with friends from different backgrounds. As families who speak dozens of different languages at home, we know the importance of connecting with a strong and supportive school community. These are the foundations of our Enrollment Action Plan, which will ensure that all students can access the BCS experience, and that our enrollment reflects the demographics of the community we serve.

Our Enrollment Action Plan builds on efforts of our Superintendent's Task Force, created in 2019 to improve outreach to underserved students and families, as well as our collaborations with the Santa Clara County Office of Education. The Enrollment Action Plan is designed to attract and welcome new students and families across our community, especially students of all racial and ethnic backgrounds, English Learners, students with disabilities, and students with socioeconomic disadvantages.

There are several key components to our plan, and we'll begin by highlighting some of the steps we've taken since your letter on May 21, 2021:

- Hiring outside professional experts with extensive experience in education and meeting the needs and interests of underserved families in the Bay Area and other communities. Hawk Circle Consulting -- an organization recommended by CCSA -- is developing a comprehensive approach to making Bullis Charter School more inclusive and diversifying our applicant pool and enrollment, including:
    - Coaching and professional development for superintendent, principals and other leaders on centering inclusion in their management and school leadership, including in new student and family recruitment,
    - Engaging multiple stakeholders in developing a long-term vision for BCS rooted in a Theory of Change focused on inclusion and excellent student achievement for all,
    - Creating a robust organizational understanding of Bullis' strengths, weaknesses, opportunities, and threats, specifically related to student diversity, and
    - Providing training for staff and others as needed to ensure BCS continues to support all students and families.

- Expanding our Bullis Summer Camp, a week-long day camp for incoming 2nd-6th graders from Los Altos and Mountain View, which is free for families eligible for the Free and Reduced Price Meal Program. This summer we added a second week of camp as part of our growing partnership with Christopher Elementary School in San Jose. During the week of camp at BCS, we included a kindergarten readiness program to help younger learners prepare for school. This built on our experience running the BCS Stretch to Kindergarten program, in partnership with the Family Engagement Institute at Foothill College. We will stay connected with our Summer Camp families and encourage them to share about their experience at the Bullis Summer Camp with their neighbors and friends.

- Updating our website and related materials to clearly indicate that no monetary donations are required or expected, and to consistently refer to BCS and our programs as "free" rather than "tuition free."

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In addition, we have trained staff and volunteers (including those working with the Bullis Boosters Club and the BCS Foundation) on the requirements and prohibitions of the free schools guarantee, and ensured that they will not communicate or imply that donating or volunteering are required, nor have any impact on a student's initial or continued enrollment or participation. BBC volunteers were trained in May, and Foundation volunteers and staff were trained in September.

Those new steps build on other efforts we will continue to improve, including:

- Engaging multiple Community Outreach Coordinators -- working with our Director of Outreach and Communications -- to expand our contact list (preschools, churches, etc.), and communicate directly with those programs to help spread the word about BCS Open Enrollment with their families. In the last year, we have added over 40 additional programs and organizations to our contact list, and many of them will continue to share BCS enrollment information with their families. We are also engaging potential new families directly through social media and online parent chat rooms.

  BCS will continue to welcome all families in the Los Altos School District area through advertising and direct mail, and will focus additional efforts in the San Antonio neighborhood, including apartment complexes, preschool programs, churches, temples, and other community centers, and high-visibility areas such as supermarkets, restaurants, and laundromats.

- Hosting new outreach events with preschools and child care programs in the San Antonio neighborhood to help more families with young children see BCS as a great choice, and to invite them to our Parent Information Nights where they'll connect with other families. We will begin our "Kickoff to Kindergarten" outreach with an event at BCS in October, followed by smaller events at preschools and other community programs in the neighborhood.

- Continuing to evaluate and improve our website, advertising, print materials, and social media platforms to demonstrate that BCS welcomes all students. Our images, messages and word choice will highlight the diversity of our community and show that we provide the full continuum of placements and services for students with special needs.

- Continuing to make our application process accessible, by providing a simple written application form (in English, Spanish and Mandarin) at BCS, at our Parent Information Nights and other locations throughout the community, and by hosting application assistance meetings (also in multiple languages) for underserved families.

- Recruiting current BCS families (and staff) as ambassadors, and supporting them with coaching and information resources. We will continue developing materials (in English, Spanish, and Mandarin) and training to help our Bear Guides (who welcome newly enrolled families) and other parent leaders connect with prospective families in many ways, including through:
  - Faith communities, childrens' sports, and community organizations,
  - Child care or preschool programs their children attended,
  - Neighborhood events, and
  - Social media and online parent groups.

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Parent leaders play key roles in recruiting and retaining new families by sharing their own BCS experiences, responding to questions, and helping new families fully engage with our school community.

Through our materials and networks, our Enrollment Action Plan emphasizes a few fundamental ideas:

- BCS welcomes ALL families,
- BCS is an excellent public school, FREE and open to ALL students, without any required fees or contributions, and
- Our focus on individualized learning can make a big difference for YOUR child.

As we have discussed with County staff on numerous occasions, and noted in our letters on August 25, 2021, and September 15, 2021, another significant step would be revising our Admissions Policies and Procedures and adding two admission preferences for students who qualify for free and reduced price meals -- one for those students residing within the Los Altos School District, and the second for those students residing outside the Los Altos School District but within California. BCS wants to establish these preferences for up to 10% of our available open spaces by grade, which would be significantly more than the current percentage of socio-economically disadvantaged students in the student population of either BCS or the Los Altos School District.

These admission preference changes would improve chances for students who qualify for FRPM in our public random drawing, and would also help BCS encourage more underserved families to apply. While we cannot reliably estimate how many students we will enroll with these new preferences, we expect them -- and other proactive steps we've outlined in this Enrollment Action Plan -- to make a statistically significant change, beginning in 2022-23 and continuing to grow over time.

We hope to work with the County in an expeditious manner so that these new admission preference changes could take effect with our next Open Enrollment Period, beginning this fall. BCS would develop marketing and communications materials to highlight the changes to prospective families to ensure that the changes have the greatest possible impact.

Ongoing Evaluations

BCS will continue to evaluate our Enrollment Action Plan in order to measure the progress we are making and adjust our strategies accordingly. We are already seeing progress in our current (2021-22) enrollment year:

- Over 40% of our new Kindergarten students are taking the initial English Language Proficiency Assessments for California (ELPAC)
- Students with identified disabilities are 7.2% of our current enrollment, compared to 6.7% last year
- Hispanic students are 4.1% of our current enrollment, compared to 3.3% last year

These initial numbers indicate that our efforts are making a difference, and we will continue to build on -- and evaluate -- that progress. While changes in enrollment are the final measure, we will also continue to track:

- The number of preschool, child care and other community programs that help share our enrollment information with underserved families

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BULLIS charter school

- The number of outreach events we host in the San Antonio neighborhood
- The number of new families who attend our outreach events and activities

We appreciate SCCOE's continued support for our efforts to maintain fair, open, equal, and non-discriminatory admissions at BCS, and we welcome additional suggestions as we implement and improve this Enrollment Action Plan.

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EXHIBIT 11

Documentary Record 001207

Bullis Charter School Petition

Agenda Item Details

Meeting	Oct 06, 2021 - Regular Board Agenda (#2289)
Category	8. PUBLIC HEARING AND ACTION
Subject	A. Public Hearing and Approval of the Admission Preferences of the Bullis Charter School
Type	Action
Recommended Action	Staff reviewed the request to modify the admission preferences utilizing the criteria set forth in Education Code Sections 47605. Staff believes the proposed change will increase opportunities for underrepresented students to enroll at BCS as compared to the current preferences. Accordingly, staff recommends the SCCBOE approve the proposed revisions to the admission preferences with the understanding that additional actions and efforts must continue as outlined in BCS's action plan to address the Notice to increase access to and diversity in enrollment and to better align BCS's demographics with LASD and adopt Resolution No. 2289-1 approving and memorializing the revisions to BCS's admission preferences. Staff further recommends that if the SCCBOE adopts Resolution No. 2289-1 revising BCS's admission preferences, BCS should post a copy on its website and include this information in its recruiting and advertising materials in order to ensure the revised admission preferences are clearly memorialized and publicly available.
Goals	Santa Clara County Office of Education Goal #1 Santa Clara County Office of Education Goal #2

Background

On September 15, 2021, the Charter Schools Office of the Santa Clara County Office of Education received from Bullis Charter School (BCS) a request to revise the preferences for admission into BCS. BCS is seeking approval to revise its admission preferences in order to increase access to and diversity in enrollment and to better align its student population with that of Los Altos School District (LASD). The Santa Clara County Board of Education (SCCBOE) originally approved the BCS charter on appeal from Los Altos School District (LASD) in 2003, to serve students in grades K-8. BCS has been renewed several times and its current term expires June 30, 2024, due to the two-year term extension granted by recently added Education Code Section 47607.4.

Consideration for Board Decision

California Education Code Section 47605(e)(2)(A) states that "A charter school shall admit all pupils who wish to attend the charter school" and provides for admission preferences to be permitted by the chartering authority on an individual charter school basis. Section 47605(e)(2)(B) sets forth requirements for any such admission preferences, and specifies, "Each type of preference shall be approved by the chartering authority at a public hearing."

BCS has specified that it is proposing the change to its admission preferences as part of an ongoing effort by SCCOE to work with BCS on increasing enrollment access and diversity at BCS, and specifically in response to the Notice in Accordance with Education Code Section 47607(e) and Notice of Concern sent to BCS on May 21, 2021 ("Notice"). The Notice described serious concerns about the lack of diversity at BCS, and specifically that students who are socioeconomically disadvantaged, who have disabilities, who are English learners, and who are Hispanic are underrepresented at BCS, and the need for BCS to establish and implement a corrective action plan to address these issues. SCCOE specifically recommended in the Notice that BCS consider adding to and revising its admission preferences as appropriate among its actions to remediate these concerns.

BCS proposes that its admission preferences be changed to the following (*the proposed new preferences are indicated in bold font*):

- Siblings of Bullis Charter School students who reside within the boundaries of the Los Altos School District.
- **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.**
- Children of BCS Staff members who reside within the boundaries of the Los Altos School District.
- Children who reside within the boundaries of the Los Altos School District.
- Siblings of Bullis Charter School students who reside outside the boundaries of the Los Altos School District but with California.
- Children of BCS staff members who reside outside the boundaries of the Los Altos School District but within California.
- **Children who qualify for free or reduced priced meals who reside outside the boundaries of the Los Altos School District but within California.**
- All other applicants who reside within California.

BCS is requesting approval of these modifications so they may take effect for the 2022-23 Open Enrollment period, which begins November 1, 2021.

BCS's request to modify its admission preferences is attached to this item.

Recommended Action:
Staff reviewed the request to modify the admission preferences utilizing the criteria set forth in Education Code Sections 47605. Staff believes the proposed change will increase opportunities for underrepresented students to enroll at BCS as compared to the current preferences. Accordingly, staff recommends the SCCBOE approve the proposed revisions to the admission preferences with the understanding that additional actions and efforts must continue as outlined in BCS's action plan to address the Notice to increase access to and diversity in enrollment and to better align BCS's demographics with LASD and adopt Resolution No. 2289-1 approving and memorializing the revisions to BCS's admission preferences.

Staff further recommends that if the SCCBOE adopts Resolution No. 2289-1 revising BCS's admission preferences, BCS should post a copy on its website and include this information in its recruiting and advertising materials in order to ensure the revised admission preferences are clearly memorialized and publicly available.

The Charter School Department provides oversight and monitoring for 22 SCCBOE-authorized charter schools. Bullis Charter School was authorized in 2003 and currently serves approximately 1100 students.

- BCS Enrollment Action Plan 2021-22.pdf (1,584 KB)
- LASD SCCoE Public Comment_06OCT21.pdf (40 KB)
- BCS Admission Preference Letter to SCCOE 9.20.21.pdf (947 KB)
- BCS Letter To Dr Dewan 9.15.21 - Preference Change.pdf (1,307 KB)
- Staff Analysis BCS Changes to Admission Preferences Oct. 6, 2021.pdf (209 KB)
- BCS Presentation to SCCBOE 10.6.21.pdf (210 KB)
- 100621 Resolution Approving Revisions to Bullis Admission Preferences.pdf (158 KB)

Motion & Voting

Staff reviewed the request to modify the admission preferences utilizing the criteria set forth in Education Code Sections 47605. Staff believes the proposed change will increase opportunities for underrepresented students to enroll at BCS as compared to the current preferences. Accordingly, staff recommends the SCCBOE approve the proposed revisions to the admission preferences with the understanding that additional actions and efforts must continue as outlined in BCS's action plan to address the Notice to increase access to and diversity in enrollment and to better align BCS's demographics with LASD and adopt Resolution No. 2289-1 approving and memorializing the revisions to BCS's admission preferences.
Staff further recommends that if the SCCBOE adopts Resolution No. 2289-1 revising BCS's admission preferences, BCS should post a copy on its website and include this information in its recruiting and advertising materials in order to ensure the revised admission preferences are clearly memorialized and publicly available.

Motion by Grace Mah, second by Joseph Di Salvo.
Final Resolution: Motion Carries
Yes: Claudia Rossi, Grace Mah, Joseph Di Salvo, Rosemary Kamei, Peter Ortiz, Victoria Chon, Tara Sreekrishnan

Committed to serving, inspiring and promoting student and public school success

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Santa Clara County Office of Education

STAFF ANALYSIS
BULLIS CHARTER SCHOOL
REVISION TO ADMISSION PREFERENCES

October 6, 2021

* * * * * * * * * * *

The Santa Clara County Office of Education's (SCCOE) Charter School Staff received a request submitted on September 15, 2021, by Bullis Charter School (BCS) to the Santa Clara County Board of Education (SCCBOE) to revise BCS's admission preferences. Specifically, BCS is seeking to add an admission preference for 10% of the total openings at each grade level for students who qualify for free- and reduced-price meals and live within Los Altos School District (LASD), and a lower-ranked preference for students who qualify for free- or reduced-price meals and reside outside of LASD. The proposed changes to BCS's admissions preferences are one part of a larger plan by BCS to increase the diversity of the student body, to better align the school's demographics with those of the LASD, and to serve all pupils who wish to attend. Any new admission preferences would require approval of the SCCBOE after a public hearing.

PROCEDURAL STATUS

The SCCOE Charter Schools Department received a formal request on September 15, 2021, from BCS to revise its admission preferences.

The First Amended Memorandum of Understanding between BCS and SCCOE ("MOU") specifies that BCS's admission preferences may not be amended or deviated from without prior approval of a material revision by the SCCBOE. However, SCCOE is waiving this provision of the MOU because BCS has submitted the request to revise its admission preferences in response to the Notice and SCCOE's specific requirement that BCS take prompt and effective action to implement changes to increase access to admission and diversity in BCS's student population, effective with the 2022-23 open enrollment process. Moreover, SCCOE also recognizes the ongoing impacts of the COVID-19 pandemic and the need to meet the educational and health and safety needs of students, staffs, and the community during this unprecedented time, and their corresponding impacts on our collective resources and time. As has been specifically explained to BCS, this waiver of the MOU requirement that proposed changes to BCS's approved admission preferences require approval of a material revision to its charter is based on the particular facts and circumstances at this time and is limited exclusively to a request from BCS to revise its preferences on this occasion in response to the Notice in Accordance with Education Code Section 47607(e) and Notice of Concern sent to BCS on May 21, 2021. This waiver does not serve as an ongoing waiver of this or any other provision of the MOU and is not a waiver of any breach or default concerning the same or any other provision of the MOU.

BACKGROUND

BCS was originally approved by SCCBOE on appeal from LASD in 2003, to serve students in grades K-8. BCS was renewed in 2007, 2011, and 2016; materially changed in 2007, 2008, and 2014; and its current term expires June

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30, 2024, due to the two-year term extension granted under by Education Code Section 47607.4, effective July 1, 2021.

On May 21, 2021, SCCOE sent BCS a Notice in Accordance with Education Code 47607(e) and Notice of Concern ("Notice") regarding SCCOE's serious concerns about the lack of diversity at BCS, and specifically that students who are socioeconomically disadvantaged, who have disabilities, who are English Learners, and who are Hispanic, are underrepresented at BCS, and the need for BCS to establish and implement a corrective action plan to address these issues. SCCOE specifically recommended in the Notice that BCS consider adding to and revising its admission preferences as appropriate as part of its plan to remediate these concerns. SCCOE requested that BCS submit its response to the Notice, including its corrective action plan, by the earlier of the date BCS submitted its renewal petition or six weeks prior to its 2022-23 open enrollment period.

On August 25, 2021, BCS contacted SCCOE about changing its admission preferences for implementation as part of BCS's 2022-23 open enrollment period, which begins on November 1, 2021. On September 15, 2021, BCS formally submitted its request that the SCCBOE approve its proposed revisions to the school's admission preferences in order to assist BCS in increasing access to and diversity in enrollment and to better align its student population with that of LASD. On September 20, 2021, BCS submitted its "Bullis Charter School Enrollment Action Plan" in response to the Notice, which includes the revised preferences as part of its plan to remediate the concerns documented in the Notice.

EDUCATION CODE REQUIREMENTS FOR CHARTER ADMISSION PREFERENCE REVIEW

Education Code § 47605 (e)(2)(B) states:

> If the number of pupils who wish to attend the charter school exceeds the charter school's capacity, attendance, except for existing pupils of the charter school, shall be determined by a public random drawing. Preference shall be extended to pupils currently attending the charter school and pupils who reside in the school district except as provided for in Section 47614.5. Preferences, including, but not limited to, siblings of pupils admitted or attending the charter school and children of the charter school's teachers, staff, and founders identified in the initial charter, may also be permitted by the chartering authority on an individual charter school basis. Priority order for any preference shall be determined in the charter petition in accordance with all of the following:
>
> (i) Each type of preference shall be approved by the chartering authority at a public hearing.
>
> (ii) Preferences shall be consistent with federal law, the California Constitution, and Section 200.
>
> (iii) Preferences shall not result in limiting enrollment access for 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.
>
> (iv) In accordance with Section 49011, preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

REVIEW OF THE ADMISSION PREFERENCES

Staff reviewed the proposed admission preferences using the *County Board's Policy 0420.4 – Charter Schools* and California Education Code section 47605. The results of the staff review are presented below.

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The current BCS admission preferences are as follows:

1. Siblings of Bullis Charter School students who reside within the boundaries of the Los Altos School District.
2. Children of BCS Staff members who reside within the boundaries of the Los Altos School District.
3. Children who reside within the boundaries of the Los Altos School District.
4. Siblings of Bullis Charter School students who reside outside the boundaries of the Los Altos School District but with California.
5. Children of BCS staff members who reside outside the boundaries of the Los Altos School District but within California.
6. All other applicants who reside within California.

On September 15, 2021, BCS proposed to change its admission preferences by adding two preferences for students who qualify for free- and reduced-price meals, one for students residing within LASD boundaries and a second for students living outside LASD boundaries. The combined preferences were intended to be limited to 10% of the total openings at each grade level. In order to clarify and simply the preferences, on September 28, 2021, Bullis provided a slightly revised list of proposed preferences eliminating the 10% cap on the preference for students residing outside LASD:

1. Siblings of Bullis Charter School students 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. Siblings of Bullis Charter School students who reside outside the boundaries of the Los Altos School District but with California.
6. Children of BCS staff members 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.

The proposed preference for LASD residents who are socio-economically disadvantaged will be the second highest priority overall, coming behind the current preference for siblings of BCS students who reside within LASD, and ahead of the children of BCS staff who reside within LASD. The corresponding preference for students who reside outside of LASD will come behind the preferences for siblings and children of staff who reside outside of LASD.

The BCS charter specifies, and BCS has confirmed, that any student who qualifies for a preference but is not chosen in the drawing for that preference shall be included in the drawing for each subsequent preference for which the student qualifies. At the conclusion of the public random drawing, any student not granted admission due to lack of capacity shall be given the option to put their name on a wait list according to the student's draw in the lottery. This wait list will allow students the option of enrollment in the case of an opening during the current school. The wait list will not carry over to the following year.

While it is not possible for Charter Schools Department Staff to know definitively the impact the proposed changes to the preferences will have on the demographics at BCS in the short- and/or the long-term, the proposed preferences do reserve some seats and increase opportunities for socio-economically disadvantaged

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students to be admitted to BCS, as compared to the current admissions preferences. Staff believes that the proposed new admission preferences are a move in the right direction.

CONCLUSION

Staff reviewed the admission preference request utilizing the criteria set forth in Education Code Sections 47605. Staff believes that the proposed changes will increase opportunities for underrepresented students to enroll at BCS as compared to the current preferences. Accordingly, staff recommends that the Board approve the proposed revisions to the admission preferences with the understanding that additional actions and efforts must continue as outlined in BCS's action plan to address the Notice to increase access to and diversity in enrollment and to better align BCS's demographics with LASD and adopt Resolution No. 2289-1 approving and memorializing the revisions to BCS's admission preferences.

Staff further recommends that if the SCCBOE adopts Resolution No. 2289-1 revising BCS's admission preferences, that BCS should post a copy on its website and include this information in its recruiting and advertising materials in order to ensure that the revised admission preferences are clearly memorialized and publicly available.

The Charter Schools Department provides oversight and monitoring for 22 SCCBOE-authorized charter schools. Bullis Charter School was authorized in 2003 and currently serves approximately 1100 students.

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RESOLUTION APPROVING REVISIONS TO THE ADMISSION PREFERENCES FOR BULLIS CHARTER SCHOOL

SANTA CLARA COUNTY BOARD OF EDUCATION
RESOLUTION NO. 2289-1:

RESOLVED by the Santa Clara County Board of Education, County of Santa Clara, State of California, that:

WHEREAS, pursuant to the requirements of Education Code Section 47605(e) Bullis Charter School presented a request to amend the school's admission preferences to the Santa Clara County Office of Education (hereinafter "County Office of Education") on September 15, 2021; and

WHEREAS, the Santa Clara County Board of Education (hereinafter "County Board of Education") held a public hearing on this matter on October 6, 2021; and

WHEREAS, the County Board of Education reviewed Bullis Charter School's request to revise its admissions preferences, taking into consideration the available information, including the statements made during the public hearing and the review by County Office of Education staff and the requirements of Education Code Section 47605(e).

NOW, THEREFORE, BE IT RESOLVED AND ORDERED that the County Board of Education finds the above listed recitals to be true and correct and incorporates them herein by this reference.

BE IT FURTHER RESOLVED AND ORDERED that the County Board of Education hereby approves Bullis Charter School's revised admissions preferences, which preferences shall be implemented and complied with in full by Bullis Charter School commencing immediately for the enrollment process for the 2022-23 school year. Bullis Charter School's admissions preferences are now in their entirety as follows:

1. Siblings of Bullis Charter School students 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. Siblings of Bullis Charter School students who reside outside the boundaries of the Los Altos School District but within California.
6. Children of BCS staff members who reside outside the boundaries of the Los Altos School District but within California.

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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.

Passed and adopted by the Santa Clara County Board of Education at a meeting held on this 6 day of October 2021, by the following vote:

AYE:

NO:

ABSTENTION:

ABSENT:

Claudia Rossi, President Santa Clara County Board of Education	Mary Ann Dewan, Ph.D. County Superintendent of Schools Santa Clara County Office of Education

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EXHIBIT 12

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Santa Clara County Office of Education
Mary Ann Dewan, Ph.D.
County Superintendent of Schools

November 18, 2021

SENT VIA EMAIL (MISRAEL@BULLISCHARTERSCHOOL.COM)

Bullis Charter School
c/o Maureen Israel, Superintendent
102 West Portola Ave.
Los Altos, CA 94022

Re: Bullis Enrollment Action Plan

Dear Members of the Board and Ms. Israel:

This correspondence is sent in response to Bullis Charter School's[1] Enrollment Action Plan ("EAP"), developed and submitted in response to the Notice in Accordance with Education Code Section 47607(e) and Notice of Concern ("Notice") issued to BCS on May 21, 2021. As BCS is aware, the Notice detailed the Santa Clara County Board of Education ("SCCBOE") and the Santa Clara County Office of Education's ("SCCOE") concerns that BCS is not serving all students who wish to attend. The Notice notified BCS of SCCBOE/SCCOE's expectation and requirement that BCS take all necessary and appropriate steps to remediate the concerns described in the Notice and that BCS provide and implement a corrective action plan in accordance with the requirements of Education Code Section 47607(e).

SCCOE has reviewed the EAP, in conjunction with BCS's related correspondences of August 25 and September 20, 2021. SCCOE greatly and sincerely appreciates BCS's statements of commitment to increasing enrollment access and equity and to continue working with SCCOE on the EAP, as well as the recent addition of admission preferences for students who qualify for free- or reduced-price meals pursuant to the federal standards.

It must be noted, however, the EAP as submitted does not meet SCCOE's expectations and requirements for remediating the issues identified in the Notice. An overarching concern with the EAP is the omission of any specific projected outcomes or metrics and measures of success. The concerns described in the Notice included detailed demographic information and professional statistical analysis. The EAP, on the other hand, does not

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[1] Bullis Charter School is governed by the Bullis-Purissima Elementary School, a nonprofit public benefit corporation. For purposes of convenience, in this correspondence, Bullis Charter School and the Bullis-Purissima Elementary School nonprofit corporation and its Board of Directors are referred to collectively and interchangeably as "Bullis Charter School" or "Bullis" or "BCS."

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identify any anticipated results or measures BCS will use to determine whether the steps it is taking are effecting meaningful change. The EAP states BCS will "evaluate" its progress and "track" certain activities – the number of outreach events it hosts in the San Antonio neighborhood; the number of new families that attend outreach events; and the number of programs that share BCS enrollment information with underserved families. The EAP fails, however, to include projections or even specific desired outcomes or to define how BCS will "evaluate" its progress and whether it is successful, including whether statistically significant progress is being made. Furthermore, the import of "tracking" these particular events and practices is limited given the EAP neither sets forth any goals or commitments for these practices nor identifies how BCS will track the occurrence of these events or whether the events actually translate into additional applications, admissions, and enrollments from the target student groups.

SCCOE has also specifically asked BCS about its projections for the outcomes of its EAP, including, but not limited to, the new enrollment preferences. BCS has repeatedly responded that it is unable to provide such projections or reliable estimates, though it expects the new preferences to result in statistically significant change. SCCOE is concerned that the lack of specific projections, measures, and milestones indicates BCS's plan is not adequately developed, fact-based, or concrete. While SCCOE understands projections are not exact and BCS cannot guarantee specific results, at the same time, it seems fundamental to a plan of this nature that the changes and actions will be based on projected outcomes and results, and that measures and milestones will be components of the plan.

At the October 6, 2021, SCCBOE meeting, Ms. Israel specified she agreed reaching metrics is important and stated she thinks the first step is getting the new preferences in place, which would help establish a baseline so BCS can understand the metric it needs to address. SCCOE disagrees that the new preferences establish the baseline. BCS has past and current demographic data – including but not limited to the demographic data and statistical analyses included in the Notice – which should both inform and be incorporated into the EAP as well as be used as the baseline and for developing metrics.

The EAP also does not include a plan to analyze critically what actions are and are not effective in reaching the goals of serving a more diverse student population. The EAP states, "BCS will continue to evaluate our Enrollment Action Plan in order to measure the progress we are making and adjust our strategies accordingly." Again, however, it does not identify any methodology by which BCS will conduct such evaluations or "measure" its progress. The EAP also specifies BCS is "seeing progress" in its 2021-22 enrollment and cites an increased percentage of students with disabilities and students who are Hispanic in 2021-22 compared to 2020-21 as an indication that its "efforts are making a

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difference." SCCOE does not believe the cited changes are necessarily evidence that BCS's efforts have been effective. To determine what may or may not be working, SCCOE recommends BCS determine a means by which to assess whether these increases resulted from any particular action(s) or effort(s) employed by BCS.

The Notice specified:

> BCS must determine how it will resolve the concerns, including the development, submission, and implementation of a corrective action plan, which should also include details and explanations of how the proposal(s) will cure the concern(s). Equity, inclusion, and diversity are complex issues, and determining the most effective means of resolving these concerns is complicated. As such, SCCOE expects that BCS will engage the services of a professional expert(s) to assist in the development of BCS's corrective action plan, based on the specific facts and circumstances. As noted above, BCS has undertaken some efforts and measures to attempt to remediate these issues, and SCCOE has worked to provide suggestions and insights, but the services of experts on these complex questions is important to the likelihood of success.

The EAP states that BCS has engaged the services of Hawk Circle Consulting, which entity is developing a comprehensive approach to making Bullis Charter School more inclusive and diversifying our applicant pool and enrollment, including:

- Coaching and professional development for superintendent, principals and other leaders on centering inclusion in their management and school leadership, including in new student and family recruitment,
- Engaging multiple stakeholders in developing a long-term vision for BCS rooted in a Theory of Change focused on inclusion and excellent student achievement for all,
- Creating a robust organizational understanding of Bullis' strengths, weaknesses, opportunities, and threats, specifically related to student diversity, and
- Providing training for staff and others as needed to ensure BCS continues to support all students and families.

The EAP does not include any information about Hawk Circle Consulting or its experience or expertise in addressing the concerns facing BCS, and SCCOE was unable to locate any

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relevant information about Hawk Circle Consulting through internet searches. Nor does the EAP include any type of timeline for Hawk Circle Consulting to provide these services or any measures or milestones by which to assess the effectiveness of these services and their real-world impact on BCS's enrollment.

The EAP also does not indicate professional experts or consultants, including Hawk Circle Consulting, assisted BCS in developing its overall EAP to help ensure BCS's plan is founded on fact-based and successful practices to remediate the concerns. This is not to imply the proposed services from Hawk Circle Consulting will not be valuable, but, rather, to explain the information in the EAP about these services is too limited to constitute a corrective action plan or to establish the likelihood of its success. Moreover, SCCOE is concerned it does not appear BCS engaged the services of professional experts in *developing* its overall EAP.

SCCOE also expected BCS to include in its EAP specific strategies proactively to overcome any existing perceptions or misapprehensions about BCS not welcoming/serving all students with disabilities, providing the full continuum of placements and services, and/or requiring or expecting monetary donations. We recognize BCS has updated its materials to specify the school is "free" rather than "tuition free" and that it serves all students. However, as BCS is aware, there have been reports and anecdotal information indicating potential families believe a financial commitment or donation is required or that BCS does not serve all students with disabilities, or students who are socioeconomically disadvantaged or students with disabilities are not welcome at BCS. BCS has repeatedly assured SCCOE that this is not the case. However, it is important not only that BCS is free and open to all students and provides the full continuum of placements and services, but that current and prospective families are aware of those facts and that the culture of the school is welcoming to and supportive of all students and families. SCCOE believes it is necessary for BCS to consider what strategies might be appropriate to overcome these reported perceptions which are contrary to the law and BCS's stated practices. If BCS has considered these concerns and determined no such proactive measures are needed, BCS must provide an explanation of the basis for that determination.

For all these reasons, while the submitted EAP is a start and is appreciated, SCCOE does not find it to be appropriately detailed or measurable enough to constitute an adequate corrective action plan or a means of remediating the concerns expressed by SCCOE over time and specified in the Notice. Again, this is not to discourage BCS from implementing the components described in the EAP, but, rather, to explain the necessity of BCS going further in the development of a workable and measurable plan to address the concerns described in the Notice.

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As always, SCCOE's focus is on our shared expectations and priorities of ensuring fair and equal access to all schools for all students, without regard to any protected characteristics, which includes the need for BCS to make meaningful changes in access to and enrollment at BCS. As previously stated, SCCOE remains sincere and committed in its offer to provide assistance to BCS to create and implement an effective plan whereby BCS can increase its efforts and successes in enrolling a more diverse student population consistent with the letter and spirit of the law. However, BCS is responsible for critically analyzing the causes for the current disparity in enrollment and developing a thorough, practical, results-oriented plan, based on facts and best practices, and calculated to effect change. Such a plan must necessarily include projected impacts and outcomes as well as measures by which BCS will assess the plan's effectiveness and implement further changes if it does not experience the desired and necessary outcomes.

Therefore, a revised and updated EAP, taking account of the concerns, requirements, and expectations in the Notice and the information in this correspondence must be provided by no later than December 17, 2021.

Should you wish to discuss these issues further, please do not hesitate to contact Mefula Fairley, Director of Charter Schools.

Very truly yours,

DocuSigned by:
Dr. Mary Ann Dewan
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Mary Ann Dewan, Ed.D.
County Superintendent of Schools

cc: Mefula Fairley, Director, Charter Schools Department

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EXHIBIT 13

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December 17, 2021

VIA EMAIL (MARYANN_DEWAN@SCCOE.ORG)

Mary Ann Dewan, Ph.D.
County Superintendent of Schools
Santa Clara County Office of Education
1290 Ridder Park Drive
San Jose, CA 95131

Re: Response to Santa Clara County Office of Education's November 18, 2021 Letter

Dear Dr. Dewan:

Bullis Charter School ("BCS") hereby responds to the Santa Clara County Office of Education's ("SCCOE") November 18, 2021 letter ("November Letter") regarding BCS's Enrollment Action Plan ("EAP"). We appreciate your feedback on the EAP and your partnership in our efforts to bolster BCS's recruitment and enrollment of an even more diverse student population.

As you know, BCS admits all students who wish to attend in accordance with the law, our charter, and our mission to welcome all children and families. Diversity is one of our strengths. We disagree with the incorrect assumption there is a "current disparity" in enrollment. BCS is more racially and ethnically diverse than the Los Altos School District ("LASD"), and our recent efforts have already increased the enrollment of student groups that SCCOE highlighted as a concern in its May 21, 2021 letter to BCS ("May Letter"), such as students with disabilities and Hispanic or Latino students.

Our comprehensive EAP specifically addressed each of SCCOE's recommendations in the May Letter, so we are surprised by the "overarching concern" described in your November Letter regarding the omission of projected outcomes. In order to accurately evaluate the EAP, we need your help in obtaining LASD's actual, current in-district student data as we believe that LASD enrolls approximately 170 out-of-district students, which are then included in the data posted by CDE and likely amplify LASD's enrollment percentages of certain student groups. Despite our repeated written requests, LASD has not provided that information and we respectfully again seek SCCOE assistance in obtaining this information.

BCS is a school of choice offering enrollment opportunities to all interested families. BCS admits all students who wish to attend, subject to capacity constraints, in compliance with the law. Our capacity is constrained by the limited facilities that LASD allocates to BCS. BCS nonetheless continues to use a fair and transparent admissions process that has been approved by SCCOE's Board of Education ("SCCOE Board") at least seven times. The SCCOE Board recently approved BCS's new admission preferences and we are grateful for your support during that process. The Charter Schools Act requires enrollment at oversubscribed schools to be determined by a public random drawing. Specific percentages of racial or ethnic groups—quotas—are plainly prohibited by Article I, Section 31 of the California Constitution. Rather, the law requires BCS's charter to describe the means by which the school will achieve a student

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balance reflective of the general population residing within the territorial jurisdiction (geographic boundaries) of LASD. BCS's charter meets this standard, and moreover, BCS is more racially and ethnically diverse than LASD. (While LASD's enrollment is not the statutory standard, we have been and are willing to set it as an aspirational one.)

BCS Enrolls a More Diverse Student Population Than LASD

Based on published data from the 2020-21 school year that is publicly available on the California Department of Education's DataQuest website, BCS serves a larger percentage than, or at least an equivalent percentage to (i.e., within 0.2%), LASD in roughly two-thirds of the student groups referenced in Education Code section 47605(c)(5)(G)—seven of the eleven categories. Any claim that the remaining student groups - Hispanic or Latino, students with disabilities, English Learners, and students with socioeconomic disadvantages - are somehow "underrepresented" at BCS is grossly exaggerated because BCS serves a comparable percentage of the student groups as LASD schools. BCS largely resembles LASD schools, due in part to the fact that nearly a quarter of all K-8 public school students residing in LASD attend BCS. However, there are many students attending LASD schools who do not reside within LASD.

The November Letter states that the EAP lacks "specific projections, measures, and milestones" for the enrollment of racial, ethnic, and other student groups. As SCCOE is aware, charter schools are not and cannot be required to enroll specific percentages of particular student groups. BCS cannot "guarantee specific [enrollment] results" because BCS is a school of choice required to admit all students and uses a random public drawing to determine enrollment. Moreover, as SCCOE acknowledges in the November Letter, BCS cannot practically "guarantee specific [enrollment] results" because BCS is a school of choice required to admit all students and uses a random public drawing to determine enrollment.

While references are often made to the LASD data available through DataQuest, it is our understanding that LASD enrolls as many as 170 students from nearby districts (e.g., Mountain View Whisman School District and Palo Alto Unified School District) which have higher percentages of certain student groups referenced in the May Letter. Thus, the available State data potentially inflates LASD's enrollment percentages with out-of-district students. To date, LASD has not shared its actual in-district data. BCS cannot verify or respond to any claim of underrepresentation without accurate comparable data of students residing within the area served by the Los Altos School District. Nor can we achieve aspirational goals without the appropriate LASD in-district enrollment data. We respectfully reiterate our request to SCCOE to instruct LASD to provide BCS this data in order.

Nevertheless, this has not deterred us from working diligently and constructively with SCCOE to enhance our recruitment efforts to increase the diversity at BCS. But, BCS cannot fully verify or respond to any claim of underrepresentation without accurate comparable data of students residing within LASD.

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The Robust EAP is a Long-Term Plan That Addresses SCCOE's Recommendations and Will Help Increase Student Diversity

Building on the efforts of our Superintendent's Task Force that formed in 2019 to strengthen BCS's outreach to underserved communities, BCS carefully developed the EAP to help recruit and welcome new students and families from across our entire community, especially students of certain categorically favored racial and ethnic backgrounds, students with disabilities, Hispanic or Latino students, students with socioeconomic disadvantages, and English Learners. The EAP incorporates SCCOE's helpful guidance, including the recommendations from the May Letter and input received during meetings with county staff. In response, we have expanded the Bullis Summer Program (free to students with socioeconomic disadvantages); modified admissions preferences with SCCOE's support; and further evaluated, and improved, the BCS website, advertising, print materials, and social media to demonstrate that BCS welcomes all students (e.g., changing references from "tuition free" to "free"). We have provided additional training to staff, families, and volunteers who connect with prospective families to ensure BCS welcomes and supports all students and families; funded hiring of outside experts to assist with strategies to increase student applicant diversity; and expanded outreach to underserved communities.

These efforts are already working. As detailed in the EAP, BCS increased enrollment of students with disabilities by 7.5% (from 6.7% to 7.2%) and Hispanic or Latino students by 24% (from 3.3% to 4.1%) for the 2021-22 school year. Current BCS Hispanic or Latino enrollment is now at 4.4% as of the most recent census date—a 33% increase from 2020-21. This is higher than three of the ten LASD schools. Additionally, 40% of this year's kindergarten class took an English Language Proficiency Assessment in the fall of 2021. We, therefore, expect to see growth in our English Learner student population. Due both to our recently updated admission preference for students with socioeconomic disadvantages and to our extensive outreach, we expect to see increases in enrollment of students with socioeconomic disadvantages. We appreciated SCCOE's support which helped us develop this EAP and recruit new applicants to increase diversity this school year.

The EAP Cannot Legally or Practically Impose or Implement Student Enrollment Quotas

As noted above, the November Letter states that the EAP lacks "specific projections, measures, and milestones" for the enrollment of racial, ethnic, and other student groups. This recommendation appears to suggest enrollment quotas that would subject BCS (and SCCOE) to significant legal risk, in violation of Article I, Section 31 of the California Constitution.[1]

To the extent that SCCOE believes specific enrollment projections are necessary to assess the EAP, the Charter Schools Act provides the relevant metric. The Charter Schools Act provides the relevant

[1] This provision of the California Constitution was added by Proposition 209 (1996). California voters recently rejected Proposition 16 (2020), which would have repealed Proposition 209.

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metric against which BCS should be measured, namely the general population residing within the territorial jurisdiction (geographic boundaries) of the Los Altos School District. BCS will evaluate the EAP aligned with this requirement to ensure that BCS continues to adequately describe such means, with the goal of increasing student diversity in the student groups highlighted by SCCOE. However, as we noted above, we need LASD's in-district student data in order to meaningfully assess the EAP and our success meeting our aspirations. Finally, we know that LASD's demographics vary from year to year, so creating stand-alone enrollment projections is not always practical.

We do want to share with you concerns that we have with the nature of the requests that the SCCOE has made of us. We know that you will be sensitive to these concerns. When we have discussed with the SCCOE and SCBOE Bullis' recent successes of increasing enrollment of students with disabilities and Hispanic or Latino students for the current school year, we were surprised by SCCOE's response questioning whether these successes can be attributed to BCS's ongoing efforts. If success or failure to meet the requested enrollment projections cannot be attributed to BCS's EAP or efforts, it appears arbitrary to include these projections within the EAP in the first place. Moreover, if BCS sets enrollment targets for certain student groups, this would appear to create an unlawful incentive to recruit student groups where BCS serves a lower percentage as compared to LASD (e.g., White, Hispanic or Latino students) to the detriment of other students and families who critics may deem are "overrepresented" (e.g., Asian, Filipino, Two or More Races). Impacting populations that have historically been the subject of discrimination (both by custom and in law) is inconsistent with with our mission to welcome all children and families. We hope that you will work with us so that equal opportunity, which is legal and which we have faithfully provided all along, will not–due to unreasonable demands, however well-intentioned–turn into a process that has a discriminatory impact.

The EAP is a long-term, multi-year plan to achieve an even more diverse student population. SCCOE's request for enrollment projections must take into account the practical and legal limitations that preclude an immediate change in BCS's student demographics. First, while BCS recruits and welcomes all applicants, enrollment at the school is ultimately determined by public random drawing. Second, BCS's enrollment is capped by the limited facilities that are allocated by LASD. BCS maintains a long waitlist of interested students for all grade levels, and enrollment opportunities are for the most part limited to incoming kindergarteners. Our incoming kindergarten class is approximately 140 students, and our current enrollment is 1067 students. Well over half of our incoming students would need to be in a particular student group in order to make the sort of immediate change that SCCOE appears to request. Third, in order to help establish a baseline, BCS' legal counsel has engaged King Consulting to monitor the changing population of the geographical area served by LASD. King Consulting's services include providing comprehensive demographic analyses, enrollment projections, and resident projections to school districts and charter schools. Its clients include San Mateo Unified School District, Pleasanton Unified School District, and Napa Valley Unified School District. Its expertise and support analyzing enrollment and general population trends will help us fine-tune our recruitment efforts and EAP. Our EAP will help increase student diversity and help us maintain a student population reflective of the general population residing within LASD. An effective way SCCOE can help BCS increase student diversity

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quickly would be to work with us and LASD to ensure that we have access to school facilities that are sufficient for us to increase BCS's *total* enrollment.

BCS Will Work with Experts to Consider Other Improvements to the EAP

The November Letter raises other seemingly minor issues regarding the EAP that could have been addressed with a phone call or through an informal discussion or meeting. First, the November Letter suggests the EAP is deficient for not describing the background of experts hired to assist with the EAP's design and implementation. Our experts' qualifications were not originally requested, so we did not incorporate this information in the EAP. We are happy to provide that information here in response to your recent request. Hawk Circle Consulting, recommended by the California Charter Schools Association, is led by Jenna Stauffer, who has experience founding and leading a charter school in the Bay Area and providing consulting services on diversity, equity, and inclusion to nonprofit organizations. King Consulting, a comprehensive school planning firm, will provide technical data and analysis. Its qualifications are discussed above.

The November Letter also indicates SCCOE expected the EAP to include a plan and methodology to critically analyze what EAP strategies are effective. First, the EAP includes an Ongoing Evaluations section that describes how BCS intends to critically assess recruitment efforts. This includes reviewing the success of outreach activities like preschool, child care, and community programs and outreach events in the San Antonio neighborhood. In alignment with the Charter Schools Act, BCS will use the general population residing within LASD as the metric to assess the EAP's success and ensure the school continues to reflect the general population residing within the Los Altos School District. In addition, we need LASD's in-district data to help guide efforts to reach aspirational goals, as well.

Lastly, the November Letter suggests (inaccurately, we believe) that the EAP lacks specific strategies to proactively overcome any existing perceptions or misapprehensions about BCS not welcoming/serving all students with disabilities, providing the full continuum of placements and services, and/or requiring or expecting monetary donations. The EAP specifically describes our tailored efforts to counter these false assertions, including updating the school website and promotional materials, and bolstering our community outreach with professional development that is centered on inclusion. In response to LASD's false allegations about the diversity of our student population, we have worked diligently to counter their coordinated efforts to discredit our school, staff, and families. We appreciate SCCOE raising this issue because we could use your support in this regard.

At the SCCOE Board's October 6, 2021 meeting, LASD was inappropriately given more time than other speakers (ten minutes rather than two) despite there being no basis for it to have special standing to participate in the hearing. Suggestions that Bullis enrollment be limited run counter to the express language of state law. Moreover, BCS critics made false allegations about BCS's families and claims that BCS's enrollment practices are unlawful. We understand that the Board has no control over what speakers say, but these false assertions appeared to be accepted as fact by SCCOE staff and Board during this public meeting. They were not challenged, which has exacerbated the misperception problems about which you complain. The County has been direct in its criticism of Bullis, and that is appreciated

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as it helps us be the best we can be. We believe that the County could also play a salutary role in noting when third party statements are patently false or call for actions that would be illegal under state law.

We appreciated this opportunity to respond to your November Letter. While we believe the EAP sufficiently addresses SCCOE's concerns described in the May Letter, we are considering potential revisions to the EAP. Again, however, we would appreciate your help in obtaining accurate LASD in-district student data.

Thank you again for your guidance and support on our efforts to strengthen student diversity and maintain fair, open, equal, and non-discriminatory admissions at BCS.

Sincerely,

Maureen Israel, Superintendent/Principal
Bullis Charter School

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EXHIBIT 14

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Santa Clara County Office of Education
Mary Ann Dewan, Ph.D.
County Superintendent of Schools

March 2, 2022

SENT VIA EMAIL (MISRAEL@BULLISCHARTERSCHOOL.COM)

Bullis Charter School
Maureen Israel, Superintendent
102 W. Portola Avenue
Los Altos, CA 94022

RE: Bullis Enrollment Action Plan

Dear Members of the Board and Ms. Israel:

This correspondence is a follow up in the ongoing discussions between Bullis Charter School[1] and the Santa Clara County Office of Education ("SCCOE") about the matters raised in the Notice in Accordance with Education Code Section 47607(e)[2] and Notice of Concern ("Notice") issued to BCS on May 21, 2021, and the Enrollment Action Plan ("EAP") BCS submitted in response thereto, as well as SCCOE's November 18, 2021, correspondence and BCS' December 17, 2021, correspondence on these issues.

SCCOE disagrees with BCS's December 17th response to SCCOE's ongoing concerns with the EAP. SCCOE will not repeat the entire contents of its November 18, 2021, correspondence, but reiterates the concerns as detailed in that letter. Again, the EAP as submitted does not meet SCCOE's expectations and requirements for remediating the issues identified in the Notice. SCCOE continues to focus on what it trusts are our shared expectations and priorities of ensuring fair and equal access to all schools for all students, without regard to any protected characteristics. SCCOE is aware of and appreciates the changes BCS has made and its stated commitment to these shared goals. SCCOE believes, however, BCS needs to revise its EAP and corresponding practices in order best to address those priorities. SCCOE is concerned the EAP as currently formulated, and BCS's interpretation of and response to the issues and need for changes that SCCOE noted, will not achieve the necessary and expected outcomes.

[1] Bullis Charter School is governed by the Bullis-Purissima Elementary School, a nonprofit public benefit corporation. For purposes of convenience, in this correspondence, Bullis Charter School and the Bullis-Purissima Elementary School nonprofit corporation and its Board of Directors are referred to collectively and interchangeably as "Bullis Charter School" or "Bullis" or "BCS."

[2] All further statutory references are to the Education Code.

County Board of Education: Victoria Chon, Joseph Di Salvo, Rosemary Kamei, Grace H. Mah, Peter Ortiz, Claudia Rossi, Tara Sreekrishnan
1290 Ridder Park Drive, San José, CA 95131-2304 (408) 453-6500 www.sccoe.org

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Santa Clara County Office of Education
Mary Ann Dewan, Ph.D.
County Superintendent of Schools

A. Open Enrollment and Public Random Drawing Outcomes

SCCOE is aware that BCS held its open enrollment period for the 2022-23 school year during the period of November 2, 2021, through February 11, 2022. On behalf of SCCOE, Charter Schools Department Director Mefula Fairley and Associate Director Michelle Johnson attended and observed the public random drawing for enrollment, held on February 19, 2022.

Now that BCS's 2022-23 open enrollment process is complete, SCCOE requires that BCS submit a complete update on and analysis of its results. Please provide a detailed demographic breakdown of the results of the public random drawing, including for the newly admitted students, for the total BCS anticipated enrollment for 2022-23, and for the anticipated enrollment by grade level for 2022-23. Please also provide comparison information to current and previous years as well as detailed information about the number of students who applied for admission using the newly approved preferences for students who qualify for free or reduced priced meals. Please distinguish between the separate preferences for students who reside within and outside of Los Altos School District's ("LASD") boundaries, and provide the data separately for the number of students who applied for admission using each preference and the number who were offered admission using that preference, versus placed on the waitlist.

Additionally, when BCS provided its demographic breakdown for 2021-22 based on its open enrollment and drawing process, it did not have definitive information because, prior to enrollment and completion of certain documentation and assessments, BCS was uncertain how many newly enrolled students might be in the English learner, socio-economically disadvantaged, and/or special education student groups. At this point in the school year, however, BCS should have that information available. Please provide that demographic breakdown, including by both the students newly admitted to BCS for 2021-22 and the total BCS enrollment, and include a comparison to BCS's demographics for 2020-21.

B. TK Pilot Program

SCCOE understands BCS is contemplating a full-day TK pilot program to provide increased opportunities for socio-economically disadvantaged students. Please provide an update on the plan for that pilot program and its current status.

C. BCS's December 17, 2021, Correspondence

1. LASD In-District Demographics

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BCS asserts the "relevant metric against which BCS should be measured [is] the general population residing within the territorial jurisdiction (geographical boundaries) of the Los Altos School District." BCS states it needs LASD demographic information about the students who reside within LASD boundaries, because LASD enrollment of students from outside of its boundaries "potentially inflates LASD's enrollment percentages with out-of-district students."

As explained in the Notice, the Charter Schools Act of 1992 (Ed. Code 47600 *et seq*., "CSA") has always required every charter to include a description of the means by which the school will achieve a balance of racial and ethnic pupils reflective of the general population residing in the school district in which the charter school is located – in BCS's case, this is LASD. That requirement has now been expanded also to require the means by which the charter school will achieve a balance of special education pupils and English learner pupils reflective of the population of the district in which it operates. (§ 47605(c)(5)(G).) As a result, the demographics of the LASD residents is a pertinent metric against which to measure BCS's enrollment diversity and compliance with the law. As requested by BCS, SCCOE has asked LASD to provide the demographic breakdown for the students who reside within LASD's boundaries.

Nevertheless, SCCOE does not agree that this is the only relevant metric in assessing the matters at issue. As an initial matter, SCCOE is concerned by the following statement from BCS's December 17, 2021, correspondence: "Rather, the law requires BCS's charter to describe the means by which the school will achieve a student balance reflective of the general population residing within the territorial jurisdiction (geographic boundaries) of LASD. BCS's charter meets this standard and, moreover, BCS is more racially and ethnically diverse than LASD." The implication of BCS's statement is that it has complied fully with the legal standard simply by including a description of the proposed means of achieving the requisite racial and ethnic balance in its charter, irrespective of implementation of those means and/or achievement of the stated goal. If that is BCS's position, it is one with which SCCOE disagrees. Naturally, if the plan described in the charter is not working and achieving the necessary results, the charter school is not excused from achieving those results simply because it has a plan written into its charter, even if that plan is not working or is not being implemented. Rather, as specified in the BCS charter, it is necessary on an ongoing basis for BCS to monitor the adequacy of its plan, efforts, and results and make adjustments as necessary in order to be able to pursue and achieve the plans and standards set forth in its charter.

Moreover, the CSA includes a variety of additional requirements and prohibitions mandating nondiscrimination and equity in access to and ongoing enrollment in charter schools, and this issue is not limited only to the charter's inclusion of the description of

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the means of achieving a balance reflective of the population residing within the pertinent school district set forth in Section 47605(c)(5)(G). As also specified in the Notice, "the CSA has been revised to include a finding that the charter school is demonstrably unlikely to successfully implement the program set forth in its charter because it is not serving all students who wish to attend as a separate cause for denying renewal of any charter school. That cause for denial is clearly and directly related to the concerns with access and diversity in BCS's enrollment that BCS itself previously agreed to work with SCCOE to correct." As such, SCCOE encourages BCS not to take too narrow or limited an approach in addressing the concerns set forth in the Notice and the November 18th correspondence.

2. Projections, Measures, and Milestones

For all of the reasons detailed in the November 18, 2021, correspondence, SCCOE is concerned with the lack of specific projections, measures, and milestones in BCS's EAP. As stated in that letter, "While SCCOE understands projections are not exact and BCS cannot guarantee specific results, at the same time, it seems fundamental to a plan of this nature that the changes and actions will be based on projected outcomes and results, and that measures and milestones will be components of the plan." There must also be a plan to analyze critically which of BCS's actions and components of its EAP are and are not effective in reaching the goals of serving a more diverse student population and achieving the purposes of the EAP.

To be clear, contrary to BCS's stated concerns, SCCOE is not in any way indicating or implying BCS should establish unlawful enrollment quotas or otherwise violate Article 1, Section 31 of the California Constitution, and nothing in SCCOE's November 18th correspondence can reasonably be interpreted as having such a meaning. The EAP itself specifies it "is designed to attract and welcome new students and families across our community, especially students of all racial and ethnic backgrounds, English Learners, students with disabilities, and students with socioeconomic disadvantages." The EAP's purpose is to help achieve change.

Such a plan cannot be expected to be successful if it is either created or implemented in a vacuum. Nor can it be based on an assumption that it will simply have the intended results without any means of projecting the likely results, whether those projected results are consistent with the goals and purposes of the EAP, or critically analyzing and assessing whether the outcomes are consistent with projections and expectations or whether the EAP is actually working. Projections, measures, and milestones do not establish quotas, but rather, help guide the appropriate development, implementation, audit, and adjustment of the EAP to achieve its goals. Using these metrics for the important purposes of assessing the effectiveness of and improving the EAP does not violate the

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law. BCS's apparent misunderstanding of and response to SCCOE's expectations and concerns themselves exacerbate the issue. They imply that BCS did not develop the EAP in reliance on data and evidence or by considering likely outcomes and projections and means of measuring the effectiveness of the EAP, which are all fundamental to a plan of this nature. These are also reasons SCCOE recommended BCS use the services of a professional(s) with experience and expertise in these areas in developing this plan, to help ensure the plan is based on evidence and experience of what has and likely will work. Again, having, implementing, measuring the effectiveness of, and adjusting as appropriate a plan to increase outreach, diversity, and inclusion is not equivalent to establishing unlawful enrollment quotas or denying or limiting access to enrollment for other pupils. Nor does increasing outreach efforts to underrepresented groups mean limiting opportunities for others, including student groups who "have historically been the subject of discrimination (both by custom and in law)."

BCS also misinterprets SCCOE's statements about the need for BCS to analyze critically the effects of the EAP and the SCCOE's concern that the enrollment changes BCS cited to are not necessarily evidence that BCS's efforts to date have been effective. BCS's December 17th letter states, "If success or failure to meet the requested enrollment projections cannot be attributed to BCS's EAP or efforts, it appears arbitrary to include these projections within the EAP in the first place." Of course, SCCOE did not say success or failure cannot be attributed to the EAP or BCS's efforts. Rather, SCCOE's point is that BCS cannot simply assume any and all changes in its enrollment are necessarily attributable to its "efforts" and/or the EAP, nor that each component of the EAP or step taken by BCS is having the hoped for or an equivalent impact. Instead, BCS must do the follow up work of assessing whether what it is doing is having positive effects and what components of the EAP may be less successful or even having no effect or a negative effect.

After acknowledging SCCOE's expectation that BCS critically analyze whether its strategies are effective, BCS's December 17th letter defends its plan, stating, "First, the EAP includes an Ongoing Evaluations section that describes how BCS intends to critically assess recruitment efforts. This includes reviewing the success of outreach activities like preschool, childcare, and community programs and outreach events in the San Antonio neighborhood." However, as SCCOE previously noted, the EAP does not identify any methodology by which BCS will conduct such evaluations or measure its progress, but, instead, seems simply to assume any changes in enrollment it has experienced are direct results of BCS's actions. The entire "Ongoing Evaluations" section of the EAP consists of a statement that "BCS will continue to evaluate our Enrollment Action Plan in order to measure the progress we are making and adjust our strategies accordingly," a statement

County Board of Education: Victoria Chon, Joseph Di Salvo, Rosemary Kamei, Grace H. Mah, Peter Ortiz, Claudia Rossi, Tara Sreekrishnan
1290 Ridder Park Drive, San José, CA 95131-2304 (408) 453-6500 www.sccoe.org
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Mary Ann Dewan, Ph.D.
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of reported "progress" in 2021-22 enrollment, and a commitment to "track" the following:

- The number of preschools, childcare and other community programs that help share our enrollment information with underserved families
- The number of outreach events we host in the San Antonio neighborhood
- The number of new families who attend our outreach events and activities

Again, tracking the number of events held or even the number of people who attend those events is not enough, alone, to constitute a critical analysis of the impact of those events or the rest of the EAP. The issue is not only if BCS has a specific number of preschool events but whether those events resulted in information actually being shared with underserved families and, then, if those families who attended those events actually applied for admission to BCS. The goal is not to hold preschool or community events, but to engage families with the result that they actually apply for admission. These essential components are missing from the "Ongoing Evaluations" section of the EAP.

Similarly, SCCOE does not agree BCS can assume the steps that it has taken are enough proactively to overcome any existing perceptions or misapprehensions about BCS not welcoming/serving all students with disabilities, providing the full continuum of placements and services, and/or requiring or expecting monetary donations. Again, BCS emphasizes it has updated its website (e.g., changing references from "free tuition" to "free") and is bolstering its community outreach with professional development centered on inclusion. As with the other aspects of the EAP, SCCOE is asking BCS to actually determine appropriate and evidence-based means of assessing the effectiveness of its efforts to counter these concerns and take further steps if such steps are necessary. Again, BCS appears to be assuming the steps it has taken are adequate and effective, but it has identified no factual basis for that conclusion or any means of endeavoring to ascertain the accuracy of that assumption.

BCS's December 17th correspondence indicates BCS will work with experts to consider other improvements to the EAP and is considering potential improvements to the EAP. SCCOE hopes the services being provided by the consultants will assist BCS in the development of revisions to make the EAP a more detailed, workable, and measurable plan for addressing the concerns set forth in the Notice. SCCOE would appreciate an update on any changes that BCS is contemplating or making to the EAP.

D. Conclusion

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Mary Ann Dewan, Ph.D.
County Superintendent of Schools

In its December 17th correspondence, BCS also asserts its enrollment capacity and ability to address the concerns in the Notice are "constrained by the limited facilities LASD allocates to BCS" and indicates SCCOE could work with LASD and BCS relative to the allocation of LASD facilities to BCS. As BCS is aware, BCS's entitlement to LASD facilities and how and what LASD allocates to BCS pursuant to "Proposition 39" (Section 47614 and its implementing regulations) is a legal process between BCS and LASD. SCCOE is not a party to that process and does not have authority over it.

For all of the reasons described in the November 18, 2021, correspondence and explained above, SCCOE continues to believe the EAP is not appropriately detailed or measurable enough to constitute an adequate corrective action plans or means of remediating the concerns specified in the Notice. As explained in the Notice, BCS's success in remediating the issues raised therein and serving all students who wish to attend is an important consideration relative to BCS's future operations and renewal. SCCOE encourages BCS to reconsider its position as expressed in its December correspondence and to revise the EAP in order to address these concerns and make the EAP as meaningful and effective as possible in advancing the interests of all students in ensuring the admissions process is fair, transparent, equal, and that no students are discouraged or inhibited from applying to and enrolling in BCS for any reason.

SCCOE looks forward to BCS's provision of this information. If you have any questions, please do not hesitate to contact Mefula Fairley, Director, Charter Schools Department at mfairley@sccoe.org or (408) 453-3605.

Very truly yours,

Mary Ann Dewan

Mary Ann Dewan, Ph.D.
Count Superintendent of Schools

cc: Mefula Fairley, Director, Charter Schools Department

County Board of Education: Victoria Chon, Joseph Di Salvo, Rosemary Kamei, Grace H. Mah, Peter Ortiz, Claudia Rossi, Tara Sreekrishnan
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EXHIBIT 15

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BULLIS CHARTER SCHOOL
102 West Portola Avenue
Los Altos, CA 94022
Tel: 650.947.4100Fax:
650.947.4989
www.bullischarterschool.com

March 31, 2022

Mary Ann Dewan, Ph.D.
County Superintendent of Schools
Santa Clara County Office of Education
1290 Ridder Park Drive
San José, CA 95131-2304

Dear Dr. Dewan:

I am following up on your letter of March 2, 2022 to Bullis Charter School Superintendent Maureen Israel. I believe we better understand what you are requesting of Bullis and the concerns you detail. We are hard at work revising the Enrollment Action Plan ("EAP") in the manner you have requested.

I thought it would be helpful to summarize specifically the County requests so that we would have a very specific checklist to guide us. I list below what I drew from your letter. We would be most appreciative if you or your staff would review the list and let us know if we are missing, misunderstand, or mischaracterize anything.

List of requested actions

1. Provide a detailed demographic breakdown of the results of the public random drawing:
    a. For the newly admitted students,
    b. For the total BCS anticipated enrollment for 2022-23, and
    c. For the anticipated enrollment by grade level for 2022-23.
2. Compare said information to prior years.
3. Provide detailed information about the number of students who [completed registration packets] using the newly approved preferences for students who qualify for free or reduced priced meals.
4. Distinguish between the separate preferences for students who reside within and outside of Los Altos School District's ("LASD") boundaries.
5. Provide data separately for the number of students who [completed registration packets] for each preference and the number who were offered admission using that preference, versus placed on the wait list.
6. Provide the demographic breakdown for English learners, socio-economically disadvantaged students, and special education student groups,
    a. For students newly admitted to BCS for 2021-22
    b. For the total BCS enrollment
7. Compare to BCS's demographics for these categories (a&b) for 2020-21.
8. Provide an update on the full-day TK pilot program and its current status.

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BULLIS CHARTER SCHOOL
102 West Portola Avenue
Los Altos, CA 94022
Tel: 650.947.4100Fax:
650.947.4989
www.bullischarterschool.com

9. Project outcomes and results, including projections, measures, and milestones that will be components of the plan.
10. Provide a description of the means by which BCS will achieve a balance of racial, ethnic, special education and English learner pupils reflective of the general population residing in the school district in which the charter school is located – in BCS's case, this is LASD.
11. Define the plan to analyze critically which of BCS's actions and components of its EAP are and are not effective in reaching the goals of serving a more diverse student population and achieving the purposes of the EAP. Goal is to guide the development, implementation, audit, and adjustment of the EAP to achieve these goals.
12. Identify the methodology by which BCS will conduct such evaluations and measure progress. For example, did specific preschool events result in information being shared with underserved families and, if so, did those families who attended those events actually complete [enrollment] forms? Were they drawn in the lottery? Did they attend?
13. SCCOE has expressed concerns about perceptions regarding whether BCS is welcoming to students with disabilities: Determine appropriate and evidence-based means of assessing the effectiveness of BCS efforts to counter these concerns and take further steps if such steps are necessary.
14. Make the EAP more detailed, workable, and measurable in order to addressing the concerns set forth in the Notice.
15. Update SCCOE with respect to any changes that BCS is contemplating or making to the EAP.

* * *

Please let us know if there are revisions to be made to the foregoing list. We appreciate your ongoing assistance and guidance as we work to respond to your requests and to address County Office of Education concerns.

Sincerely yours,

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Francis La Poll
Board Chair
Bullis Charter School

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EXHIBIT 16

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Santa Clara County Office of Education
Mary Ann Dewan, Ph.D.
County Superintendent of Schools

April 8, 2022

SENT VIA EMAIL (FRANCIS@LAPOLL.COM)

Francis La Poll, Board Chair
Bullis Charter School
102 W. Portola Avenue
Los Altos, CA 94022

RE: Demographic Data and Enrollment Action Plan

Dear Mr. La Poll:

The Santa Clara County Office of Education ("SCCOE") appreciates your letter of March 31, 2022, confirming that Bullis Charter School ("BCS") is working on revising its Enrollment Action Plan ("EAP"), consistent with SCCOE's requests. We also welcome your effort to confirm your understanding of the information and the changes to the EAP that SCCOE requested, in order to ensure an accurate and efficient response.

While to a large extent your letter accurately captured SCCOE's requests and concerns, there are a few points we believe it is helpful to clarify. For ease of reference, the following clarifying paragraphs include an italicized reference to the numbered paragraph(s) in your letter:

- *(2)* The comparison of the public random drawing results to prior years should include comparison to 2021-22.

- *(3, 5, 12)* The District has made multiple requests for data related to students who applied to attend BCS, but your letter in summarizing those requests has revised the reference from "applications" to "completed registration packets" and "enrollment forms." SCCOE is not entirely clear what BCS means by these terms, though, of course, applications for admission are required to be minimal (as described in the MOU between BCS and SCCOE), may not include student records information, and precede enrollment at BCS. The SCCOE's questions were intended to ask about applications for admission, by whatever terminology BCS uses for such applications. To the extent that applications for admission differ from completed "registration packets" and/or "enrollment forms," and BCS believes that additional information related to persons who completed those documents is relevant to SCCOE's understanding of BCS' enrollment and demographics, please feel free also to include that information.

(Continued on next page)

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1290 Ridder Park Drive, San José, CA 95131-2304 (408) 453-6500 www.sccoe.org
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- *(6 & 7)* Please also include this information and comparison broken down by grade level.

- *(8)* In providing the update on the full-day TK pilot program and its status, please ensure that the explanation describes how the program will work and how it is intended/expected to provide additional opportunities for socioeconomically disadvantaged students.

- *(13)* In addition to concerns about perceptions or misapprehensions regarding whether BCS is welcoming to students with disabilities, SCCOE also raised concerns about perceptions and/or misapprehensions that BCS does not serve all students with disabilities, that BCS does not offer the full continuum of placements and services, and/or that BCS requires or expects monetary donations from pupils/families. Therefore, the appropriate and evidence-based means of assessing the effectiveness of BCS' efforts to counter these concerns and take further steps as necessary should address each of these areas.

Again, thank you for taking the time to seek clarity on these issues in order that BCS' efforts may be as complete, informative, and productive as possible. SCCOE looks forward to BCS's provision of this information. SCCOE anticipates that BCS will be able to provide the enrollment and demographic data from its recent open enrollment public random drawing before its revised EAP, and would appreciate BCS providing that data on or before Monday, April 25, 2022.

If you have any additional questions, please do not hesitate to contact Charter Schools Department Director Fairley or me.

Very truly yours,

DocuSigned by:
Dr. Mary Ann Dewan
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Mary Ann Dewan, Ph.D.
County Superintendent of Schools

cc: Mefula Fairley, Director, Charter Schools Department

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When the public lottery is completed, BCS informs the families of accepted applicants, and asks the families to either accept or decline a space as soon as possible, so that BCS can continue their enrollment process or offer the space to another family. However, completing the registration paperwork can take some time. In the initial lottery, we offered 190 spots for the 2022-23 school year, with the vast majority (136) of these spots being to incoming TK/K students. As new spots become available (when we learn of current families who may be leaving for the 2022-23 school year or offered families decline a spot) we continue to offer to those currently on the waitlist.

Because our enrollment process remains fluid prior to the start of the 2022-2023 school year, we will be able to provide complete demographic information after the start of the school year as we will know which students matriculate and have access to additional data collected. We believe it is essential to wait for that data, so that everyone can assess how our Enrollment Action Plan is working, and make fair comparisons with enrollment and demographic trends at LASD.

As requested, here is detailed demographic information for the 2021-22 school year.

Ethnicity	Total	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Black/African Am	2	1	0	0	0	0	0	0	0	1
Asian	606	81	91	73	74	62	77	56	43	49
Filipino	13	1	1	4	2	2	1	1	0	1
Hispanic	47	7	3	7	2	11	8	1	5	3
Nat Hwiin/Othr Pac Islndr	2	0	0	0	0	1	1	0	0	0
White	209	27	17	15	28	25	29	33	15	20
Multiple	156	17	17	22	18	24	9	18	18	13
Missing	32	3	5	11	8	1	0	1	1	2
Total	1067	137	134	132	132	126	125	110	82	89

Grade	English Only (EO)	Initial Fluent English Proficient (IFEP)	English Learner (EL)	Reclassified Fluent English Proficient (RFEP)	To Be Determined (TBD)	Total
KN	71	43	22	1	0	137
01	61	40	13	20	0	134
02	69	42	8	13	0	132
03	82	29	4	17	0	132
04	68	28	7	23	0	126
05	71	30	2	22	0	125
06	63	19	4	24	0	110
07	56	18	1	7	0	82
08	47	17	0	25	0	89
Total	588	266	61	152	0	1067

Race/Ethnicity Counts	Black/A	Asian	Filipino	Hispanic	Nat Hwiin	White	Multiple	Missing	Total Students
# of Students	2	606	13	47	2	209	156	32	1067

ELAS Categories	EO	IFEP	EL	RFEP	TBD	Total Students
# of Students	588	266	61	152	0	1067
Percentage	55.1%	24.9%	5.7%	14.2%	0.0%	

Additional Data	SED	SPED	Total Students
# of Students	14	75	1067
Percentage	1.3%	7.0%	

While we do not have complete enrollment data for 2022-23, there are three positive preliminary data points revealed during the enrollment process which suggest that the EAP is working, and that BCS is making progress toward our shared goals of providing fair and equal access to all students.

1. Kindergarten/TK enrollment

Most families stay at BCS once they've enrolled, so most of our Open Enrollment spaces each year are in Kindergarten and Transitional Kindergarten (TK). Enrollment in Kindergarten/TK are leading indicators for how our enrollment and demographics are changing. For example, a newly enrolled K/TK student may have siblings who will benefit from the sibling preference in coming years.

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While the data for Kindergarten/TK enrollment is still preliminary (as a result of the lottery), we have made offers to 5 K/TK students who are eligible for Free and Reduced Price Meals (FRPM). This is in line with the demographics of LASD, which enrolled 14 Socioeconomically Disadvantaged (SED) students in Kindergarten in 2021-22, and 15 SED students in Kindergarten in 2020-21. (BCS enrolls approximately 24% of all public school students in the Los Altos School District area – in 2021-22, BCS enrollment = 1,067 and LASD enrollment = 3,347.)

Again, since most families stay at BCS once they've enrolled, we anticipate the number of FRPM-eligible students will continue to grow with each new Kindergarten class.

2. Families qualifying for Free and Reduced Price Meals (FRPM)

This was the first year that BCS offered a preference for families eligible for Free and Reduced Price Meals (FRPM). Here are preliminary totals for applicants who have identified themselves as being eligible for FRPM for all grades (including K/TK) as of May 2:

- In-district applicants eligible for FRPM - 12
- Out-of-district applicants eligible for FRPM - 31

All of the 12 in-district applicants eligible for FRPM have been offered enrollment for 2022-23, and we are optimistic they will all enroll this fall, which would nearly double the number of FRPM-eligible students that we serve. Though we have over 30 additional FRPM-eligible students on the waitlist, at this point BCS has not offered enrollment to **any** out-of-district applicants (FRPM-eligible or otherwise) due to the large number of in-district families interested in BCS and the 8% limit on out-of-district students imposed by our facilities agreement with LASD.

3. Results of expanded outreach efforts

Our expanded outreach in key neighborhoods is already helping us reach more FRPM-eligible families, including applicants who live outside the LASD area. We will continue to evaluate and expand these targeted outreach efforts, adding to recent improvements, including:

- Our contact list of preschool and child care programs, churches, temples, and other community organizations has doubled in the last two years, and now includes more than 80 programs in our community. BCS contacted each of these programs directly (by email or phone) in November and in January to highlight Open Enrollment and our Parent Information Nights and to offer flyers and resources they can share with families. With the pandemic and the rise in omicron during January (when a vast majority of our outreach happens), we were unable to host events at outside locations. We anticipate that being able to host events and visit locations in person for the 2023-24 enrollment year will allow us to track the number of individuals that we connect with during our outreach efforts.

Documentary Record 001245

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- Our outreach staff distributed flyers on Saturdays in November, December and January outside Walmart, Kohl's, and other stores in the San Antonio Center. We distributed over 100 flyers to families at these locations.
- As in previous years, BCS staff and families posted flyers and yard signs at key locations in the San Antonio neighborhood, including in local public parks.
- Even with the restraints of COVID, hundreds of families participated in our Parent Information Nights:
    - On November 18 (an elementary school session), 28 attended in person, and 139 joined online;
    - On December 8 (a middle school session), 16 people attended in person, and 53 joined online;
    - On January 27 (an elementary school session) 180 joined online. There was no in-person option due to omicron.
    - On February 3, BCS parents hosted an "Ask Me Anything" webinar for potential new families, and 232 people joined online.

  From what we have been able to track (if families left the same email address at an info night as they used when applying) at least 70% of the families who attended one of the Parent Information Nights completed an application through our Open Enrollment.

BCS will continue to analyze the effectiveness of the new FRPM preference and consider appropriate adjustments. A few examples are below:

- While the Enrollment Form already asks how a family heard about BCS, it limits families to selecting one option (e.g. Word of Mouth **or** flyer). We'd like to adjust this form to allow families to select multiple options (e.g. Word of Mouth **and** a flyer in the community). This can help us ascertain which methods of outreach are most effective.
- We would like to host or attend a minimum of 10 in-person outreach events – such as visiting local preschools or hosting a table at a community fair – which were canceled or reduced this year because of COVID-19 health considerations.
    - Tracking participation in these events (via email addresses or parent name) will allow us to see which families later submit an application for enrollment.
- In addition to our Parent Information Nights, we will host three on-campus visits, where potential new families can see our teachers and students in action.

As we've outlined, preliminary data show positive signs that our Enrollment Action Plan – including targeted outreach efforts in key neighborhoods and the new preference for FRPM-eligible families – is working. We will continue to update you when we have reliable data about enrollment for 2022-23, and we will continue asking LASD for better data about their out-of-district enrollment, so that we can all make fair and clear comparisons. We welcome any advice you may have to help us continue building on this progress.

Documentary Record 001246

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EXHIBIT 18

Documentary Record 001247

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From: Mefula Fairley
To: Maureen Israel
Subject: Data Request
Date: Wednesday, September 7, 2022 12:33:00 PM
Attachments: image001.png
image002.png
image003.png
image004.png
image005.png
image006.png

Hi Maureen,

I hope the new school year is going well. I am reaching out to request two sets of data:

1. Lottery Data
    a. For 2022-23, the total number of students offered admission vs. the total number offered admission and actually enrolled
    b. Total admitted/enrolled for 2022-23 by subgroup and grade level
    c. Comparison of subgroup data for students admitted/enrolled in 2022-23 to students admitted/enrolled in previous four years
    d. Total number of students offered admission using preference number two vs. the total number offered admission using preference number two and actually enrolled
    e. Subgroup data for student admitted/enrolled using preference number two
    f. Total number of students offered admission using preference number seven vs. the total number offered admission using preference number seven and actually enrolled
    g. Subgroup data for student admitted/enrolled using preference number seven

2. 2022-23 data file with fields for 1) enrollment or lottery date and 2) district resident/non-district resident

Please submit this data immediately following Census Day or by October 9, 2022, at the latest.

Thanks.

Mefula

Santa Clara County Office of Education
INVESTING FOR IMPACT

Mefula Fairley
Executive Director
Charter Schools Department
Santa Clara County Office of Education
1290 Ridder Park Drive MC 234
San Jose, CA 95131-2304
(408) 453-3605
mfairley@sccoe.org

Restorative - Deliberative - Consistency - Harmony – Adaptability
Pronouns: she/her/hers

Documentary Record 001248

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EXHIBIT 19

Documentary Record 001249

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Michelle Johnson

From: Maureen Israel <misrael@bullischarterschool.com>
Sent: Monday, October 10, 2022 4:00 PM
To: Mefula Fairley
Subject: Fwd: Data Request

Hi Mefula,

Thanks for your patience. I've been down two front office staff all year and Charles has been out on medical leave, so we've had limited hands able to pull data for you. I've included lottery data below and we're working on getting the entire 22-23 data file - we should have that by the end of week. I'm not exactly sure what subgroups you were looking for, so we've added EL here. Let me know if there is something else you are looking for with subgroups.

Best,
Maureen

- For 2022-23, the total number of students offered admission vs. the total number offered admission and actually enrolled as of 1st day of school: **307 offered | 159 enrolled**

- Total admitted/enrolled for 2022-23 by subgroup and grade level and comparison of subgroup data for students admitted/enrolled in 2022-23 to students admitted/enrolled in previous four years as of 1st day of school:

	2022-2023			2021-2022			2020-2021			2019-2020			2018-2019		
Grade	**#**	**EL**	**FRL**	**#**	**EL**	**FRL**	**#**	**EL**	**FRL**	**#**	**EL**	**FRL**	**#**	**EL**	**FRL**
Totals	**159**	**37**	**9**	**189**	**27**	**N/A**	**206**	**42**	**N/A**	**266**	**35**	**N/A**	**145**	**20**	**N/A**
%		*23%*	*6%*		*13%*			*20%*			*13%*			*14%*	
TK/K	110	32	5	106	24		115	27		119	23		89	17	
1	12	3	1	18	1		16	4		31	3		15	2	
2	6	0	0	16	0		22	5		19	2		5	0	
3	11	2	1	15	2		14	2		25	1		3	0	
4	3	0	0	11	0		13	1		31	3		3	0	
5	9	0	2	11	0		9	1		18	1		2	0	
6	0	0	0	0	0		7	0		18	2		11	1	
7	4	0	0	10	0		8	2		4	0		11	0	
8	4	0	0	2	0		2	0		1	0		6	0	

- Total number of students offered admission using preference number two vs. the total number offered admission using preference number two and actually enrolled as of 1st day of school:
  12 offered | 9 enrolled | 1 on waiting list

- Subgroup data for student admitted/enrolled using preference number two

Grade	# Enrolled	EL

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TOTALS	**9**	**2**
TK/K	5	1
1	1	1
2	0	0
3	1	0
4	0	0
5	2	0
6	0 (1 waitlist)	0
7	0	0
8	0	0

- Total number of students offered admission using preference number seven vs. the total number offered admission using preference number seven and actually enrolled as of 1st day of school:

Unable to enroll any students under preference seven due to limitations on out of district students in the facilities agreement with Los Altos. 30 out of district students are on the waitlist under preference seven as of the 1st day of school.

- Subgroup data for student admitted/enrolled using preference number seven

N/A

---------- Forwarded message ---------
From: **Mefula Fairley** <mfairley@sccoe.org>
Date: Wed, Sep 7, 2022 at 12:33 PM
Subject: Data Request
To: Maureen Israel <misrael@bullischarterschool.com>

Hi Maureen,

I hope the new school year is going well. I am reaching out to request two sets of data:

1. Lottery Data
    a. For 2022-23, the total number of students offered admission vs. the total number offered admission and actually enrolled

    a. Total admitted/enrolled for 2022-23 by subgroup and grade level

Documentary Record 001251

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a. Comparison of subgroup data for students admitted/enrolled in 2022-23 to students admitted/enrolled in previous four years
b. Total number of students offered admission using preference number two vs. the total number offered admission using preference number two and actually enrolled
c. Subgroup data for student admitted/enrolled using preference number two
d. Total number of students offered admission using preference number seven vs. the total number offered admission using preference number seven and actually enrolled
e. Subgroup data for student admitted/enrolled using preference number seven

2. 2022-23 data file with fields for 1) enrollment or lottery date and 2) district resident/non-district resident

Please submit this data immediately following Census Day or by October 9, 2022, at the latest.

Thanks.

Mefula

Mefula Fairley

Executive Director

Charter Schools Department

Santa Clara County Office of Education

1290 Ridder Park Drive MC 234

San Jose, CA 95131-2304

(408) 453-3605

mfairley@sccoe.org

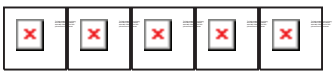
Restorative - Deliberative - Consistency - Harmony – Adaptability

Pronouns: she/her/hers

Documentary Record 001252

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EXHIBIT 20

Documentary Record 001254

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From:	Maureen Israel
To:	Mefula Fairley
Subject:	Re: Data Request
Date:	Monday, October 17, 2022 3:22:55 PM
Attachments:	image001.png image002.png image003.png image004.png image005.png image006.png 2022-2023 BCS Data File NEW.xlsx

---

Hi Mefula,

Thanks for the reminder of what that file looked like last year - attached the version from this year.

Some of this data is still being cleaned for the state's December deadline, so happy to send you a more complete/finalized version when we submit it then.

Best,
Maureen

On Mon, Oct 17, 2022 at 9:46 AM Mefula Fairley <mfairley@sccoe.org> wrote:

> Hi Maureen,
>
> Thanks for sending this updated data. I was also expecting a student data file (similar to the attached) with 2022-23 data and including a field indicating in district/out of district residency. Can you get that to me today?
>
> Mefula

Mefula Fairley

Executive Director

Charter Schools Department

Santa Clara County Office of Education

1290 Ridder Park Drive MC 234

San Jose, CA 95131-2304

(408) 453-3605

mfairley@sccoe.org

Restorative - Deliberative - Consistency - Harmony – Adaptability

Pronouns: she/her/hers

Documentary Record 001255

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From: Maureen Israel <misrael@bullischarterschool.com>
Sent: Friday, October 14, 2022 5:18 PM
To: Mefula Fairley <mfairley@sccoe.org>
Subject: Re: Data Request

Hi Mefula,

Here is the new student demographic data, in comparison to previous year new student demographic data. We have enrolled three out-of-district 8th graders this year; all other enrolled students are in district.

The enrollment date for all students in the attached file is the first day of school (8.16.22)

Have a great weekend,
Maureen

On Mon, Oct 10, 2022 at 4:14 PM Mefula Fairley <mfairley@sccoe.org> wrote:

> Hi Maureen,
>
> Thanks for sending this data. Please provide race/ethnic subgroup data and SpEd if you have students entering with IEPs.

Santa Clara County Office of Education

INVESTING FOR IMPACT

Mefula Fairley

Executive Director

Charter Schools Department

Santa Clara County Office of Education

1290 Ridder Park Drive MC 234

San Jose, CA 95131-2304

(408) 453-3605

mfairley@sccoe.org

Documentary Record 001256

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Restorative - Deliberative - Consistency - Harmony – Adaptability

Pronouns: she/her/hers

From: Maureen Israel <misrael@bullischarterschool.com>
Sent: Monday, October 10, 2022 4:00 PM
To: Mefula Fairley <mfairley@sccoe.org>
Subject: Fwd: Data Request

Hi Mefula,

Thanks for your patience. I've been down two front office staff all year and Charles has been out on medical leave, so we've had limited hands able to pull data for you. I've included lottery data below and we're working on getting the entire 22-23 data file - we should have that by the end of week. I'm not exactly sure what subgroups you were looking for, so we've added EL here. Let me know if there is something else you are looking for with subgroups.

Best,

Maureen

- For 2022-23, the total number of students offered admission vs. the total number offered admission and actually enrolled as of 1st day of school: **307 offered | 159 enrolled**

- Total admitted/enrolled for 2022-23 by subgroup and grade level and comparison of subgroup data for students admitted/enrolled in 2022-23 to students admitted/enrolled in previous four years as of 1st day of school:

	2022-2023			2021-2022			2020-2021			2019-2020			2018-2019		
Grade	#	EL	FRL	#	EL	FRL	#	EL	FRL	#	EL	FRL	#	EL	FRL
Totals	159	37	9	189	27	N/A	206	42	N/A	266	35	N/A	145	20	N/A
%		23%	6%		13%			20%			13%			14%	

Documentary Record 001257

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TK/K	110	32	5	106	24		115	27		119	23		89	17	
1	12	3	1	18	1		16	4		31	3		15	2	
2	6	0	0	16	0		22	5		19	2		5	0	
3	11	2	1	15	2		14	2		25	1		3	0	
4	3	0	0	11	0		13	1		31	3		3	0	
5	9	0	2	11	0		9	1		18	1		2	0	
6	0	0	0	0	0		7	0		18	2		11	1	
7	4	0	0	10	0		8	2		4	0		11	0	
8	4	0	0	2	0		2	0		1	0		6	0	

- Total number of students offered admission using preference number two vs. the total number offered admission using preference number two and actually enrolled as of 1st day of school:

  12 offered | 9 enrolled | 1 on waiting list

- Subgroup data for student admitted/enrolled using preference number two

Grade	# Enrolled	EL
TOTALS	**9**	**2**
TK/K	5	1
1	1	1
2	0	0
3	1	0
4	0	0
5	2	0
6	0 (1 waitlist)	0
7	0	0
8	0	0

- Total number of students offered admission using preference number seven vs. the total number offered admission using preference number seven and actually enrolled as of 1st day of school:

Unable to enroll any students under preference seven due to limitations on out of district students in the facilities agreement with Los Altos. 30 out of district students are on the waitlist under preference seven as of the 1st day of school.

- Subgroup data for student admitted/enrolled using preference number seven

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N/A

---------- Forwarded message ---------
From: **Mefula Fairley** <mfairley@sccoe.org>
Date: Wed, Sep 7, 2022 at 12:33 PM
Subject: Data Request
To: Maureen Israel <misrael@bullischarterschool.com>

Hi Maureen,

I hope the new school year is going well. I am reaching out to request two sets of data:

1. Lottery Data
    a. For 2022-23, the total number of students offered admission vs. the total number offered admission and actually enrolled

    a. Total admitted/enrolled for 2022-23 by subgroup and grade level

    a. Comparison of subgroup data for students admitted/enrolled in 2022-23 to students admitted/enrolled in previous four years
    b. Total number of students offered admission using preference number two vs. the total number offered admission using preference number two and actually enrolled
    c. Subgroup data for student admitted/enrolled using preference number two
    d. Total number of students offered admission using preference number seven vs. the total number offered admission using preference number seven and actually enrolled
    e. Subgroup data for student admitted/enrolled using preference number seven

Documentary Record 001259

2. 2022-23 data file with fields for 1) enrollment or lottery date and 2) district resident/non-district resident

Please submit this data immediately following Census Day or by October 9, 2022, at the latest.

Thanks.

Mefula

Mefula Fairley

Executive Director

Charter Schools Department

Santa Clara County Office of Education

1290 Ridder Park Drive MC 234

San Jose, CA 95131-2304

(408) 453-3605

mfairley@sccoe.org

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Pronouns: she/her/hers

Documentary Record 001260

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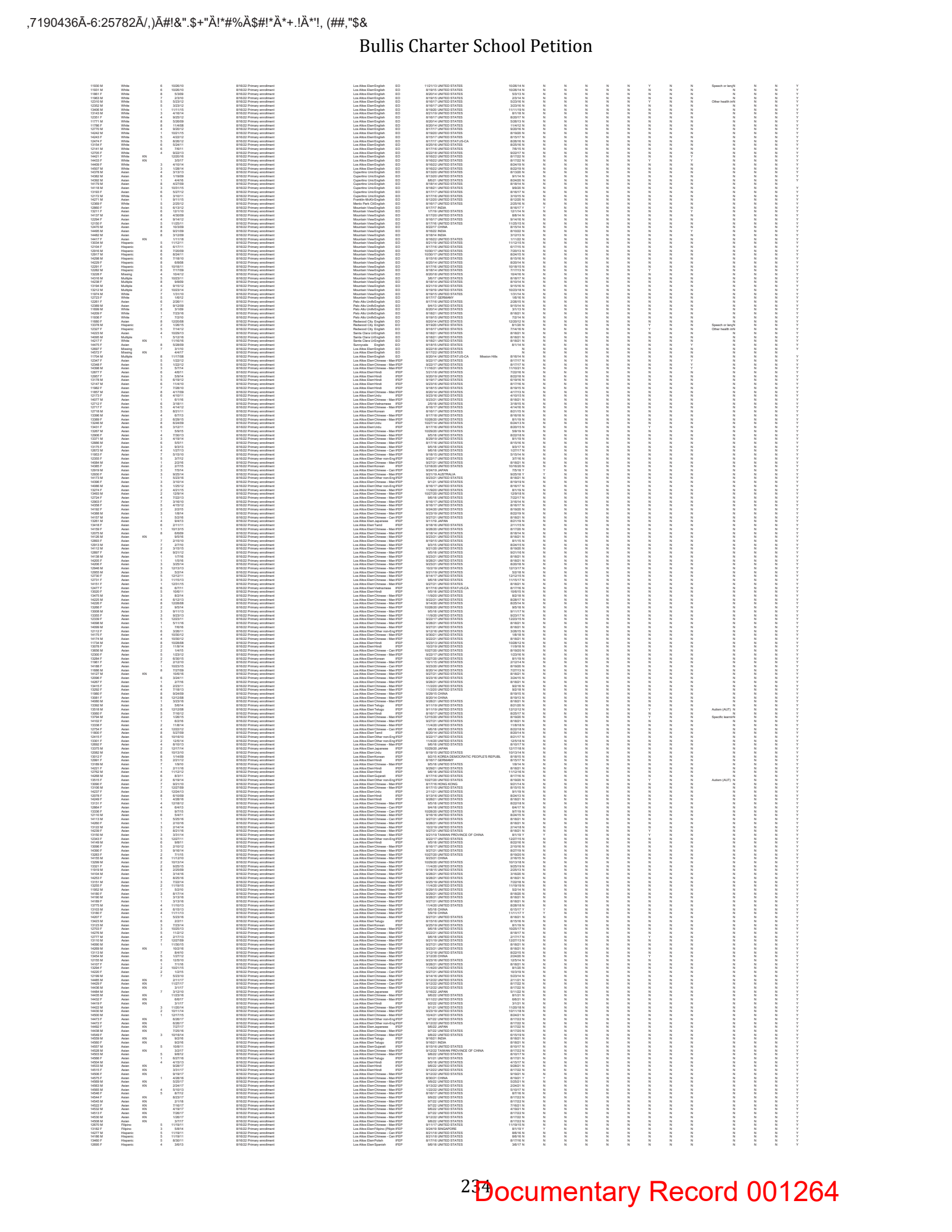
Bullis Charter School Petition

LocalID	GenderCode	Ethnicity_Race	Grade_Level_	Student_Birth_Abs_Name	StudentPrefer	Start_Date	EnrollmentStat	Exit_Date	StuExitCaptNa	SchCmpltnSta	IntendedTeR	CapGeoRatio	DialLangName	English_Learn	EngLangAcqui	StudentBirthDcBirth_State_Nc	Birth_City	InitialUSEnrolli	Student_in_UT	Title_III	StuMeetAllUCC	GRed_and_TeTitle_I_Part_C	Homeless	Special_Educa	limitedenglish	SocioEconomi	DabbyCatgNar	Dropout	TransitionalKin	ArmedForces	ParentHSGraduate
12667 M	Asian		4	11/25/12		8/16/22 Primary enrollment							Los Altos Elem Hindi	EL		8/16/17 UNITED STATES		11/25/16 N	N	N	N	N	N	Y	Y	N	Autism (AUT)	N	N	N	Y
14571 M	Asian	KN		10/15/17		8/16/22 Primary enrollment							Los Altos Elem Tamil	EL		9/18/22 UNITED STATES		9/16/22 N	N	N	N	N	N	Y	N	N		N	N	N	Y
13253 M	Asian		2	2/25/15		8/16/22 Primary enrollment							Los Altos Elem Other non-Eng	EL		10/29/20 UNITED STATES		2/25/19 N	N	N	N	N	N	Y	N	N		N	N	N	Y
13453 F	Asian		5	3/1/12		8/16/22 Primary enrollment							Los Altos Elem Hindi	EL		9/15/17 INDIA		8/16/17 N	N	N	N	N	N	Y	N	N		N	N	N	Y
14230 M	Asian		1	2/19/16		8/16/22 Primary enrollment							Los Altos Elem Chinese - Man	EL		9/23/21 UNITED STATES		8/16/21 N	N	N	N	N	N	Y	N	N		N	N	N	Y
12944 F	Asian		3	8/27/14		8/16/22 Primary enrollment							Los Altos Elem Chinese - Man	EL		10/2/19 UNITED STATES		8/1/19 N	N	N	N	N	N	Y	N	N		N	N	N	Y
13260 M	Asian		2	4/23/15		8/16/22 Primary enrollment							Los Altos Elem Chinese - Man	EL		10/27/20 UNITED STATES		4/23/19 N	N	N	N	N	N	Y	N	N		N	N	N	Y
13318 F	Asian		2	2/5/15		8/16/22 Primary enrollment							Los Altos Elem Chinese - Man	EL		10/28/20 UNITED STATES		8/1/20 N	N	N	N	N	N	Y	N	N		N	N	N	Y
14152 M	Asian		1	7/20/16		8/16/22 Primary enrollment							Los Altos Elem Japanese	EL		9/27/21 UNITED STATES		8/16/21 N	N	N	N	N	N	Y	N	N		N	N	N	Y
14120 M	Asian		1	12/18/15		8/16/22 Primary enrollment							Los Altos Elem Chinese - Man	EL		9/29/21 UNITED STATES		8/16/21 N	N	N	N	N	N	Y	N	N		N	N	N	Y
13068 F	Asian		3	6/14/14		8/16/22 Primary enrollment							Los Altos Elem Chinese - Man	EL		9/11/19 UNITED STATES		8/19/19 N	N	N	N	N	Y	Y	N	Autism (AUT)	N	N	N	Y
14062 M	Asian		1	6/26/16		8/16/22 Primary enrollment							Los Altos Elem Chinese - Man	EL		9/28/21 UNITED STATES		8/16/21 N	N	N	N	N	N	Y	N	N		N	N	N	Y
14091 F	Asian		3	4/6/14		8/16/22 Primary enrollment							Los Altos Elem Chinese - Man	EL		9/9/19 UNITED STATES		8/21/19 N	N	N	N	N	N	Y	N	N		N	N	N	Y
13115 F	Asian		3	3/9/14		8/16/22 Primary enrollment							Los Altos Elem Chinese - Man	EL		9/11/19 UNITED STATES		8/1/19 N	N	N	N	N	N	Y	N	N		N	N	N	Y
14210 F	Asian		1	11/6/15		8/16/22 Primary enrollment							Los Altos Elem Chinese - Man	EL		9/28/20 UNITED STATES		8/19/20 N	N	N	N	N	N	Y	N	N		N	N	N	Y
12773 F	Asian		4	11/17/12		8/16/22 Primary enrollment							Los Altos Elem Chinese - Man	EL		8/16/17 UNITED STATES		8/17/17 N	N	N	N	N	N	Y	N	N		N	N	N	Y
13503 F	Asian		2	3/13/15		8/16/22 Primary enrollment							Los Altos Elem Chinese - Man	EL		10/29/20 UNITED STATES		3/13/19 N	N	N	N	N	N	Y	N	N		N	N	N	Y
14222 F	Asian		1	12/3/15		8/16/22 Primary enrollment							Los Altos Elem Chinese - Man	EL		9/27/21 UNITED STATES		8/16/21 N	N	N	N	N	N	Y	N	N		N	N	N	Y
14476 F	Asian	KN		2/6/17		8/16/22 Primary enrollment							Los Altos Elem Chinese - Man	EL		9/8/22 UNITED STATES		8/17/22 N	N	N	N	N	N	Y	N	N		N	N	N	Y
14462 F	Asian	KN		7/14/17		8/16/22 Primary enrollment							Los Altos Elem Other non-Eng	EL		9/8/22 UNITED STATES		8/17/22 N	N	N	N	N	N	Y	N	N		N	N	N	Y
14453 F	Asian	KN		8/8/17		8/16/22 Primary enrollment							Los Altos Elem Chinese - Man	EL		9/13/22 UNITED STATES		8/8/21 N	N	N	N	N	N	Y	N	N		N	N	N	Y
14444 M	Asian	KN		6/16/17		8/16/22 Primary enrollment							Los Altos Elem Chinese - Man	EL		9/2/22 UNITED STATES		8/17/22 N	N	N	N	N	N	Y	N	N		N	N	N	Y
14439 F	Asian	KN		8/19/17		8/16/22 Primary enrollment							Los Altos Elem Chinese - Man	EL		9/6/22 UNITED STATES		8/19/21 N	N	N	N	N	N	Y	N	N		N	N	N	Y
14467 M	Asian	KN		12/8/17		8/16/22 Primary enrollment							Los Altos Elem Chinese - Man	EL		9/8/22 UNITED STATES		12/8/21 N	N	N	N	N	N	Y	N	N		N	N	N	Y
14408 F	Asian	KN		11/22/17		8/16/22 Primary enrollment							Los Altos Elem Chinese - Man	EL		9/2/22 UNITED STATES		11/22/21 N	N	N	N	N	N	Y	N	N		N	N	N	Y
14463 F	Asian	KN		6/6/17		8/16/22 Primary enrollment							Los Altos Elem Chinese - Man	EL		9/6/22 UNITED STATES		8/17/22 N	N	N	N	N	N	Y	N	N		N	N	N	Y
14480 F	Asian	KN		6/27/17		8/16/22 Primary enrollment							Los Altos Elem Chinese - Man	EL		9/12/22 UNITED STATES		6/27/21 N	N	N	N	N	N	Y	N	N		N	N	N	Y
14441 M	Asian	KN		4/1/17		8/16/22 Primary enrollment							Los Altos Elem Chinese - Man	EL		9/8/22 CHINA		4/1/21 N	N	N	N	N	N	Y	N	N		N	N	N	Y
14519 F	Asian	KN		10/16/17		8/16/22 Primary enrollment							Los Altos Elem Chinese - Man	EL		9/6/22 UNITED STATES		10/16/21 N	N	N	N	N	N	Y	N	N		N	N	N	Y
14553 F	Asian		3	12/22/13		8/16/22 Primary enrollment							Los Altos Elem Tamil	EL		2/3/22 UNITED STATES		1/19/22 N	N	N	N	N	N	Y	N	N		N	N	N	Y
14528 M	Asian	KN		3/24/17		8/16/22 Primary enrollment							Los Altos Elem Chinese - Man	EL		9/11/22 UNITED STATES		8/17/22 N	N	N	N	N	N	Y	N	N		N	N	N	Y
14548 F	Asian	KN		3/30/17		8/16/22 Primary enrollment							Los Altos Elem Chinese - Man	EL		9/8/22 UNITED STATES		8/17/22 N	N	N	N	N	N	Y	N	N		N	N	N	Y
14505 F	Asian		3	10/13/13		8/16/22 Primary enrollment							Los Altos Elem Chinese - Man	EL		10/2/18 UNITED STATES		10/13/17 N	N	N	N	N	N	Y	Y	N	Other health im	N	N	N	Y
14509 F	Asian	KN		10/18/17		8/16/22 Primary enrollment							Los Altos Elem Chinese - Man	EL		9/12/22 UNITED STATES		8/17/22 N	N	N	N	N	N	Y	N	N		N	N	N	Y
14527 M	Asian	KN		3/24/17		8/16/22 Primary enrollment							Los Altos Elem Chinese - Man	EL		9/11/22 UNITED STATES		3/24/21 N	N	N	N	N	N	Y	N	N		N	N	N	Y
14550 M	Asian	KN		4/13/17		8/16/22 Primary enrollment							Los Altos Elem Chinese - Man	EL		9/8/22 UNITED STATES		8/17/22 N	N	N	N	N	N	Y	N	N		N	N	N	Y
14555 F	Asian	KN		11/3/17		8/16/22 Primary enrollment							Los Altos Elem Chinese - Man	EL		9/7/22 UNITED STATES		11/3/21 N	N	N	N	N	N	Y	N	N		N	N	N	Y
12873 M	Hispanic		5	7/24/12		8/16/22 Primary enrollment							Los Altos Elem Spanish	EL		8/16/17 UNITED STATES		8/16/17 N	N	N	N	N	N	Y	Y	N		N	N	N	N
14486 F	Hispanic		1	2/19/16		8/16/22 Primary enrollment							Los Altos Elem Spanish	EL		9/16/22 UNITED STATES		8/16/21 N	N	N	N	N	N	Y	Y	N		N	N	N	Y
14514 M	Hispanic	KN		9/5/17		8/16/22 Primary enrollment							Los Altos Elem Spanish	EL		9/12/22 UNITED STATES		9/5/21 N	N	N	N	N	N	Y	Y	N		N	N	N	Y
14556 M	Hispanic	KN		4/5/17		8/16/22 Primary enrollment							Los Altos Elem Spanish	EL		9/6/22 UNITED STATES		8/17/22 N	N	N	N	N	N	Y	N	N		N	N	N	Y
14168 M	Missing	KN		10/15/16		8/16/22 Primary enrollment							Los Altos Elem Chinese - Man	EL		9/28/21 UNITED STATES		8/16/21 N	N	N	N	N	N	Y	N	N		N	N	N	Y
12328 M	Multiple		5	4/21/12		8/16/22 Primary enrollment							Los Altos Elem Japanese	EL		9/22/17 UNITED STATES		8/16/17 N	N	N	N	N	N	Y	N	N		N	N	N	Y
13038 M	Multiple		3	3/3/14		8/16/22 Primary enrollment							Los Altos Elem Japanese	EL		9/21/19 UNITED STATES		8/1/19 N	N	N	N	N	N	Y	N	N		N	N	N	Y
14481 M	Multiple	KN		11/9/17		8/16/22 Primary enrollment							Los Altos Elem Chinese - Man	EL		9/11/22 UNITED STATES		8/17/22 N	N	N	N	N	N	Y	N	N		N	N	N	Y
14520 M	Multiple	KN		4/29/17		8/16/22 Primary enrollment							Los Altos Elem Farsi (Persian)	EL		9/12/22 UNITED STATES		4/29/21 N	N	N	N	N	N	Y	Y	N	Autism (AUT)	N	N	N	Y
13363 M	White		2	8/19/15		8/16/22 Primary enrollment							Los Altos Elem Russian	EL		10/27/20 RUSSIAN FEDERATION		8/19/19 N	N	N	N	N	N	Y	N	N		N	N	N	Y
12668 M	White		7	3/17/09		8/16/22 Primary enrollment							Los Altos Elem Hebrew	EL		9/18/15 UNITED STATES		9/8/15 N	N	N	N	N	N	Y	Y	N	Other health im	N	N	N	Y
12338 M	White		5	10/27/11		8/16/22 Primary enrollment							Los Altos Elem Unknown	EL		8/17/16 UNITED STATES		10/27/15 N	N	N	N	N	N	Y	Y	N		N	N	N	Y
14450 M	White	KN		2/7/17		8/16/22 Primary enrollment							Los Altos Elem Russian	EL		9/13/22 UNITED STATES		8/17/22 N	N	N	N	N	N	Y	Y	N		N	N	N	Y
14487 M	White	KN		12/11/16		8/16/22 Primary enrollment							Los Altos Elem Russian	EL		9/7/22 UNITED STATES		8/17/22 N	N	N	N	N	N	Y	N	N		N	N	N	Y
14411 F	White	KN		8/15/17		8/16/22 Primary enrollment							Los Altos Elem Russian	EL		9/7/22 UNITED STATES		8/17/22 N	N	N	N	N	N	Y	N	N		N	N	N	Y
14473 F	White	KN		11/2/16		8/16/22 Primary enrollment							Los Altos Elem Russian	EL		9/8/22 UNITED STATES		8/17/22 N	N	N	N	N	N	Y	N	N		N	N	N	Y
14478 F	White	KN		11/2/16		8/16/22 Primary enrollment							Los Altos Elem Russian	EL		9/8/22 UNITED STATES		8/17/22 N	N	N	N	N	N	Y	N	N		N	N	N	Y
14541 M	White		1	1/2/16		8/16/22 Primary enrollment							Los Altos Elem Russian	EL		9/2/21 UNITED STATES		8/16/21 N	N	N	N	N	N	Y	N	N		N	N	N	Y
14542 F	White		1	1/2/16		8/16/22 Primary enrollment							Los Altos Elem Russian	EL		9/2/21 UNITED STATES		8/16/21 N	N	N	N	N	N	Y	N	N		N	N	N	Y
13382 M	Multiple		2	2/25/15		8/16/22 Primary enrollment							Cupertino Union Other non-Eng	EL		11/9/20 UNITED STATES		8/1/20 N	N	N	N	N	N	Y	N	N		N	N	N	Y
13043 M	Asian		3	12/6/13		8/16/22 Primary enrollment							Mountain View Korean	EL		9/11/19 UNITED STATES		8/1/19 N	N	N	N	N	N	Y	N	N		N	N	N	Y
14551 F	Asian	KN		12/29/16		8/16/22 Primary enrollment							Mountain View Russian	EL		9/6/22 UNITED STATES		8/17/22 N	N	N	N	N	N	Y	N	N		N	N	N	Y
13420 F	Missing		7	7/30/09		8/16/22 Primary enrollment							Mountain View Russian	EL		8/16/17 UKRAINE		8/1/214 N	N	N	N	N	N	Y	Y	N		N	N	N	Y
14170 M	White	KN		11/6/16		8/16/22 Primary enrollment							Mountain View Other non-Eng	EL		9/20/21 UNITED STATES		8/16/21 N	N	N	N	N	N	Y	N	N		N	N	N	Y
14445 M	Am Indian/Alask KN			5/14/17		8/16/22 Primary enrollment							Los Altos Elem English	ED		8/16/22 UNITED STATES		5/14/21 N	N	N	N	N	N	N	N	N		N	N	N	Y
14520 M	Asian	KN		4/29/17		8/16/22 Primary enrollment							Los Altos Elem English	ED		8/16/20 UNITED STATES		10/15/19 N	N	N	N	N	N	N	N	N		N	N	N	Y
13363 M	White		2	8/19/15		8/16/22 Primary enrollment							Los Altos Elem Russian	EL		10/27/20 RUSSIAN FEDERATION		8/19/19 N	N	N	N	N	N	Y	N	N		N	N	N	Y
12668 M	White		7	3/17/09		8/16/22 Primary enrollment							Los Altos Elem Hebrew	EL		9/18/15 UNITED STATES		9/8/15 N	N	N	N	N	N	Y	Y	N	Other health im	N	N	N	Y
12338 M	White		5	10/27/11		8/16/22 Primary enrollment							Los Altos Elem Unknown	EL		8/17/16 UNITED STATES		10/27/15 N	N	N	N	N	N	Y	Y	N		N	N	N	Y
14450 M	White	KN		2/7/17		8/16/22 Primary enrollment							Los Altos Elem Russian	EL		9/13/22 UNITED STATES		8/17/22 N	N	N	N	N	N	Y	Y	N		N	N	N	Y
14487 M	White	KN		12/11/16		8/16/22 Primary enrollment							Los Altos Elem Russian	EL		9/7/22 UNITED STATES		8/17/22 N	N	N	N	N	N	Y	N	N		N	N	N	Y
14411 F	White	KN		8/15/17		8/16/22 Primary enrollment							Los Altos Elem Russian	EL		9/7/22 UNITED STATES		8/17/22 N	N	N	N	N	N	Y	N	N		N	N	N	Y
14473 F	White	KN		11/2/16		8/16/22 Primary enrollment							Los Altos Elem Russian	EL		9/8/22 UNITED STATES		8/17/22 N	N	N	N	N	N	Y	N	N		N	N	N	Y
14478 F	White	KN		11/2/16		8/16/22 Primary enrollment							Los Altos Elem Russian	EL		9/8/22 UNITED STATES		8/17/22 N	N	N	N	N	N	Y	N	N		N	N	N	Y
14541 M	White		1	1/2/16		8/16/22 Primary enrollment							Los Altos Elem Russian	EL		9/2/21 UNITED STATES		8/16/21 N	N	N	N	N	N	Y	N	N		N	N	N	Y
14542 F	White		1	1/2/16		8/16/22 Primary enrollment							Los Altos Elem Russian	EL		9/2/21 UNITED STATES		8/16/21 N	N	N	N	N	N	Y	N	N		N	N	N	Y
13382 M	Multiple		2	2/25/15		8/16/22 Primary enrollment							Cupertino Union Other non-Eng	EL		11/9/20 UNITED STATES		8/1/20 N	N	N	N	N	N	Y	N	N		N	N	N	Y
13043 M	Asian		3	12/6/13		8/16/22 Primary enrollment							Mountain View Korean	EL		9/11/19 UNITED STATES		8/1/19 N	N	N	N	N	N	Y	N	N		N	N	N	Y
14551 F	Asian	KN		12/29/16		8/16/22 Primary enrollment							Mountain View Russian	EL		9/6/22 UNITED STATES		8/17/22 N	N	N	N	N	N	Y	N	N		N	N	N	Y
13420 F	Missing		7	7/30/09		8/16/22 Primary enrollment							Mountain View Russian	EL		8/16/17 UKRAINE		8/1/214 N	N	N	N	N	N	Y	Y	N		N	N	N	Y
14170 M	White	KN		11/6/16		8/16/22 Primary enrollment							Mountain View Other non-Eng	EL		9/20/21 UNITED STATES		8/16/21 N	N	N	N	N	N	Y	N	N		N	N	N	Y
14445 M	Am Indian/Alask KN			5/14/17		8/16/22 Primary enrollment							Los Altos Elem English	ED		8/16/22 UNITED STATES		5/14/21 N	N	N	N	N	N	N	N	N		N	N	N	Y
13289 F	Asian		2	10/15/15		8/16/22 Primary enrollment							Los Altos Elem English	ED		8/16/20 UNITED STATES		10/15/19 N	N	N	N	N	N	N	N	N		N	N	N	Y
13266 M	Asian		2	8/7/15		8/16/22 Primary enrollment							Los Altos Elem English	ED		8/16/20 UNITED STATES		8/7/19 N	N	N	N	N	N	N	N	N		N	N	N	Y
13291 M	Asian		2	8/8/15		8/16/22 Primary enrollment							Los Altos Elem English	ED		8/16/20 UNITED STATES		8/8/19 N	N	N	N	N	N	N	N	N		N	N	N	Y
13385 M	Asian		2	6/30/15		8/16/22 Primary enrollment							Los Altos Elem English	ED		8/16/20 UNITED STATES		6/30/19 N	N	N	N	N	N	N	N	N		N	N	N	Y
13386 F	Asian		2	6/30/15		8/16/22 Primary enrollment							Los Altos Elem English	ED		8/16/20 UNITED STATES		6/30/19 N	N	N	N	N	N	N	N	N		N	N	N	Y
12971 M	Asian		3	7/16/14		8/16/22 Primary enrollment							Los Altos Elem English	ED		8/21/19 UNITED STATES		7/16/18 N	N	N	N	N	N	N	N	N		N	N	N	Y
12894 M	Asian		4	11/12/12		8/16/22 Primary enrollment							Los Altos Elem English	ED		8/21/19 UNITED STATES		11/12/16 N	N	N	N	N	N	N	N	N		N	N	N	Y
13417 F	Asian		7	1/16/10		8/16/22 Primary enrollment							Los Altos Elem English	ED		8/26/15 UNITED STATES		1/16/14 N	N	N	N	N	N	N	N	N		N	N	N	Y
13187 M	Asian		3	5/29/14		8/16/22 Primary enrollment							Los Altos Elem English	ED		8/21/19 INDIA		5/29/18 Y	N	N	N	N	Y	N	N	N	Autism (AUT)	N	N	N	Y
13281 M	Asian		2	6/8/15		8/16/22 Primary enrollment							Los Altos Elem English	ED		8/16/20 UNITED STATES		6/8/19 N	N	N	N	N	N	N	N	N		N	N	N	Y
11720 F	Asian		8	7/28/08		8/16/22 Primary enrollment							Los Altos Elem English	ED		9/25/13 UNITED STATES		7/28/12 N	N	N	N	N	N	N	N	N		N	N	N	Y
12940 F	Asian		3	1/14/13		8/16/22 Primary enrollment							Los Altos Elem English	ED		8/22/18 UNITED STATES		1/14/17 N	N	N	N	N	N	N	N	N		N	N	N	Y
12260 M	Asian		4	6/16/10		8/16/22 Primary enrollment							Los Altos Elem English	ED		8/19/15 UNITED STATES		8/19/15 N	N	N	N	N	N	N	N	N		N	N	N	Y
12662 M	Asian		5	11/1/11		8/16/22 Primary enrollment							Los Altos Elem English	ED		8/16/17 UNITED STATES		8/16/17 N	N	N	N	N	N	N	N	N		N	N	N	Y
13374 F	Asian		3	6/7/14		8/16/22 Primary enrollment							Los Altos Elem English	ED		8/21/19 UNITED STATES		8/21/19 N	N	N	N	N	N	N	N	N		N	N	N	Y
14088 M	Asian		3	11/5/13		8/16/22 Primary enrollment							Los Altos Elem English	ED		8/21/19 UNITED STATES		8/1/19 N	N	N	N	N	N	N	N	N		N	N	N	Y
14088 F	Asian		3	11/5/13		8/16/22 Primary enrollment							Los Altos Elem English	ED		8/21/19 UNITED STATES		8/1/19 N	N	N	N	N	N	N	N	N		N	N	N	Y
12958 M	Asian		2	11/23/14		8/16/22 Primary enrollment							Los Altos Elem English	ED		8/21/19 UNITED STATES		11/23/18 N	N	N	N	N	N	N	N	N	Autism (AUT)	N	N	N	Y
14185 F	Asian		1	6/2/16		8/16/22 Primary enrollment							Los Altos Elem English	ED		8/18/21 UNITED STATES		8/16/21 N	N	N	N	N	N	N	N	N		N	N	N	Y
14081 M	Asian		6	3/2/11		8/16/22 Primary enrollment							Los Altos Elem English	ED		8/17/16 UNITED STATES		8/25/16 N	N	N	N	N	N	N	N	N		N	N	N	Y
14082 M	Asian		4	9/27/12		8/16/22 Primary enrollment							Los Altos Elem English	ED		8/17/17 UNITED STATES		8/15/18 N	N	N	N	N	N	N	N	N		N	N	N	Y
14083 F	Asian		2	2/9/15		8/16/22 Primary enrollment							Los Altos Elem English	ED		8/19/20 UNITED STATES		8/19/20 N	N	N	N	N	N	N	N	N		N	N	N	Y
12000 F	Asian		7	3/6/10		8/16/22 Primary enrollment							Los Altos Elem English	ED		8/19/15 UNITED STATES		3/6/14 N	N	N	N	N	Y	N	N	N		N	N	N	Y
13346 M	Asian		2	6/30/15		8/16/22 Primary enrollment							Los Altos Elem English	ED		8/19/20 UNITED STATES		8/1/20 N	N	N	N	N	N	N	N	N	Autism (AUT)	N	N	N	Y
13345 F	Asian		4	6/11/13		8/16/22 Primary enrollment							Los Altos Elem English	ED		8/22/18 UNITED STATES		8/19/18 N	N	N	N	N	N	N	N	N		N	N	N	Y
14387 M	Asian		5	12/11/11		8/16/22 Primary enrollment							Los Altos Elem English	ED		8/23/21 UNITED STATES		8/23/17 N	N	N	N	N	N	N	N	N		N	N	N	Y
12350 F	Asian		5	4/25/12		8/16/22 Primary enrollment							Los Altos Elem English	ED		8/16/17 UNITED STATES		4/25/16 N	N	N	N	N	N	N	N	N		N	N	N	Y
12668 F	Asian		3	11/25/13		8/16/22 Primary enrollment							Los Altos Elem English	ED		8/22/18 UNITED STATES		11/25/17 N	N	N	N	N	N	N	N	N		N	N	N	Y
12922 M	Asian		3	10/25/13		8/16/22 Primary enrollment							Los Altos Elem English	ED		8/22/18 UNITED STATES		8/22/18 N	N	N	N	N	N	N	N	N		N	N	N	Y
12921 M	Asian		6	8/7/11		8/16/22 Primary enrollment							Los Altos Elem English	ED		8/22/18 UNITED STATES		8/20/16 N	N	N	N	N	N	N	N	N		N	N	N	Y
12713 F	Asian		4	3/19/13		8/16/22 Primary enrollment							Los Altos Elem English	ED		9/17/18 UNITED STATES		3/19/17 N	N	N	N	N	N	N	N	N		N	N	N	Y
11776 F	Asian		8	1/14/09		8/16/22 Primary enrollment							Los Altos Elem English	ED		8/20/14 UNITED STATES		1/14/13 N	N	N	N	N	N	N	N	N		N	N	N	Y
12098 F	Asian		6	1/14/11		8/16/22 Primary enrollment							Los Altos Elem English	ED		8/17/16 UNITED STATES		1/14/15 N	N	N	N	N	N	N	N	N		N	N	N	Y
12321 M	Asian		4	10/15/12		8/16/22 Primary enrollment							Los Altos Elem English	ED		8/16/17 UNITED STATES		10/15/16 N	N	N	N	N	N	N	N	N	Speech or lang	N	N	N	Y
12715 F	Asian		4	1/16/13		8/16/22 Primary enrollment							Los Altos Elem English	ED		8/22/18 UNITED STATES		1/16/17 N	N	N	N	N	N	N	N	N		N	N	N	Y
13181 M	Asian		5	7/7/12		8/16/22 Primary enrollment							Los Altos Elem English	ED		8/17/17 UNITED STATES		7/7/16 N	N	N	N	N	N	N	N	N		N	N	N	Y
13276 M	Asian		2	12/30/14		8/16/22 Primary enrollment							Los Altos Elem English	ED		8/19/20 UNITED STATES		12/30/18 N	N	N	N	N	N	N	N	N		N	N	N	Y
14168 F	Asian		1	3/26/16		8/16/22 Primary enrollment							Los Altos Elem English	ED		8/18/21 UNITED STATES		8/16/21 N	N	N	N	N	N	N	N	N		N	N	N	Y
13428 F	Asian		6	6/25/11		8/16/22 Primary enrollment							Los Altos Elem English	ED		8/15/16 UNITED STATES		8/15/16 N	N	N	N	N	N	N	N	N		N	N	N	Y
12719 F	Asian		3	11/25/13		8/16/22 Primary enrollment							Los Altos Elem English	ED		8/22/18 UNITED STATES		11/25/17 N	N	N	N	N	N	N	N	N		N	N	N	Y
12594 M	Asian		6	6/28/11		8/16/22 Primary enrollment							Los Altos Elem English	ED		8/16/17 UNITED STATES		6/28/15 N	N	N	N	N	N	N	N	N		N	N	N	Y
12594 F	Asian		6	6/28/11		8/16/22 Primary enrollment							Los Altos Elem English	ED		8/16/17 UNITED STATES		6/28/15 N	N	N	N	N	N	N	N	N		N	N	N	Y
12383 F	Asian		6	6/28/11		8/16/22 Primary enrollment							Los Altos Elem English	ED		8/16/17 UNITED STATES		6/28/15 N	N	N	N	N	N	N	N	N		N	N	N	Y
11716 M	Asian		8	8/19/09		8/16/22 Primary enrollment							Los Altos Elem English	ED		8/20/14 UNITED STATES		8/19/13 N	N	N	N	N	N	N	N	N		N	N	N	Y
11728 M	Asian		8	8/19/09		8/16/22 Primary enrollment							Los Altos Elem English	ED		8/20/14 UNITED STATES		8/19/13 N	N	N	N	N	N	N	N	N		N	N	N	Y
12303 F	Asian		5	8/24/12		8/16/22 Primary enrollment							Los Altos Elem English	ED		8/16/17 UNITED STATES		8/24/16 N	N	N	N	N	N	N	N	N		N	N	N	Y
12904 M	Asian		4	3/28/13		8/16/22 Primary enrollment							Los Altos Elem English	ED		8/21/19 UNITED STATES		3/28/17 N	N	N	N	N	N	N	N	N		N	N	N	Y
12912 F	Asian		8	3/20/09		8/16/22 Primary enrollment							Los Altos Elem English	ED		8/20/14 UNITED STATES		3/20/13 N	N	N	N	N	N	N	N	N		N	N	N	Y
13295 F	Asian		2	8/17/15		8/16/22 Primary enrollment							Los Altos Elem English	ED		8/19/20 UNITED STATES		8/17/19 N	N	N	N	N	N	N	N	N		N	N	N	Y
12392 M	Asian		8	7/7/09		8/16/22 Primary enrollment							Los Altos Elem English	ED		8/20/14 UNITED STATES		8/13/13 N	N	N	N	N	N	N	N	N		N	N	N	Y
12853 M	Asian		8	6/27/09		8/16/22 Primary enrollment							Los Altos Elem English	ED		8/20/14 UNITED STATES		6/27/13 N	N	N	N	N	N	N	N	N		N	N	N	Y
12161 F	Asian		5	10/15/11		8/16/22 Primary enrollment							Los Altos Elem English	ED		8/17/16 UNITED STATES		10/15/15 N	N	N	N	N	N	N	N	N		N	N	N	Y
12081 M	Asian		6	8/6/10		8/16/22 Primary enrollment							Los Altos Elem English	ED		8/17/16 UNITED STATES		8/6/14 N	N	N	N	N	N	N	N	N		N	N	N	Y
11960 M	Asian		7	8/2/10		8/16/22 Primary enrollment							Los Altos Elem English	ED		8/19/15 UNITED STATES		8/2/14 N	N	N	N	N	N	N	N	N		N	N	N	Y
12302 M	Asian		5	4/1/12		8/16/22 Primary enrollment							Los Altos Elem English	ED		8/16/17 UNITED STATES		4/3/16 N	N	N	N	N	N	N	N	N		N	N	N	Y
12093 F	Asian		4	9/18/12		8/16/22 Primary enrollment							Los Altos Elem English	ED		8/16/17 UNITED STATES		9/18/16 N	N	N	N	N	N	N	N	N		N	N	N	Y
12927 M	Asian		3	7/4/14

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EXHIBIT 21

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Santa Clara County Office of Education

Bullis Charter School Update on Notice in Accordance with *Education Code* 47607(e) and Notice of Concern

November 16, 2022

Equity • Diversity • Inclusion • Partnership

Documentary Record 001267

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Overview

- Background
- Standard for Renewal
- Review of Data
- Key Takeaways

2-8 Documentary Record 001268

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Background

- Community tension and disputes
- SCCBOE concerns about lack of diversity
- February 2020 correspondence to Bullis
- July 2020 Charter Schools Act revisions
- May 2021 47607(e) Notice and Notice of Concern
- Two-year extension of charter term (term initially set to expire June 2022)
- Bullis Charter School Enrollment Action Plan implementation and results

239 Documentary Record 001269

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New Legal Basis for Denial

Factors for Denial

- Facing substantial fiscal or governance difficulties
- Not Serving all pupils wishing to attend

Procedural Prerequisites

- Plan for corrective action required
- Unsuccessful corrective action
- Violations too severe and pervasive to render viable

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Bullis' Admission Preferences

1. Siblings of Bullis students who reside within the boundaries of LASD
2. **Children who qualify for FRPM and reside within the boundaries of LASD, limited to 10% of total openings at each grade level**
3. Children of Bullis staff who reside within the boundaries of LASD
4. Children who reside within the boundaries of LASD
5. Siblings of Bullis students who reside outside the boundaries of LASD but within California
6. Children of Bullis staff who reside outside the boundaries of LASD but with in California
7. **Children who qualify for FRPM who reside outside the boundaries of LASD but within California**
8. All other applicants who reside within California

27 Documentary Record 001271

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Bullis' Enrollment Action Plan

- Expand Bullis summer camp
- Outreach to preschool North of El Camino Real
- Update website and social media
- Emphasize Bullis is a free charter school

2-2 Documentary Record 001272

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Lottery Results for 2022-23 Enrollment

2022-23 Admission by Subgroup and Grade Level

	2022-2023			2021-2022			2020-2021			2019-2020			2018-2019		
Grade	#	EL	FRL	#	EL	FRL	#	EL	FRL	#	EL	FRL	#	EL	FRL
Totals	159	37	9	189	27	N/A	206	42	N/A	266	35	N/A	145	20	N/A
%		23%	6%		13%			20%			13%			14%	
TK/K	110	32	5	106	24		115	27		119	23		89	17	
1	12	3	1	18	1		16	4		31	3		15	2	
2	6	0	0	16	0		22	5		19	2		5	0	
3	11	2	1	15	2		14	2		25	1		3	0	
4	3	0	0	11	0		13	1		31	3		3	0	
5	9	0	2	11	0		9	1		18	1		2	0	
6	0	0	0	0	0		7	0		18	2		11	1	
7	4	0	0	10	0		8	2		4	0		11	0	
8	4	0	0	2	0		2	0		1	0		6	0	

2022-23 Admissions and Enrollment

- 900+ applications received
- 307 students offered a seat
- 159 students enrolled
- 12 students offered a seat under preference #2
  - 9 enrolled
  - 1 on waitlist
- 30 out-of-district students on waitlist under preference #7

Bullis Charter School Petition

243
Documentary Record 001273

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Change Over Time

Percentage Point Change in Student Demographics at Bullis Charter School and LASD

Subgroup	Bullis Charter		LASD	
	1 Year Change	5 Year Change	1 Year Change	5 Year Change
Hispanic/Latino	-0.7	0.1	-0.2	1.8
EL	0.1	-4.2	0.1	-2.8
SED	0.6	0.3	0.6	1.4
SWD	-1.0	0.3	-0.2	0.8

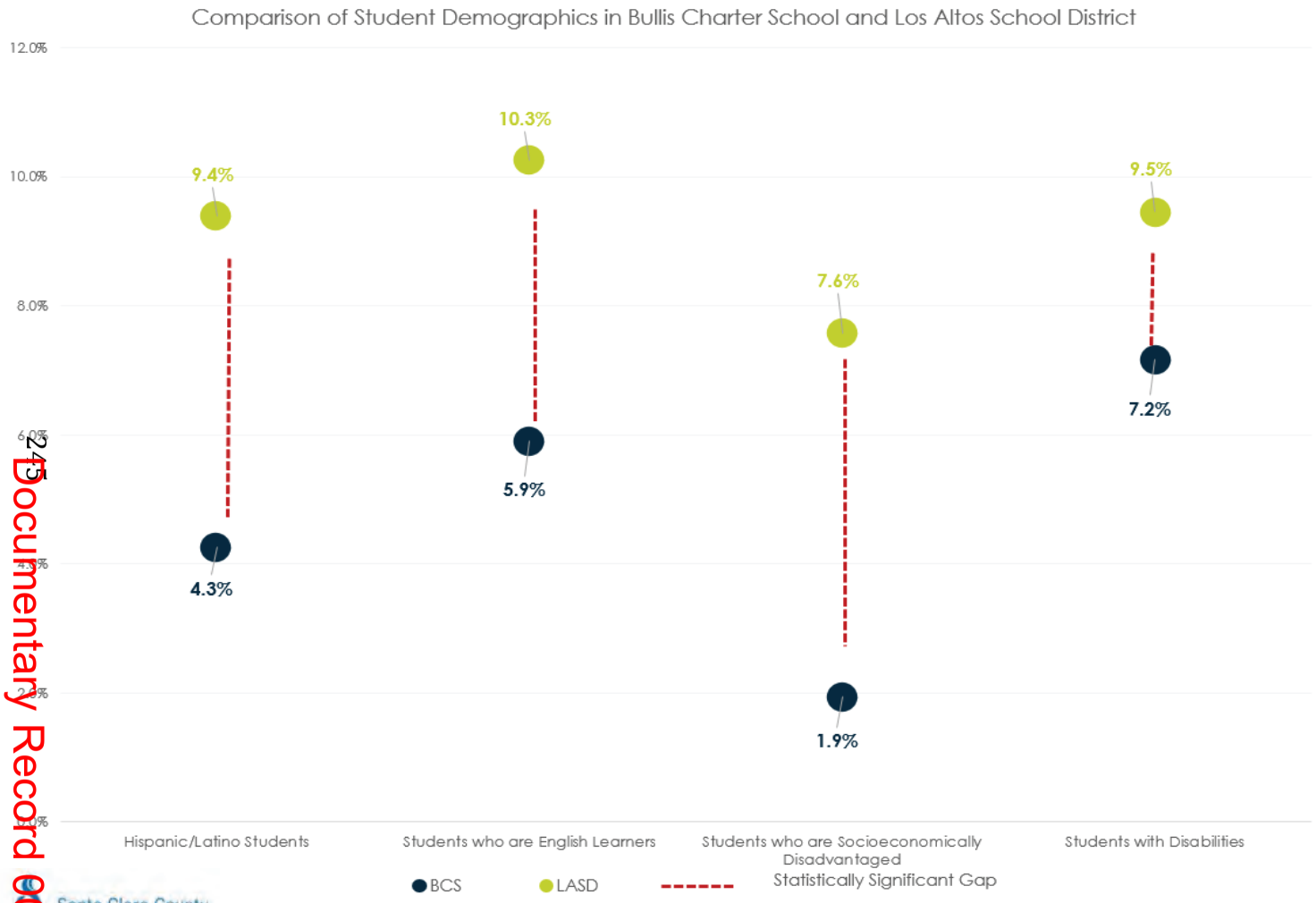
Note: 1-Year changes exclude inter-district transfers at both BCS and LASD.

Statistically Significant Increase

Statistically Significant Decrease

Bullis Charter School Petition

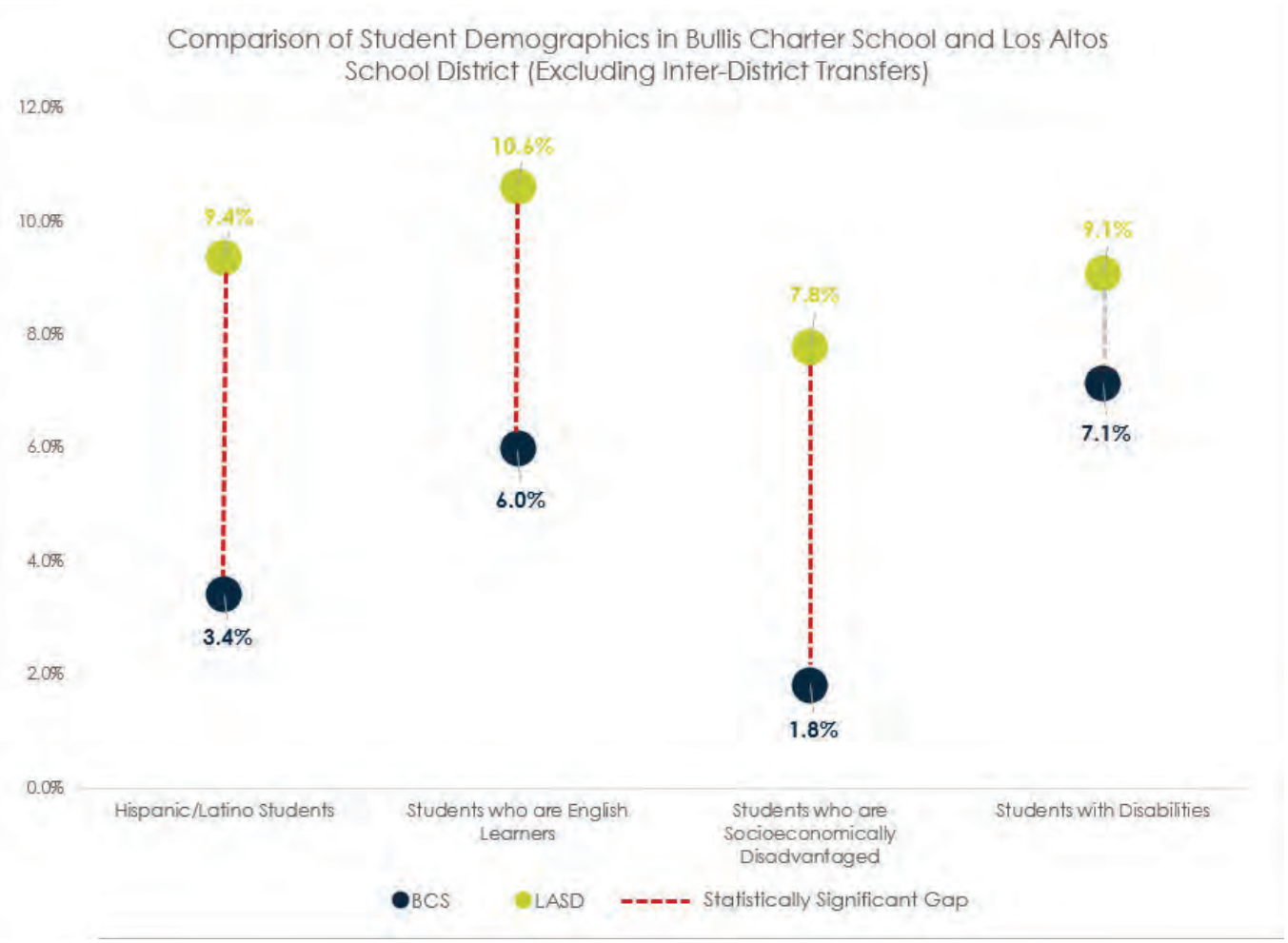
274
Documentary Record 001274



- BCS has a significantly **lower** proportion of Hispanic/Latino students in 2022-23 than does LASD
- BCS has a significantly **lower** proportion of English Learners in 2022-23 than does LASD
- BCS has a significantly **lower** proportion of Socioeconomically Disadvantaged students in 2022-23 than does LASD.
- BCS has a significantly **lower** proportion of Students with Disabilities in 2022-23 than does LASD.

Santa Clara County Office of Education

Bullis Charter School Petition
Documentary Record 001275



Documentary Record 001276

Percentage Point Differences in Student Demographics Between Bullis Charter School and LASD

Subgroup	2021-22		2022-23	
	Kindergarten	First Grade	Kindergarten	First Grade
Hispanic/Latino	-3.8	-6.9	-5.7	-0.6
EL	-0.7	-10.0	7.6	-9.4
SED	-4.7	-6.6	-2.4	-3.8
SWD	-3.5	-1.4	-1.8	-4.1

Statistically Significantly Higher ($p < 0.10$)

Statistically Significantly Lower ($p < 0.10$)

Bullis Charter School Petition
277
Documentary Record 001277

Percentage Point Differences in Student Demographics Between Bullis Charter School and LASD

Subgroup	2021-22		2022-23	
	Kindergarten	First Grade	Kindergarten	First Grade
Hispanic/Latino	-3.8	-7.0	-6.1	-0.4
EL	-1.3	-10.9	5.6	-9.4
SED	-4.8	-6.7	-2.6	-3.7
SWD	-3.5	-1.4	-1.7	-4.9

Note: Inter-district transfer students at both BCS and LASD are excluded.

Statistically Significantly Higher ($p < 0.10$)

Statistically Significantly Lower ($p < 0.10$)

Bullis Charter School Petition
278
Documentary Record 001278

One Year Change in Student Demographics at Bullis Charter School and LASD

Subgroup	Bullis Charter		LASD	
	Kindergarten	First Grade	Kindergarten	First Grade
Hispanic/Latino	-3.3	5.0	-1.3	-1.3
EL	11.2	-2.4	2.9	-3.0
SED	4.5	-0.7	2.2	-3.6
SWD	2.4	-5.0	0.7	-2.3

Statistically Significantly Higher ($p < 0.10$)

Statistically Significantly Lower ($p < 0.10$)

Bullis Charter School Petition

279 Documentary Record 001279

One Year Percentage Point Change in Student Demographics at Bullis Charter School and LASD

Subgroup	Bullis Charter		LASD	
	Kindergarten	First Grade	Kindergarten	First Grade
Hispanic/Latino	-2.8	4.8	-0.6	-1.9
EL	10.0	-1.9	3.0	-3.4
SED	4.7	-0.6	2.6	-3.6
SWD	2.4	-5.8	0.6	-2.2

Note: Inter-district transfer students at both BCS and LASD are excluded.

Statistically Significantly Higher ($p < 0.10$)

Statistically Significantly Lower ($p < 0.10$)

Santa Clara County Office of Education

Bullis Charter School Petition
250
Documentary Record 001280

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Key Takeaways

K-8 Data

- When compared to LASD, BCS continues to have lower proportions of students who are Hispanic/Latino, English learners, socioeconomically disadvantaged, and students with disabilities
- When excluding out-of-district students, the proportion of students with disabilities at Bullis is not statistically out of proportion with LASD
- Change will take time to impact other grade levels

K-1 Data

- The small data set makes strong conclusions difficult to draw
- BCS' efforts appear to have made some impact at kindergarten
- Change will take time to impact other grade levels

25 Documentary Record 001281

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EXHIBIT 22

Documentary Record 001282

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STATISTICAL ANALYSES OF BCS AND LASD DEMOGRAPHICS

Key Takeaways

- As of the 2022-23 academic year, the proportions of Los Altos Elementary School District's student body that are Hispanic/Latino, English learners, socioeconomically disadvantaged, and with disabilities are significantly higher than those of BCS.
- From 2017-18 to 2022-23, BCS observed a significant decrease in the proportion of its student body that are English learners.
- From 2017-18 to 2022-23, no meaningful differences were observed in the proportion of BCS's student body that are Hispanic/Latino, socioeconomically disadvantaged or with disabilities.
- From 2017-18 to 2022-23, LASD observed a significant increase in the proportion of Hispanic/Latino students and socioeconomically disadvantaged students, and a significant decrease in the proportion of students who are English Learners.

Table 1. Comparison of Bullis Charter School (BCS) and Los Altos School District (LASD) Student Enrollment for Select Student Groups (2022/23)

	BCS	LASD	Z Score	p-value	Decision
Student Group					
Hispanic/Latino Students	4.3%	9.4%	-5.25	< 0.001	Significantly less
Students who are English Learners	5.9%	10.3%	-4.21	< 0.001	Significantly less
Students who are Socioeconomically Disadvantaged	1.9%	7.6%	-6.54	< 0.001	Significantly less
Students with Disabilities	7.2%	9.5%	-2.24	0.03	Significantly less
Total Enrollment (Count)	1,031	3,354	NA	NA	NA

Notes: Z-Score proportion difference tests are two-tailed with *a prior* alpha level set at 0.05.

- BCS has a significantly **lower** proportion of Hispanic/Latino students in 2022-23 than does LASD
- BCS has a significantly **lower** proportion of English Learners in 2022-23 than does LASD
- BCS has a significantly **lower** proportion of Socioeconomically Disadvantaged students in 2022-23 than does LASD.
- BCS has a significantly **lower** proportion of Students with Disabilities in 2022-23 than does LASD.

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Table 2. Comparison of Bullis Charter School (BCS) and Los Altos School District (LASD) Student Enrollment for Select Student Groups EXCLUDING Out-of-District BCS Students (2022/23)

	BCS	LASD	Z Score	p-value	Decision
Student Group					
Hispanic/Latino Students	3.4%	9.4%	-5.91	< 0.001	Significantly less
Students who are English Learners	6.0%	10.6%	-4.26	< 0.001	Significantly less
Students who are Socioeconomically Disadvantaged	1.8%	7.8%	-6.55	< 0.001	Significantly less
Students with Disabilities	7.1%	9.1%	-1.86	0.06	Not significant
Total Enrollment (Count)	938	3,202	NA	NA	NA

Notes: Z-Score proportion difference tests are two-tailed with *a priori* alpha level set at 0.05.

- Excluding inter-district transfers:
  - BCS has a significantly **lower** proportion of Hispanic/Latino students in 2022-23 than does LASD
  - BCS has a significantly **lower** proportion of English Learners in 2022-23 than does LASD
  - BCS has a significantly **lower** proportion of Socioeconomically Disadvantaged students in 2022-23 than does LASD.
  - There is no statistically significant difference in the proportion of Students with Disabilities between BCS and LASD in 2022-23.

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Table 3. Comparison of Bullis Charter School (BCS) and Los Altos School District (LASD) Student Enrollment for Select Student Groups EXCLUDING LASD Interdistrict Transfers (2022-23)

	BCS	LASD	Z Score	p-value	Decision
Student Group					
Hispanic/Latino Students	4.27%	9.37%	5.214	< 0.0001	Significantly less
Students who are English Learners	5.92%	10.62%	4.484	< 0.0001	Significantly less
Students who are Socioeconomically Disadvantaged	1.94%	7.78%	6.682	< 0.0001	Significantly less
Students with Disabilities	7.18%	9.09%	1.901	0.057	Not significant
Total Enrollment (Count)	**1031**	**3202**	NA	NA	NA

Notes: Z-Score proportion difference tests are two-tailed with *a priori* alpha level set at 0.05.

- Excluding LASD students with interdistrict transfer agreements, the proportion of Hispanic/Latino students enrolled at LASD is significantly higher than the proportion enrolled at BCS in 2022-23.
- Excluding LASD students with interdistrict transfer agreements, the proportion of English learners enrolled at LASD is significantly higher than the proportion enrolled at BCS in 2022-23.
- Excluding LASD students with interdistrict transfer agreements, the proportion of socioeconomically disadvantaged students enrolled at LASD is significantly higher than the proportion enrolled at BCS in 2022-23.
- There is no significant difference between the proportion of students with disabilities enrolled at LASD and the proportion enrolled at BCS in 2022-23, excluding LASD students with interdistrict transfer agreements.

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Table 4. Percent Change in Bullis Charter School Enrollment for Select Student Groups (2017/18 to 2022/23)

	2017/18 Percent	2022/23 Percent	Z Score	p-value	Decision
Student Group					
Hispanic/Latino Students	4.2%	4.3%	0.07	0.94	Not Significant
Students who are English Learners	10.1%	5.9%	-3.39	< 0.001	Significant Decrease
Students who are Socioeconomically Disadvantaged	1.6%	1.9%	0.56	0.58	Not Significant
Students with Disabilities	6.9%	7.2%	0.24	0.81	Not Significant
Total Enrollment	879	1,031			

Notes: Z-Score proportion difference tests are one-tailed with *a priori* alpha level set at 0.05.

- The share of English Learners at BCS has statistically significantly **decreased** since the 2017-18 school year.
- There are no statistically significant differences in the share of Hispanic/Latino students, socioeconomically disadvantaged students, or students with disabilities between the 2017-18 and the 2022-23 school years.

Documentary Record 001286

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Table 5. Percent Change in Bullis Charter School Enrollment for Select Student Groups (2021/22 to 2022/23)

	2021/22 Percent	2022/23 Percent	Z Score	p-value	Decision
Student Group					
Hispanic/Latino Students	4.4%	4.3%	-0.15	0.88	Not Significant
Students who are English Learners	5.7%	5.9%	0.20	0.85	Not Significant
Students who are Socioeconomically Disadvantaged	1.3%	1.9%	1.14	0.26	Not Significant
Students with Disabilities	7.0%	7.2%	0.13	0.90	Not Significant
Total Enrollment	1,067	1,031			

Notes: Z-Score proportion difference tests are one-tailed with *a priori* alpha level set at 0.05.

- There are no significant differences in the share of Hispanic/Latino students, English Learners, socioeconomically disadvantaged students, or students with disabilities at BCS between the 2021-22 and 2022-23 school years.

Table 6. Percent Change in Bullis Charter School Enrollment for Select Student Groups (2021/22 to 2022/23) EXCLUDING Inter-District Transfer Students

	2021/22 Percent	2022/23 Percent	Z Score	p-value	Decision
Student Group					
Hispanic/Latino Students	4.1%	3.4%	-0.80	0.42	Not Significant
Students who are English Learners	5.9%	6.0%	0.10	0.92	Not Significant
Students who are Socioeconomically Disadvantaged	1.2%	1.8%	1.17	0.24	Not Significant
Students with Disabilities	8.2%	7.1%	-0.87	0.38	Not Significant
Total Enrollment	1,005	938			

Notes: Z-Score proportion difference tests are one-tailed with *a priori* alpha level set at 0.05.

- There are no significant differences in the share of Hispanic/Latino students, English Learners, socioeconomically disadvantaged students, or students with disabilities at BCS between the 2021-22 and 2022-23 school years when excluding inter-district transfers.

Documentary Record 001287

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Table 7. Percent Change in LASD Enrollment for Select Student Groups (2017/18 to 2022/23)

	2017/18 Percent	2022/23 Percent	Z Score	p-value	Decision
Student Group					
Hispanic/Latino Students	7.6%	9.4%	2.82	0.01	Significant increase
Students who are English Learners	13.1%	10.3%	-3.84	< 0.001	Significant decrease
Students who are Socioeconomically Disadvantaged	6.2%	7.6%	2.38	0.02	Significant increase
Students with Disabilities	8.7%	9.5%	1.14	0.25	Not Significant
Total Enrollment	4403	3354			

Notes: Z-Score proportion difference tests are one-tailed with *a priori* alpha level set at 0.05.

- The share of Hispanic/Latino students at LASD has statistically significantly **increased** since the 2017-18 school year.
- The share of English Learners at LASD has statistically significantly **decreased** since the 2017-18 school year.
- The share of socioeconomically disadvantaged students at LASD has statistically significantly **increased** since the 2017-18 school year.
- There was no significant change in the share of Students with Disabilities at LASD since the 2017-18 school year.

Table 8. Percent Change in LASD Enrollment for Select Student Groups (2021/22 to 2022/23)

	2021/22 Percent	2022/23 Percent	Z Score	p-value	Decision
Student Group					
Hispanic/Latino Students	9.6%	9.4%	-0.29	0.77	Not Significant
Students who are English Learners	10.2%	10.3%	0.08	0.94	Not Significant
Students who are Socioeconomically Disadvantaged	7.0%	7.6%	0.87	0.39	Not Significant
Students with Disabilities	9.7%	9.5%	-0.32	0.75	Not Significant
Total Enrollment	3347	3354			

Notes: Z-Score proportion difference tests are one-tailed with *a priori* alpha level set at 0.05.

- There are no significant differences in the share of Hispanic/Latino students, English Learners, socioeconomically disadvantaged students, or students with disabilities at LASD between the 2021-22 and 2022-23 school years.

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Table 9. Percent Change in LASD Enrollment for Select Student Groups (2021/22 to 2022/23) EXCLUDING Inter-District Transfers

	2021/22 Percent	2022/23 Percent	Z Score	p-value	Decision
Student Group					
Hispanic/Latino Students	9.4%	9.4%	-0.03	0.98	Not Significant
Students who are English Learners	10.6%	10.6%	-0.03	0.97	Not Significant
Students who are Socioeconomically Disadvantaged	7.2%	7.8%	0.86	0.39	Not Significant
Students with Disabilities	9.4%	9.1%	-0.38	0.70	Not Significant
Total Enrollment	3347	3354			

Notes: Z-Score proportion difference tests are one-tailed with *a priori* alpha level set at 0.05.

- There are no significant differences in the share of Hispanic/Latino students, English Learners, socioeconomically disadvantaged students, or students with disabilities at LASD between the 2021-22 and 2022-23 school years when excluding inter-district transfers.

Documentary Record 001289

EXHIBIT 4

Bullis Responses to Reaffirmation and Accompanying Documents

Documentary Record 001290

October 10, 2023

Sent Via Email: mdewan@sccoe.org

Mary Ann Dewan, Ph.D.
County Superintendent of Schools
Santa Clara County Office of Education
1290 Ridder Park Drive
San Jose, CA 95131

Re: Response to August 4, 2023 "Notice in Accordance with Education Code Section 47607(e) and Notice of Concern"

Dear Superintendent Dewan:

I write on behalf of Bullis Charter School ("Bullis" or "BCS") in response to the Santa Clara County Office of Education's ("SCCOE") August 4, 2023 letter. We remain steadfast in our commitment to student diversity (as BCS demonstrated through concrete actions and results) and working in partnership with SCCOE to address questions and concerns. At the same time, we must reiterate our fundamental disagreement with SCCOE's central allegation. BCS, a high performing charter school, is not and cannot be anywhere remotely near the zone of possible non-renewal under Education Code Section 47607(e) simply because its student population does not precisely "mirror" that of the Los Altos School District ("LASD" or the "District") as closely as some SCCOE representatives would like it to. We have extensively responded to and addressed this issue at-length in prior letters to SCCOE. Inexplicably, SCCOE did not respond to our detailed information and analysis and did not attach or even reference that correspondence in the August 4, 2023 letter. We have attached two important examples here for reference. (*See* Attachment 1A [October 11, 2019 letter] and Attachment 1B [May 5, 2021 letter].)

We begin by affirming that there is no requirement that a charter school "mirror" the demographics of the district where it is located. Rather, there is a requirement that charter petitioners, as part of the petition itself, provide a reasonably comprehensive description of "the means by which … [they] will achieve a balance … reflective of the **general population**" residing within a district—**not** the demographics of the district itself. BCS did just that. In any event, BCS more closely reflects LASD's enrolled student population than nearly **all other charter schools authorized by SCCOE** with regard to their respective districts. In that regard, SCCOE appears to be treating BCS in an unfair, arbitrary manner. We hope this response puts an end to such treatment.

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BCS' positions on the requirements here at issue should be non-controversial, because they appear to be reflected in SCCOE's own publicly-stated guidance. For example, on a frequently asked questions page, SCCOE posts, "Are charter schools required to have enrollment demographics that match those of the district in which they operate?" SCCOE then rejects that proposition and provides SCCOE's official statement about the meaning of the population balance language in Section 47605 at issue:

> "[t]his is understood to be an outreach and recruitment plan to **encourage** applications for enrollment that is reflective of the general population within the district. Charters are charged with developing and implementing effective outreach and recruitment plans; however, **they are prohibited by law from implementing racial and ethnic, special education, or English learner enrollment practices, even with the purpose of achieving pupil balance reflective of the jurisdiction.**"

(https://www.sccoe.org/supoffice/charter-schools-office/Pages/faq-2.aspx.) (Emphasis added.) We agree. In response to another posited question, "[c]an charter schools be required to enroll students according to their demographic characteristics in order to achieve specific targets or equity with district averages?" SCCOE answers "**No**. Enrolling students based upon their race, ethnicity or other characteristics is illegal."

I. The Premise of SCCOE's Ongoing Inquiries Regarding BCS Is Incorrect and Unlawful, and Disregards the Extraordinary Efforts BCS Has Taken

A. BCS' Efforts to Recruit a Diverse Student Population Have Been Effective

BCS is the most diverse public school operating within the District by multiple measures: BCS serves the fewest white students of any District school and the most students of color. On a subgroup-by-subgroup basis, BCS is well within the ranges of subgroup representation for District schools. For example, on a percentage basis using 2022-23 school year data, BCS enrolled more African American students than Springer and Gardner, more American Indian/Alaska Native than Springer, Oak Avenue, Loyola, Blach, and Gardner, more Filipino students than all but one District school, the same Hispanic enrollment as Springer, more English learners ("EL") 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,[1] BCS is on par

[1] All students identified as EL are required to receive English Language Development ("ELD") instruction sufficient for them to make annual progress towards fluency in English, which culminates with the RFEP designation. An RFEP student always remains an RFEP student; RFEP students are subject to monitoring to ensure that their English fluency persists, and so that they may receive further ELD support to the extent needed. Thus, RFEP students are part of the EL education continuum.

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with the District (19.7% and 20.8%, respectively); BCS' RFEP rate, which is 3% higher than the District, is a testament to BCS' support for and success with EL students. BCS also serves more Asian-American students than any District elementary school. We are proud of the diversity represented within that subgroup, whose members reflect the diversity of the largest continent on our planet, which includes students of Chinese, Japanese, Korean, Vietnamese, Thai, Cambodian, Filipino, Malaysian, Indian, and Pakistani origin.

BCS actively invites and encourages students of all races, ethnicities, and backgrounds to apply and enroll in BCS, and has engaged in targeted efforts to recruit a diverse student body as SCCOE is aware, including by hiring an employee dedicated exclusively to recruiting and diversity initiatives. 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"). These efforts are described in further detail herein.

The facts and data reflect that BCS has taken extensive steps, to the extent allowable by law, to recruit and enroll a diverse student population. We celebrate that as of the last lottery cycle, as a consequence of BCS' admission preference for SED students, i.e., students qualifying for free and reduced-price meals ("FRM"), BCS offered admission to each and every in-district FRM-qualifying student who applied. **Between the 2022-23 and 2023-24 school years alone, BCS has seen a <u>95% increase</u> in the percentage of its student population classified as FRM/SED, which now stands at 38 students**. BCS is also proud of significant growth in its EL enrollment and enrollment of students with disabilities between the 2022-23 and 2023-24 school years:

Table 1 - BCS Subgroup Enrollment Growth 2022-23 to 2023-24

	BCS 2022-23	BCS 2023-24	% Growth
SED	1.9%	3.7%	95%
SWD	6.9%	7.79%	13%
EL	6.1%	8.96%	47%

As of this current school year, BCS 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.

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B. Detailed Comparison of BCS and LASD Student Data By School

For all data presented, we broke out the LASD data across the District's nine school sites, as listed in DataQuest.[2] The tables below display the school-level data percentages and include the rank of BCS among the 10 total schools included in the analysis.[3] For ethnicity ranks, BCS students are within the range of LASD schools in all categories except for Asian students (where BCS has the highest proportion) and White students (where BCS has the lowest proportion).

Table 2 -Student Race/Ethnicity Percentage by School, 2022-23

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%	0.3%	34.3%	0.6%	15.9%	0.3%	29.7%	13.9%	4.2%
Ardis G. Egan Junior High	0.6%	0.2%	36.6%	0.8%	13.3%	0.2%	36.4%	10.1%	1.8%
Covington Elementary	1.4%	0.2%	49.0%	0.5%	5.7%	0.7%	29.0%	11.6%	2.0%
Gardner Bullis Elementary	0.0%	0.0%	28.2%	0.0%	4.6%	0.0%	51.4%	13.9%	1.9%
Georgina P. Blach Junior High	0.2%	0.0%	40.9%	0.5%	6.7%	0.2%	38.2%	12.0%	1.2%
Loyola Elementary	0.6%	0.0%	36.8%	0.3%	5.1%	0.0%	38.3%	17.4%	1.5%
Oak Avenue Elementary	0.6%	0.0%	44.6%	1.5%	5.4%	0.3%	32.8%	12.0%	2.7%
Santa Rita Elementary	0.3%	0.3%	30.1%	1.0%	20.5%	0.8%	34.3%	9.4%	3.4%
Springer Elementary	0.0%	0.0%	37.3%	0.6%	4.2%	0.3%	41.5%	15.5%	0.6%
Bullis Charter	**0.1%**	**0.1%**	**59.0%**	**1.2%**	**4.2%**	**0.2%**	**18.1%**	**14.5%**	**2.6%**
BCS Rank	**8/10**	**5/10**	**1/10**	**2/10**	**T9/10**	**T6/10**	**10/10**	**3/10**	**4/10**

C. BCS is Being Unfairly Singled Out Amongst SCCOE-Authorized Schools; the Implicit Demands on BCS to Reduce Asian-American Enrollment is Unlawful

Under these circumstances, any contention that BCS is in violation of SCCOE's requirement that BCS achieve a particular enrollment target is inextricably a claim that BCS serves **too many** students belonging to a subgroup deemed by SCCOE to be overrepresented, and that BCS must take steps to effectively **reduce** that particular student population. (August 4

[2] SCCOE did not provide any of its underlying data with its August 4, 2023 letter. Only after our request did SCCOE provide that data, but not until October 3.
[3] (Rank 1 being the highest level of the metric, Rank 10 being the lowest; T preceding a rank indicates a tied rank).

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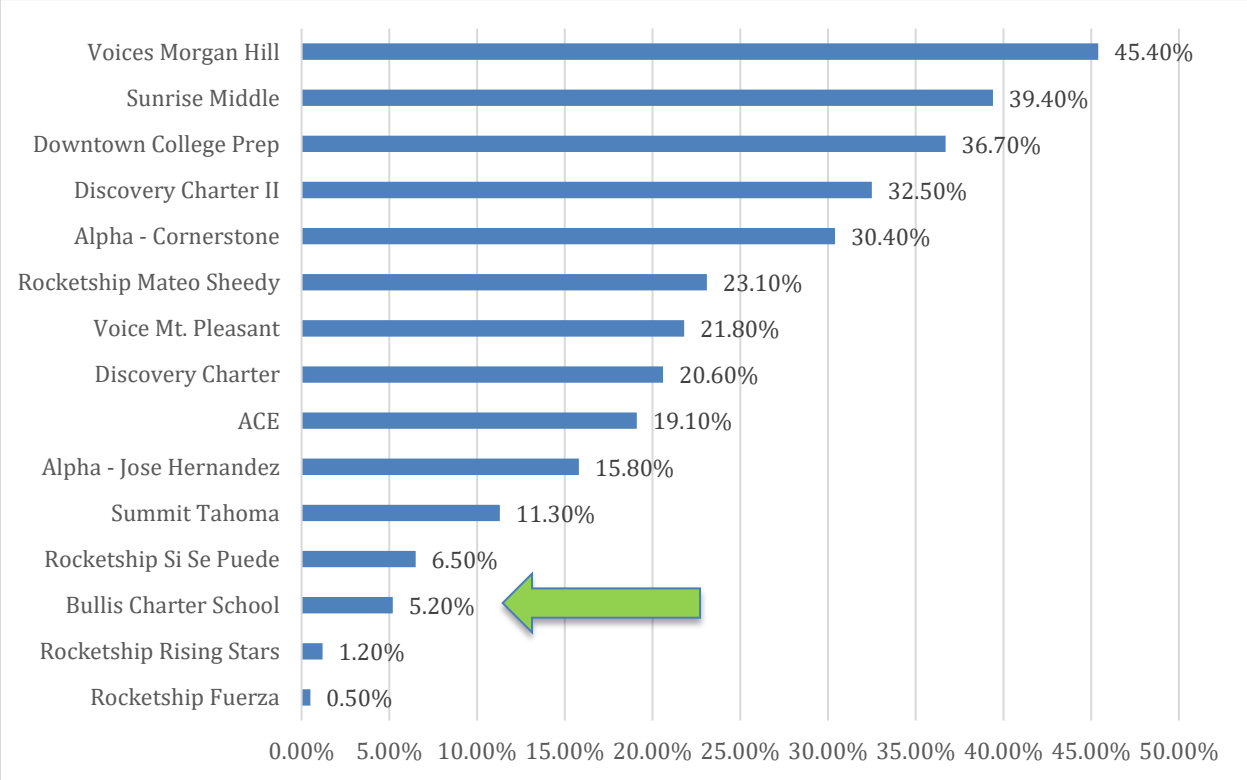
letter, p. 9 ["BCS must address this concern, including making and implementing the updates to its corrective action plan necessary **to result in** increasing the proportions of the BCS student body who are members of each of these student groups."]) By definition, an enrollment **increase** in one subgroup means **decrease** in others. This is especially problematic in light of the fact that the District caps our enrollment with our Facilities Use Agreement. BCS cannot take part in, directly or indirectly, discriminating against or violating the civil rights of any group of students on the basis of race, as SCCOE appears to subtly suggest we do—that is unlawful. We cannot ignore that reporting last year highlighted that Asian-Americans, in particular, experienced a 339% increase in hate crimes, (https://www.nbcnews.com/news/asian-america/anti-asian-hate-crimes-increased-339-percent-nationwide-last-year-repo-rcna14282), and face discrimination in education. (*See, e.g.*, https://theconversation.com/discrimination-took-a-heavy-toll-on-asian-american-students-during-the-pandemic-210030.) We implore SCCOE to do all in its power to end the community divisiveness that false narratives about BCS have caused and will continue to cause; the unfounded and dangerous rhetoric or implications about BCS excluding or preferring students on the basis of race must stop.

That BCS is being singled out unfairly and for inappropriate reasons is readily apparent by the fact that **no other charter school under SCCOE's jurisdiction "mirrors" the population of the district where they are located.** Yet SCCOE has targeted BCS with "concern" and "cure" letters and threats of non-renewal on the basis of not enrolling enough of certain subgroups, and by extension, too many of certain other student subgroups. But facts are stubborn things. As the 2022-23 school year data published by CDE indisputably demonstrates, **BCS 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:

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Table 3 - Percentage Difference Between Charter School Hispanic Populations and District Hispanic Populations



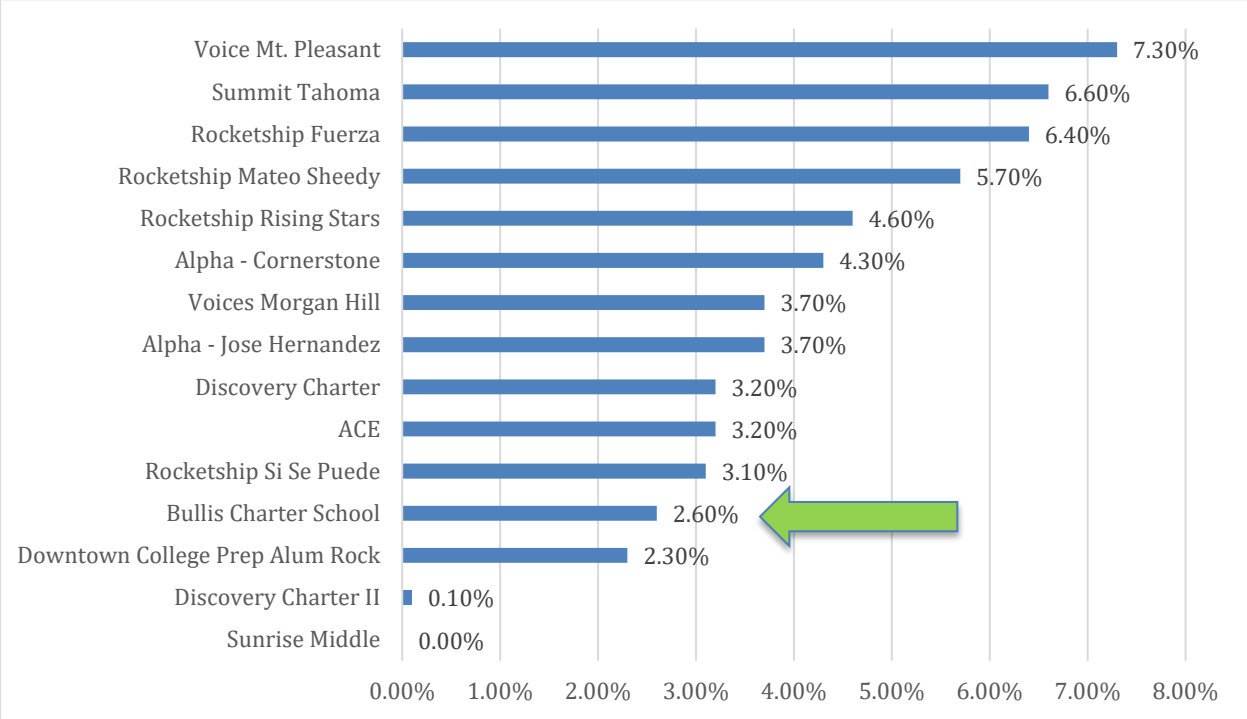
Rank[4]	Charter School	District	% Hispanic (Charter)	% Hispanic (District)	Difference[5]
1	Voices Morgan Hill	Morgan Hill Unified	97.900%	52.500%	45.400%
2	Sunrise Middle	San Jose Unified	94.200%	54.800%	39.400%
3	Downtown College Prep	East Side Union	89.400%	52.700%	36.700%
4	Discovery Charter II	San Jose Unified	22.300%	54.800%	32.500%
5	Alpha - Cornerstone	Franklin-McKinley	31.300%	61.700%	30.400%
6	Rocketship Mateo Sheedy	San Jose Unified	77.900%	54.800%	23.100%
7	Voice Mt. Pleasant	Mount Pleasant	98.600%	76.800%	21.800%
8	Discovery Charter	Moreland	12.300%	32.900%	20.600%
9	ACE	Alum Rock	98.400%	79.300%	19.100%

[4] "Rank" reflects, in order of highest to lowest, the charter schools with the highest spread between the charter school's population percentage and the school district's population percentage for a given student subgroup.
[5] To be clear, the "difference" column identifies the percentage point difference between the given population at each charter school and the respective school district where it operates. For example, with respect to Hispanic enrollment, there is a 5.2% spread between the percentage of students at BCS who identify as Hispanic and the percentage of students enrolled at District schools that identify as Hispanic.

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10	Alpha - Jose Hernandez	Alum Rock	95.100%	79.300%	15.800%
11	Summit Tahoma	East Side Union	41.400%	52.700%	11.300%
12	Rocketship Si Se Puede	Alum Rock	85.800%	79.300%	6.500%
13	Bullis Charter School	Los Altos	4.200%	9.400%	5.200%
14	Rocketship Rising Stars	Franklin-McKinley	62.900%	61.700%	1.200%
15	Rocketship Fuerza	Alum Rock	78.800%	79.300%	0.500%

Table 4 - Percentage Difference Between Charter School SWD Populations and District SWD Populations

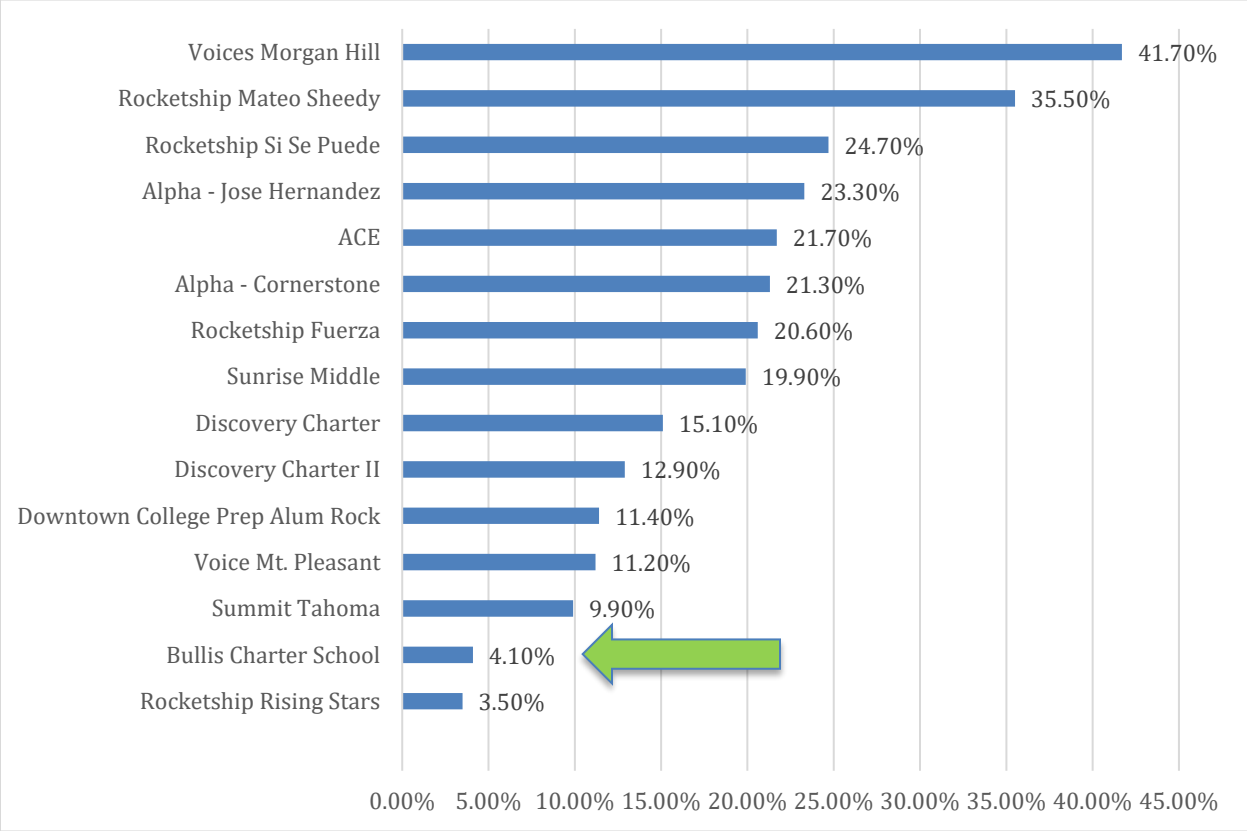


Rank	Charter School	District	% SWD (Charter)	% SWD (District)	Difference
1	Voice Mt. Pleasant	Mount Pleasant ESD	8.70%	16.00%	7.300%
2	Summit Tahoma	East Side Union	18.50%	11.90%	6.600%
3	Rocketship Fuerza	Alum Rock	6.60%	13.00%	6.400%
4	Rocketship Mateo Sheedy	San Jose Unified	7.30%	13.00%	5.700%
5	Rocketship Rising Stars	Franklin-McKinley	7.80%	12.40%	4.600%
6	Alpha - Cornerstone	Franklin-McKinley	8.10%	12.4%	4.300%
7	Alpha - Jose Hernandez	Alum Rock	9.30%	13.00%	3.700%
8	Voices Morgan Hill	Morgan Hill Unified	9.00%	12.70%	3.700%
9	ACE	Alum Rock	16.20%	13.00%	3.200%
10	Discovery Charter	Moreland	9.50%	12.70%	3.200%

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11	Rocketship Si Se Puede	Alum Rock	9.90%	13.00%	3.100%
12	Bullis Charter School	Los Altos	6.90%	9.50%	2.600%
13	Downtown College Prep Alum Rock	East Side Union	14.20%	11.90%	2.300%
14	Discovery Charter II	San Jose Unified	13.10%	13.00%	0.100%
15	Sunrise Middle	San Jose Unified	13.00%	13.00%	0.000%

Table 5 - Percentage Difference Between Charter School EL Populations and District EL Populations

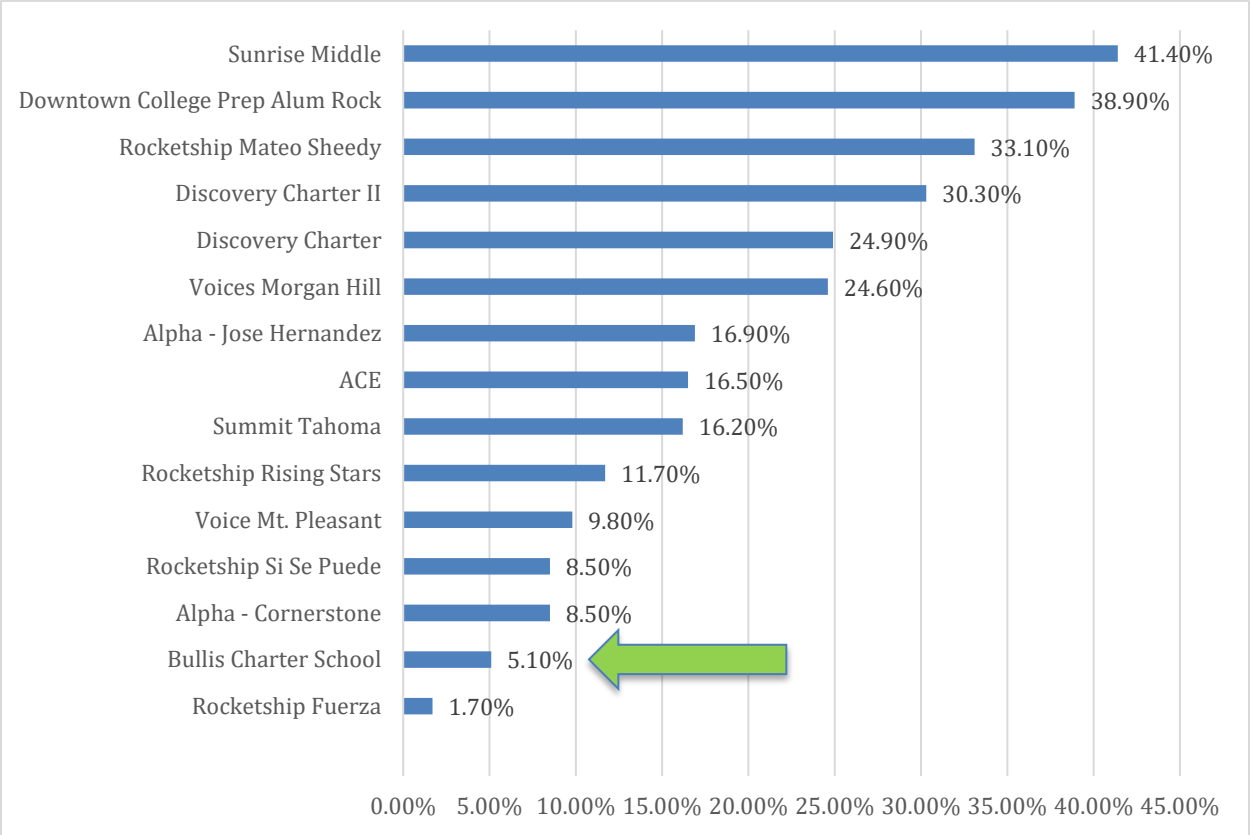


Rank	Charter School	District	% EL (Charter)	% EL (District)	Difference
1	Voices Morgan Hill	Morgan Hill Unified	59.90%	18.20%	41.70%
2	Rocketship Mateo Sheedy	San Jose Unified	57.80%	22.30%	35.50%
3	Rocketship Si Se Puede	Alum Rock	67.90%	43.20%	24.70%
4	Alpha - Jose Hernandez	Alum Rock	66.50%	43.20%	23.30%
5	ACE	Alum Rock	64.90%	43.20%	21.70%
6	Alpha - Cornerstone	Franklin-McKinley	27.50%	48.80%	21.30%
7	Rocketship Fuerza	Alum Rock	63.80%	43.20%	20.60%

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8	Sunrise Middle	San Jose Unified	42.20%	22.30%	19.90%
9	Discovery Charter	Moreland	13.30%	28.40%	15.10%
10	Discovery Charter II	San Jose Unified	9.40%	22.30%	12.90%
11	Downtown College Prep Alum Rock	East Side Union	31.20%	19.80%	11.40%
12	Voice Mt. Pleasant	Mount Pleasant	54.50%	43.30%	11.20%
13	Summit Tahoma	East Side Union	9.90%	19.80%	9.90%
14	Bullis Charter School	Los Altos	6.10%	10.20%	4.10%
11	Rocketship Rising Stars	Franklin-McKinley	52.30%	48.80%	3.50%

Table 6 - Percentage Difference Between Charter School SED Populations and District SED Populations



Rank	Charter School	District	% SED (Charter)	% SED (District)	Difference
1	Sunrise Middle	San Jose Unified	85.40%	44.00%	41.40%
2	Downtown College Prep Alum Rock	East Side Union	80.30%	41.10%	38.90%
3	Rocketship Mateo Sheedy	San Jose Unified	77.10%	44.00%	33.10%
4	Discovery Charter II	San Jose Unified	13.70%	44.00%	30.30%
5	Discovery Charter	Moreland	10.30%	35.20%	24.90%

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6	Voices Morgan Hill	Morgan Hill Unified	64.70%	40.10%	24.60%
7	Alpha - Jose Hernandez	Alum Rock	93.60%	76.70%	16.90%
8	ACE	Alum Rock	93.20%	76.70%	16.50%
9	Summit Tahoma	East Side Union	25.20%	41.10%	16.20%
10	Rocketship Rising Stars	Franklin-McKinley	73.70%	62.00%	11.70%
11	Voice Mt. Pleasant	Mount Pleasant	64.00%	73.80%	9.80%
12	Alpha - Cornerstone	Franklin-McKinley	53.50%	62.00%	8.50%
13	Rocketship Si Se Puede	Alum Rock	85.20%	76.70%	8.50%
14	Bullis Charter School	Los Altos	1.90%	7.00%	5.10%
15	Rocketship Fuerza	Alum Rock	78.40%	76.70%	1.70%

(*See* Attachment 2 to this letter, which includes each of the Dataquest reports from which the above tables and graphs were prepared.)

D. SCCOE Presents No Evidence That BCS is Not Serving "All Students Who Wish to Attend"

It is important for SCCOE to understand that potential nonrenewal under Section 47607(e) applies only to circumstances where actual evidence demonstrates that a charter school "is not serving all pupils **who wish to attend"** because **enrolled** students **have left or been disenrolled for discriminatory reasons**, based on evidence provided by the California Department of Education—which here has not been provided or even suggested. (*See* Section 47607(d).) SCCOE's allegation that "statistics establish ongoing underrepresentation of traditionally underserved student groups at BCS, evidencing that BCS continues not to serve all students who wish to attend BCS" (August 4 letter at p. 9) is false, conclusory without any supporting factual evidence, and entirely unsubstantiated. Enrollment statistics here do not and cannot "establish" "evidence" that BCS does not "serve all students who wish to attend BCS."

SCCOE has presented no evidence that BCS has engaged in any practices that violate the letter or spirit of Section 47607(d)-(e). Putting aside the actual limited scope of Section 47607(d)-(e), there is no evidence that BCS "is not serving all pupils who wish to attend." SCCOE has not cited a case of even one student who "wishes to attend," and has been unlawfully denied enrollment at BCS, e.g., on the basis of race or protected status. The fact that BCS' population does not precisely "mirror" the District does not mean that BCS "is not serving all pupils who wish to attend."

As required by law, and subject to BCS' admission preferences that prefer socioeconomically disadvantaged students, all applicants have the same chance of admission pursuant to the random public drawing that BCS is statutorily required to conduct under Section 47605(e)(2)(B) and does so consistent with constitutional principles that wholly prohibit consideration of race in admission. Nothing in the Education Code requires BCS' student population to exactly match or even closely match the population of the school district in which

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it is located on the basis of race or other protected classes. SCCOE has not cited a law that requires this, because none exists. Nothing in the Education Code authorizes a chartering authority to penalize a charter school when its population does not mirror the population of the school district to the subjective satisfaction of the chartering authority. And certainly SCCOE cannot apply such a standard to BCS when nearly all the other charters it authorizes are far more divergent from district demographics.

Indeed, no typical school district with a diverse population has each of its neighborhood schools mirror the population balance of the district as a whole. LASD exemplifies this truth by operating multiple schools that are significantly whiter and more affluent than other schools within the District, and by maintaining those disparities within its school attendance boundaries. The District could eliminate those disparities within by randomly assigning students to schools without regard to zip code and address (which create wealth-based disparities). Unlike BCS, which is open to all students within the District equally, the District chooses to maintain imbalanced schools where affluent students attend some schools (Oak Avenue, 2.2% SED) and less-affluent students attend other schools (Santa Rita, 18.8%); the same imbalance within the District exists on racial lines as well, e.g., with a Hispanic population of 20.5% at Santa Rita and 4.2% at Springer. There is no school in the District that reflects the District's overall population, and so, it is troubling that BCS faces penalty and concern from SCCOE for doing that which the District itself does not do. BCS' presence in the District actually serves to **eliminate** access disparities within the District, while the District maintains school populations that would likely be labeled segregated under SCCOE's approach.

All that BCS can legally do is that which is reasonable and feasible to attempt to attract students from diverse backgrounds to apply to BCS. Any measures beyond general recruitment efforts to ensure a student population balance based upon race would violate the state and federal constitutions. And of course, BCS cannot force any student to apply to BCS, and BCS cannot use any method other than a random lottery to determine enrollment. Recruitment effort is all that the Charter Schools Act and BCS' charter petition command and expect of BCS.

E. <u>BCS Satisfied its Obligation Under the Law to Articulate a Plan to Achieve a Student Population Balance, and Has Implemented That Plan</u>

Under BCS' charter, Education Code Section 47605(c)(5)(G) required BCS to provide a "reasonably comprehensive **description**" of "[t]he means by which the school will achieve" a student population balance that "is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted." BCS provided such a reasonably comprehensive description to the satisfaction of the SCCOE Board. BCS has implemented those plans. The Education Code does not allow for BCS to be non-renewed on the basis that BCS has not "achieved" a population balance that exactly matches the District at large.

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BCS has been pleased to implement a plan designed to recruit and encourage students from diverse subgroups to apply for enrollment at BCS. BCS is pleased to continue to modify its plan over time to increase its effectiveness, which it has done at the request of and coordination with SCCOE. BCS has also periodically reviewed the effectiveness of its recruitment strategies, and has made adjustments as appropriate; for example, adding a full-time staff member (the Director of Community Engagement and Outreach) to focus BCS' recruitment efforts. BCS is pleased to update SCCOE on those efforts and on BCS' data relative to those efforts. (*See* pp. 15-18.) But BCS does not accept the false charge that BCS is failing to enroll all students who "wish to attend" on the basis of race, disability, or English learner status, or otherwise. Insofar as the only evidence SCCOE relies on is the fact that too few of such students are actually enrolled, and BCS faces non-renewal as a consequence, this inextricably and unlawfully penalizes BCS on the basis of the race and other demographic characteristics of students who actually have enrolled at BCS.

SCCOE must keep in mind that there is a limited public school population residing within the District, and students' only local public education options are enrollment in District schools or BCS. The only way that BCS can increase its enrollment of the subgroups identified by SCCOE is if those students apply to BCS, gain admission through the lottery, and choose to attend BCS instead of a District school. BCS welcomes and encourages that enrollment. Naturally, however, families predominantly send their children to their assigned neighborhood school; indeed, by default, compulsory education laws compel students to attend their local District school, and BCS lacks the same compulsory pipeline as the District. That compulsory pipeline matters, as indicated by District school populations that reflect the demographic stratification within the District, e.g., Santa Rita has by far the highest proportion of Hispanic, EL, and SED students.

Moreover, as we have addressed in the past, the District has intentionally and systematically undermined BCS efforts to actually serve all students who might wish to attend by weaponizing the Proposition 39 process to deprive BCS students and potential BCS students (including students of color, SED, and SWD) of sufficient facilities, and restricting BCS' ability to enroll out-of-district students. BCS stands ready to work with the District to encourage students to enroll in BCS, overcome the inertia that favors enrollment in District schools, and to address BCS' facilities needs.

II. SCCOE's Conclusions are Not Supported by the Data it Presents

Not only is the underlying premise of the allegations against BCS unfounded, the data analysis relied upon by SCCOE in making those allegations is flawed. Specifically, SCCOE's data analysis does not account for the actual reasons that SED, EL, and families of SWD may enroll, in greater numbers, at District schools. Many families may be content attending their

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neighborhood school, and do not "wish to attend" BCS for reasons having nothing to do with BCS per se, but instead, reasons having to do with location, convenience, or active messaging by the District to families **discouraging** attendance at BCS. For example, SCCOE's data analysis does not account for the fact that parents, by default, enroll their children in their neighborhood schools to which they are automatically assigned by the District (https://www.losaltos.k12.ca.us/District/Portal/Registration), and that the decision to enroll in a neighborhood school does not mean that they "wish to attend" BCS or have been denied access to BCS for discriminatory reasons.

With respect to District messaging, the District has for many years actively discouraged families from enrolling at BCS through a defamatory public campaign that has **falsely** accused BCS of "engag[ing] in systematic discrimination throughout its fifteen plus years of existence" (*See* Attachment 3 [September 10, 2019 letter from LASD, cc-ing State officials such as the Governor, Attorney General, and California Superintendent of Schools as part of a publicity stunt.]) Those defamatory letters continue to be posted on LASD's website under the "community" tab, which has a prominent link for "Bullis Charter School Related Topics." (*See, e.g.*, https://www.lasdschools.org/District/10842-BCS-s-Los-Altos-Hills-Geographic-Lottery-Preference.html.)

The data presented by SCCOE cannot fairly be read to mean that BCS is engaging in any practice to undermine diversity, or that BCS' efforts are inadequate. The data does not at all explain or address the factors that motivate students to apply to BCS or not.

Unfortunately, the comparisons SCCOE selects paint an inaccurate or incomplete picture. With respect to students with disabilities in particular, SCCOE's analysis does not account for the fact that students are sometimes overclassified as disabled (especially students of color and English learners), when other interventions can be sufficient to overcome issues presented. For example, the most recent data available in Dataquest indicates that Hispanic students comprise nearly 12% of the District's population of students with disabilities, yet in that same academic year, Hispanic students accounted for only 7.8% of students. Notably, the CDE has identified the District on its list of "2022 significantly disproportionate LEAs," i.e., LEAs that have disproportionately identified students belonging to particular races/ethnicities as disabled for three consecutive years. (https://www.cde.ca.gov/sp/se/qa/sigdisplea2022.asp.) **The CDE explicitly identified LASD** as "significantly disproportionate for the 2022-23 school year" for its practice of over-classifying Hispanic students as having specific learning disabilities. BCS should not be asked to mirror the District's SWD population where the CDE explicitly found that LASD over-classified Hispanic students as disabled.

SCCOE missed the fact that BCS enrolled its highest ever proportion of students with disabilities in the 2022-23 school year, indicating that BCS' efforts to recruit and enroll students with disabilities is having a measurable impact. That said, current data does not accurately

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demonstrate the full impact of BCS' efforts to recruit and enroll more students with disabilities. Because BCS' entry point to its program is transitional kindergarten/kindergarten, and students are rarely classified as disabled prior to or even during kindergarten, BCS' overall growth in enrolling disabled students will take time to assess. The current classes of incoming students will need to progress to grade levels in which disabilities are typically identified, e.g., fourth/fifth grade, to accurately measure BCS recruitment initiatives.

SCCOE also relies on data analysis that skews District growth and obscures growth at BCS. Specifically, SCCOE's data comparisons between BCS and the District use arbitrary sets of years to make comparisons over time and draw conclusions that vary dramatically depending on which prior years are selected as the baseline. For example, SCCOE relies on data that compared Hispanic student population between the school years 2017-18 and 2022-23. The selection of those two years is entirely arbitrary. Comparing 2021-22 with 2022-23, on the other hand, demonstrates that BCS experienced similar growth as the District. Similarly, measuring EL populations without including RFEPs fails to account for BCS' success in serving the EL population through reclassification – a primary goal of ELD education. (*See* pp. 2-3 and FN 1, above.) SCCOE's allegation that there has been a meaningful decrease in the EL population at BCS misconstrues the data. When one accounts for **all** students that participated in the EL learning cycle through reclassification, BCS saw an **increase** in this population from 2017-18 to 2022-23, while in comparison the District saw a **decrease**. The 2017-18 EL metric in particular is also a red herring; the State changed the classification guide for EL students such that **all** public schools throughout the state saw decline. In light of that change, criticisms of BCS based on that academic year in particular are unfounded and unreasonable.

Likewise, SCCOE's contention that there was no significant change in the SED population at BCS while there was an increase in that population at LASD again reflects arbitrary, misleading date ranges. Using 2016-17 or 2018-19 as a comparison indicates significant increases at BCS. Comparing 2022-23 through 2023-24 also demonstrates a significant increase, again; BCS saw a **95% increase** in the percentage of BCS' SED/FRM population in one year alone.

III. Response to SCCOE's Specific Inquiries

In response to SCCOE's specific inquiries, BCS responds as follows:

1. ***A comprehensive, point-by-point analysis of the provisions in Element G of the BCS Charter and BCS's current corrective action plan/Enrollment Action Plan. This should include each specific provision/item, a description of if and how BCS has implemented each item, an analysis of how effective each item has been, and any revisions BCS has made or is making to each item.***

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BCS provides the following update of its efforts to implement its plan in Element G of its charter and the Corrective Action Plan:

- The 2023-24 enrollment process commenced in September 2022. The first step was to organize the calendar and set up priorities and timing. BCS determined for this campaign to be directed particularly to communities in Los Altos and Mountain View emphasizing Hispanic families. BCS specifically conducted in-person outreach in East Palo Alto, Palo Alto, and Sunnyvale. As a result of that effort, BCS gained 13 new Hispanic students.
- BCS created an outreach plan, printed colorful fliers (approximately 300, in English and Spanish), and personally distributed promotional materials to prospective families to promote enrollment in BCS, including tote bags, water bottles, and pencils with BCS' logo.
- BCS informed parents of the enrollment process through social networks, such as Facebook, Instagram, and Next Door. BCS posted information to social media accounts at least twice per week since the enrollment process started and through February 2023.
- BCS staff visited daycares (more than 25), nonprofit organizations such as Head Start, supermarkets (more than 5), laundromats (5), buildings where low-income families reside and gas stations (4), and personally handed out fliers and promotional materials. Those interactions allowed BCS staff to have meaningful conversations with parents and introduce them to BCS' mission, vision, values, and goals.
- BCS formed a dedicated team of volunteers to support recruitment efforts, including myself as superintendent, principals, teachers, parents, and community leaders. Together, staff outlined a multifaceted outreach strategy. BCS held informative meetings in our North and South Campus that included distributing informative pamphlets, organizing community meetings, and using social media to spread information about the benefits of our educational programs for all learners. This effort was instrumental in dispelling misconceptions and showcasing the strengths of our school.
- BCS held three information sessions at our two campuses where we were able to address parents' questions and concerns.
- BCS conducted eight school tours principally led by students from different grade levels and supported by principals and teachers. Current parents volunteered in these activities and answered prospective families' questions. BCS also held three school tours using Zoom for those parents who were not able to attend an in-person tour.
- BCS remained in touch with families who enrolled in the Bullis Boosters Club nonprofit summer camp, informing them about BCS' enrollment process. We made sure that any families who may have had challenges with the enrollment links or forms were personally supported and were able to access support resources on campus. BCS Summer camp has been a longstanding tradition that invites FRM

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students from our community to attend a free-of-charge five-day summer camp that provides them with the opportunity to experience BCS' programs.

- The public lottery process took place transparently and was available for families to observe remotely on Zoom. Thereafter, BCS communicated with all families whose lottery numbers were called, offered them a spot, and explained next steps to complete enrollment.
- The enrollment process ended the last week of February 2023. Current parents presented an online "AMA" (Ask Me Anything) session for parents who decided to enroll their students in our school. This session was offered online to maximize accessibility.
- As a result of this big community effort, 190 new students enrolled in the 2023-24 school year and more than 1000 students on our waitlist. Of that new enrollment, approximately 10% are classified as SED/FRM.

2. ***Please include a clear explanation of how BCS has assessed and measured the effectiveness of the plan components and determined which were successful and which may need to be modified or replaced.***

Please see Attachment 4, providing a comprehensive analysis and review of BCS' Enrollment Action Plan and process. As addressed in this letter, BCS' actions under its Enrollment Action Plan appear to be effective and have resulted in increased enrollment of targeted student groups. However, BCS anticipates that it will take multiple enrollment cycles for the full impact to be realized. As BCS plans for the 2023-24 recruitment and enrollment cycle, it engages in internal data reviews and conversations with stakeholders to adjust recruitment activities as appropriate.

3. ***The Charter specifies that BCS's recruitment strategy includes "[a]n enrollment process that is scheduled and adopted to include a timeline that allows for a broad-based recruiting and enrollment process." Please specifically include an analysis of whether and how BCS's recruitment and open enrollment schedule – which appears to be earlier than that of most schools – comports with this provision of the Charter, and whether and how BCS has considered if modifying its recruitment and open enrollment schedule might increase its effectiveness.***

BCS' open enrollment schedule spans a period of more than three months that begins in the fall and concludes in the winter. Before and during the entire period, BCS engages in active recruitment efforts to encourage families to apply and provides them with information on how to apply and applicable deadlines. Because BCS receives significantly more applications than it has capacity to enroll, BCS believes it is important that parents know, heading into the Spring, whether they have secured a spot at BCS or not. The timeline ensures that if a family has not secured a spot, that they have ample time to research and plan for alternative educational options for their child for the coming school year.

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4. ***Within the first month of school, a detailed demographic breakdown for 2023- 24, including a breakdown of the results of the public random drawing for admission for 2023-24 for newly admitted students, total BCS enrollment, and enrollment by grade level. Please provide any pertinent updates to this information no later than Census Day for 2023-24. The breakdown should include all the following:***

    a. A comparison to prior years' enrollment
    b. Information about how many students applied for admission using the preferences for students who qualify for free or reduced-price meals (distinguishing between the preferences for students who do and who do not reside within LASD), and including for those students:
    i. how many were offered admission;
    ii. how many were placed on the waiting list;
    iii. how many have enrolled; and
    iv. how many are attending BCS.

Table 7.1 – Comparison of 2022-23 and 2023-24 Enrollment Data

Grade Level	Lottery Seats		Offered		Newly Enrolled		Total Enrollment	
Year	2022-23	2023-24	2022-23	2023-24	2022-23	2023-24	2022-23	2023-24
TK	N/A	44	N/A	68	N/A	40	N/A	40
K	122	65	185	108	110	61	126	87
1	15	29	30	40	13	21	128	111
2	2	3	26	38	8	16	129	134
3	8	0	24	37	11	16	134	137
4	1	0	32	32	5	9	130	129
5	6	0	19	23	10	9	130	126
6	0	0	7	33	0	12	109	117
7	1	15	13	22	3	6	82	72
8	7	4	9	5	3	1	82	73
Totals	162	160	345	338	163	151	1050	1026

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Table 7.2 –2023-24 FRM Enrollment Data

		IN DISTRICT				OUT OF DISTRICT			
Grade	ALL FRL Applicants	Applied	Offered	Enrolled	Waitlisted	Applied	Offered	Enrolled	Waitlisted
TK	10	4	4	3	0	6	0	0	6
K	28	5	5	3	0	23	0	0	23
1	18	4	4	4	0	14	0	0	14
2	15	2	2	1	0	13	0	0	13
3	13	5	5	3	0	8	0	0	8
4	7	3	3	1	0	4	0	0	4
5	9	2	2	2	0	7	0	0	7
6	14	1	1	1	0	13	0	0	13
7	13	1	1	0	0	12	0	0	12
8	0	0	0	0	0	0	0	0	0
TOTAL	127	27	27	18	0	100	0	0	100

5. ***A detailed assessment of the effectiveness of the TK pilot program in increasing diversity in enrollment.***

The effectiveness of BCS' recruitment efforts targeted at pre-kindergarten students (inclusive of transitional kindergarten-eligible students) is indicated, among other data, by the increase in FRM/SED enrollment at BCS. As the tables above indicate, as of the 2023-24 school year, FRM/SED students comprise 10% of all TK enrollment at BCS, which is 3% higher than the District's FRM/SED population (districtwide) on a percentage basis as of the 2022-23 school year. The effectiveness of these efforts is also indicated by BCS' lower English-only population in transitional kindergarten (44%) compared to students in 5th grade (58%).

IV. Corrective Action Plan Updates

BCS has gone above and beyond to implement the terms of its charter, the Charter Schools Act, and the Corrective Action Plan. BCS' measures to date are effective within the constraints that BCS cannot compel students to apply and attend BCS, and BCS cannot admit students through any mechanism but a random public drawing. The current measures should be maintained, and it will take time for the full impact to be realized; SCCOE needs to have realistic and reasonable expectations in that regard.

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In terms of concrete steps, we ask that SCCOE call on the District to work with BCS to accommodate more students with respect to facilities, and to help BCS welcome District families and encourage their enrollment at BCS. For years, the District has spread a false narrative to its families that BCS discriminates and is bad for the community, which may have untold consequences on families' decision to not seek to enroll in BCS – particularly working families with limited English proficiency, and limited time to independently investigate the District's irresponsible and harmful claims. We ask that SCCOE call on the District to work with BCS in partnership to promote BCS as an option for District families. If the District believes there are District students who "wish to attend" BCS but cannot, the District should refer them to BCS and work with BCS to expand BCS' capacity to serve them.

The number of Hispanic students living in Los Altos attending public schools is known, and the vast majority attend District schools near to where they live. BCS would be pleased to work with the District on a campaign to reach and encourage these students to apply to and enroll at BCS. If the District will not help its students enroll in BCS, it has no grounds to complain that too few of its students are doing so. Indeed, the only way BCS can meaningfully increase its, e.g., Hispanic enrollment, is if such students disenroll from or decline to attend District schools and attend BCS instead.

Specifically, BCS proposes the following actions for SCCOE, which can be included in the Corrective Action Plan:

1. SCCOE should direct the District to allow BCS to post Spanish-language advertisements inviting parents to apply to BCS at District schools.
2. SCCOE should direct the District to provide BCS with directory information for its students so that BCS may communicate with them and invite them to apply to BCS.
3. SCCOE should direct the District to include a link on its website in Spanish inviting students to apply to BCS.
4. SCCOE should direct the District to include information about enrollment in BCS in communications to parents about enrolling in school.

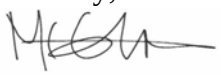
In response to SCCOE's requests for specific ongoing commitments from BCS, BCS can provide SCCOE an annual written report of its evaluation process related to its recruitment efforts and enrollment, including to address any changes BCS makes to its process. BCS also agrees to promptly provide SCCOE the results of its open enrollment process following the completion of each public random drawing for admission, and updated reports after Census Day each year for the remainder of BCS' charter term.

In closing, again, BCS remains committed to diversity through concrete action, as it has demonstrated, and will continue to work diligently towards that end and to foster a school

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community that welcomes and supports students of all backgrounds and abilities. BCS remains committed to working with SCCOE and the Board of Education in partnership to serve students.

Sincerely,



Maureen Israel
Superintendent/Principal

Cc: Members of the Santa Clara County Board of Education:
President Victoria Chon
Vice President Tara Sreekrishnan
Maimona Afzal Berta
Joseph Di Salvo
Raeena Lari
Grace H. Mah
Don Rocha

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Attachment 1A

Documentary Record 001311

October 11, 2019

Santa Clara County Board of Education
In care of: Mary Ann Dewan, Ph.D.,County Superintendent of Schools
Santa Clara County Office of Education
1290 Ridder Park Drive
San Jose, CA 95131
SENT VIA EMAIL (MaryAnn_Dewan@sccoe.org) AND REGULAR MAIL

Re: BCS Response to Santa Clara County Office of Education October 2, 2019 Letter and Los Altos School District September 10, 2019 Letter

Dear Dr. Dewan and Members of the Santa Clara County Board of Education:

This responds to Superintendent Dewan's October 2, 2019 letter and the Los Altos School District's ("LASD" or the "District") September 10, 2019 letter addressed to the Santa Clara County Board of Education ("SCCBOE"). LASD makes misleading claims concerning Bullis Charter School's ("BCS") student demographics and expresses "concern" that we might re-introduce a geographic enrollment preference for kindergarten previously approved several times by the Santa Clara County Board of Education ("SCCBOE"). LASD also makes baseless, incendiary claims of "discrimination" and "segregation", yet fails to identify any actual discrimination or segregation at BCS.

As explained in detail below, LASD's allegations are demonstrably false and misleading. We would rather, however, focus our resources on educating students rather than arguing with LASD; healing rather than dividing. We are therefore accepting option one offered in your October 2nd letter. We shall continue the suspension of the geographic preference formerly applied to students seeking to enroll in kindergarten at BCS from the former Bullis-Purissima attendance area. LASD's divisive tactics must stop.

LASD falsely alleges that BCS discriminates against socioeconomically disadvantaged students, students with disabilities, and English Language Learners (collectively the "LASD-Selected Subgroup Students"). BCS and most LASD schools serve similar percentages of these LASD-Selected Subgroup Students. Yet LASD, which has complete control over its own attendance boundaries, operates with wider-ranging percentages of LASD-Selected Subgroup Students among *its own schools* than with BCS. The verifiable facts published by the state completely refute LASD's allegations by demonstrating that:

- BCS serves a *higher* percentage of English Language Learners than *more than half* of all LASD-operated schools;
- The percentage of students at BCS identified as socioeconomically disadvantaged is within *one-percent* of four other LASD schools; and
- BCS serves a *higher* percentage of students with disabilities than two LASD schools, and is within *one-percent* of four other LASD schools.

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Notably, *none* of the subgroups decried by LASD are racial or ethnic designations. In fact, BCS is more racially and ethnically diverse than LASD, and draws from all corners of the District. These verifiable facts make LASD's demand for a "desegregation plan" ridiculous.

As you know, BCS is a school of choice and is legally required to admit all students, subject to capacity. Because we have more applicants than available seats, we use a fair, public and random drawing (known as a "lottery") to determine enrollment. BCS does not ask for or have any information about a student's disability, socioeconomic, or English Language Learner status before the lottery or admitting a student. Thus, BCS never has in the past, does not currently, and cannot discriminate against applicants on these or any other grounds. BCS's only enrollment constraint is imposed by none other than LASD itself, by its consistent refusal to allocate adequate facilities and the classroom space that our in-district students are entitled to. This is particularly troubling in light of the fact that one-in-five public school students residing within the District are enrolled with BCS.

Both the Santa Clara County Office of Education ("SCCOE") staff and the SCCBOE have previously considered—and refuted—LASD's discrimination allegations in the context of serving students with disabilities:

> "It is unlikely that equivalent percentages of special needs students will exist in a small school each year compared to a larger school district. Furthermore, percentages can vary dramatically from year to year with the inclusion or withdrawal of one student…That being said, there exists no law that requires all schools to have equivalent percentages of special needs students [or other High-needs Students]. *So long as BCS is offering equal enrollment opportunities to all students – regardless of whether they have special needs – it is meeting its obligation*."[1]

BCS has met and is meeting its obligation by offering and encouraging all students the opportunity to apply for enrollment. BCS even conducts extra outreach with regard to special education students at LASD's insistence. Regardless, BCS and LASD have similar student demographics, which should be expected considering nearly 95 percent of BCS students *are LASD residents*. As exclaimed by LASD in its letter, 20% of all public school students residing within the district choose to attend BCS, making it by far the largest of any school within the district. And many more students are on the waiting list. This means that nearly one-in-four public school children in grades K-8 who reside within LASD either attend BCS or are on the waitlist to attend. Choice is a powerful and meaningful thing.

If LASD was truly concerned about "discriminatory impacts", LASD would change its attendance boundaries to address its own enrollment disparities. BCS is more diverse than the average LASD school and serves a greater percentage of LASD-Selected Subgroup Students than many LASD schools. In fact, LASD's Almond and Santa Rita schools enroll a disproportionally *higher* percentage of certain LASD-Selected Subgroup Students as compared to the other District schools. The SCCOE should find it disconcerting that LASD not only tolerates but encourages such disparity in one quarter of its elementary schools. LASD has the power to take action to address what it describes as discrimination at its own schools, but has done nothing.

[1] See https://www.sccoe.org/supoffice/charter-schools-office/Documents/SCBOE%20Response%20to%20close%20BCS.pdf.

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LASD's letter is particularly offensive because it accuses BCS of "systematic discrimination" and "segregation" knowing the data and law demonstrate otherwise. LASD repeatedly and wrongfully accuses BCS of discrimination hoping that if the district repeats the false contention enough, people will believe it's true. But it's not true. For years LASD has blurted out similar unsupported accusations, yet more and more LASD families continue to enroll their children at BCS with demographics consistent with what we see district-wide. LASD's efforts to spread misinformation do not sway families away from BCS; it only serves to ignite tensions with the community.

If there is any party responsible for "systematic discrimination" in this community, it is LASD. LASD has systematically discriminated against BCS children by failing to provide adequate facilities under Proposition 39. LASD resident families who choose BCS are plainly discriminated against by LASD in that regard. LASD admits that one in five students who reside within the district attends BCS. And yet, LASD has never provided BCS children with equivalent school facilities they are entitled to under the law. Instead, LASD forced BCS into temporary "bungalow" type classrooms on split campuses. BCS is the *only* school within LASD that is forced to conduct operations on two separate sites. BCS has also needed to seek judicial relief on multiple occasions to prevent LASD from hindering or outright denying BCS's access to even those substandard facilities.

LASD's discrimination against BCS families is exacerbated by the District's failure thus far to use proceeds from the 2014 Measure N bonds to support BCS facilities. Measure N authorized LASD to issue up to $150 million in bonds to acquire, improve and construct school facilities within the district. LASD's resolution requesting an election for Measure N explicitly provided for facilities to support the charter school. Voters supported Measure N with the understanding that students who attend BCS would be benefited by facilities provided or supported by the bond funds. Instead, LASD has committed to purchase a property at the edge of the District, sandwiched within a shopping center, that is much too small to ever serve BCS.

LASD claims that BCS is divisive, but the September 10 letter to the SCCBOE—with a number of state officials copied—is the latest chapter in the long story of the District's divisive tactics seeking out any opportunity to attack BCS's reputation and harm the families who have enrolled their children at BCS. Despite these attempts to undermine BCS, we are one of the highest performing schools in the region. BCS has received numerous awards, including being recognized as a California Gold Ribbon School and National Blue Ribbon School.

It is fortunate that students in our community have great public education options with both BCS and LASD schools. However, LASD makes clear it does not believe parents should have a charter school choice within the district. LASD residents have thought differently for almost twenty years. Each year, BCS receives substantially more student enrollment applications than it has seats available. Our hope is LASD will stop these counterproductive attacks that pit one neighbor against another, and instead focus on working with us on a long-term resolution on school facilities for the benefit of our entire community.

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A. BCS Uses a Transparent and Equitable Admissions Process to Admit Students

BCS is a school of choice offering enrollment opportunities to all interested families. BCS is required to and does admit all pupils who wish to attend, subject to capacity. (Ed. Code, § 47605(d)(2)(A).) BCS encourages all interested students to apply, especially students with special needs. We have many more applicants than seats available, and therefore use a public random drawing to admit students pursuant to our approved charter petition. This is a typical admissions process for charter schools across the state. SCCBOE has approved this admissions process *seven times* through charter and material revision approvals.

BCS's use of a random drawing is not discriminatory against any student group—that is the entire purpose of a public random lottery. The application to participate in the drawing only asks for basic information and does not ask for any information about a student's race, ethnicity, disability status, income level, or English Language Learner status. A computer-generated drawing is conducted in public in a fair and transparent manner to determine enrollment. There is simply no evidence of "segregation" or "discrimination" in the admissions process.

B. BCS Efforts to Achieve Racial and Ethnic Balance Reflective of LASD's Student Population

LASD claims BCS is required to "ensure" it maintains a "racial and ethnic balance reflective of [LASD]" and repeatedly demands that BCS be brought into "compliance" with this standard. But LASD utterly fails to explain or provide any evidence of a "racial or ethnic balance" concern. Instead it focuses on LASD-Selected Subgroups which are not racial or ethnic designations at all. And in any event, they've got the wrong standard, and have missed the point. The Charter Schools Act requires BCS to describe the school's *efforts to achieve* a racial and ethnic balance reflective of the population residing within the local school district in its charter petition. (Ed. Code, § 47605(b)(5)(G).) Charter schools cannot *guarantee* a reflective balance will occur because they are schools of choice required to admit all pupils.

BCS's description of the BCS Outreach Recruitment Plan in its charter petition does much more than merely comply with the Charter Schools Act—it goes above and beyond. This plan features a variety of outreach strategies specifically tailored for underserved communities, including, but not limited to providing applications, school tours, website information, and other enrollment materials in multiple languages (e.g., Spanish, Mandarin) and interpreters for Parent Information Nights. We also expend significant resources for outreach activities in North of El Camino ("NEC") neighborhoods which feature a higher percentage of English Language Learners and socioeconomically disadvantaged pupils compared to other neighborhoods in LASD. This includes direct mail postcards targeting NEC neighborhoods, advertisements in the local Spanish newspaper, and extensive flyering in NEC neighborhoods (e.g., laundromats, apartment buildings, parks, gas stations, grocery stores, Mountain View Community Center, etc.) LASD has also actively obstructed BCS's efforts to conduct outreach to these communities by rejecting BCS's requests to participate in LASD's kindergarten open-house enrollment events.

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LASD does not and cannot identify a single instance of segregation or discrimination at BCS, because discrimination is not occurring at BCS. In fact, BCS's successful implementation of the Outreach Recruitment Plan has resulted in a *more racially diverse* student population than LASD:

Percent of Total Student Population

	LASD	BCS
African-American	0.5%	1.1%
American Indian	0.2%	0%
Asian	33.6%	47.3%
Filipino	0.6%	0.9%
Hispanic	7.6%	4.2%
Two or More Races	11.7%	18.5%
Pacific Islander	0.2%	0.3%
White	45.4%	25.8%

Source: California School Dashboard (2018)

BCS has a slightly higher percentage of students in five of the seven minority student groups detailed in the California School Dashboard. This data demonstrates that LASD claims of "segregation" and demand for a "desegregation plan" are unfounded.

C. At the Individual School Level, BCS and LASD's Average Student Population Feature Similar, Comparable Percentage of Students with Disabilities, English Language Learners, and Socioeconomically Disadvantaged Students

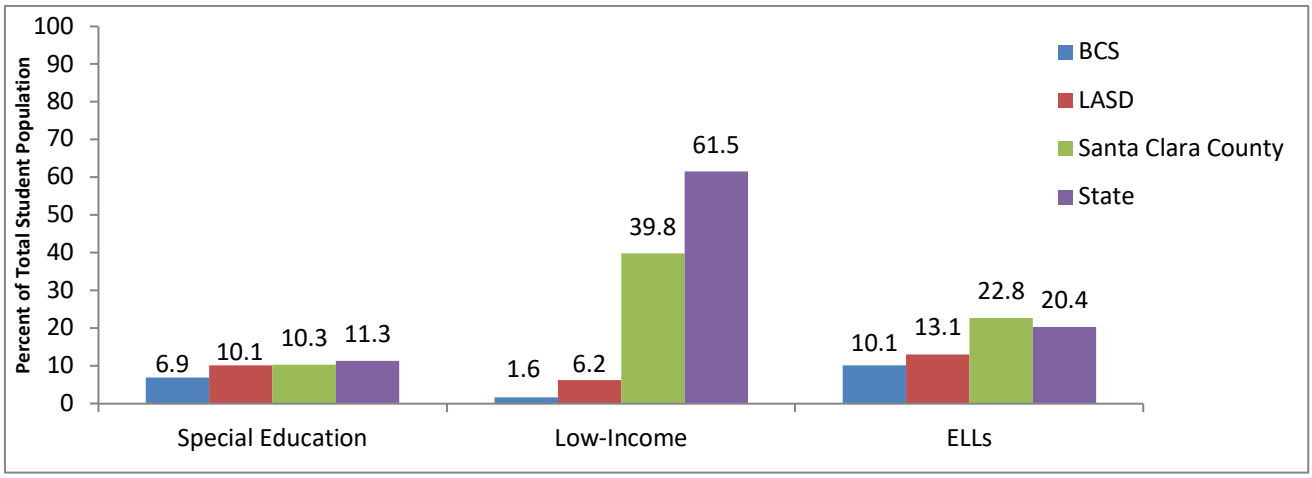
As SCCOE/SCCBOE correctly noted previously, BCS is not required to serve "equivalent percentages" of LASD-Selected Student Subgroups, and it is unreasonable to expect this result.[2] Nevertheless, BCS and LASD serve a similar percentage of LASD-Selected Subgroup Students in large part due to BCS's outreach efforts and the strong community demand for BCS.

LASD has devised misleading graphs and manipulated statistics in order to support an incorrect conclusion that BCS has "discriminatory impacts." For example, LASD used an artificially-shortened Y-Axis in an attempt to deceivingly exaggerate the marginal differences between BCS and LASD in enrollment percentages of LASD-Selected Subgroup Students. In other words, LASD attempted to mislead the SCCBOE. Here is a corrected bar graph with an appropriate Y-Axis range (0-100) for a comparison of percentages:

[2] See https://www.sccoe.org/supoffice/charter-schools-office/Documents/SCBOE%20Response%20to%20close%20BCS.pdf.

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2018 Students in LASD-Selected Subgroup Classifications (Corrected)



Source: California School Dashboard (BCS and LASD); DataQuest (County and State)

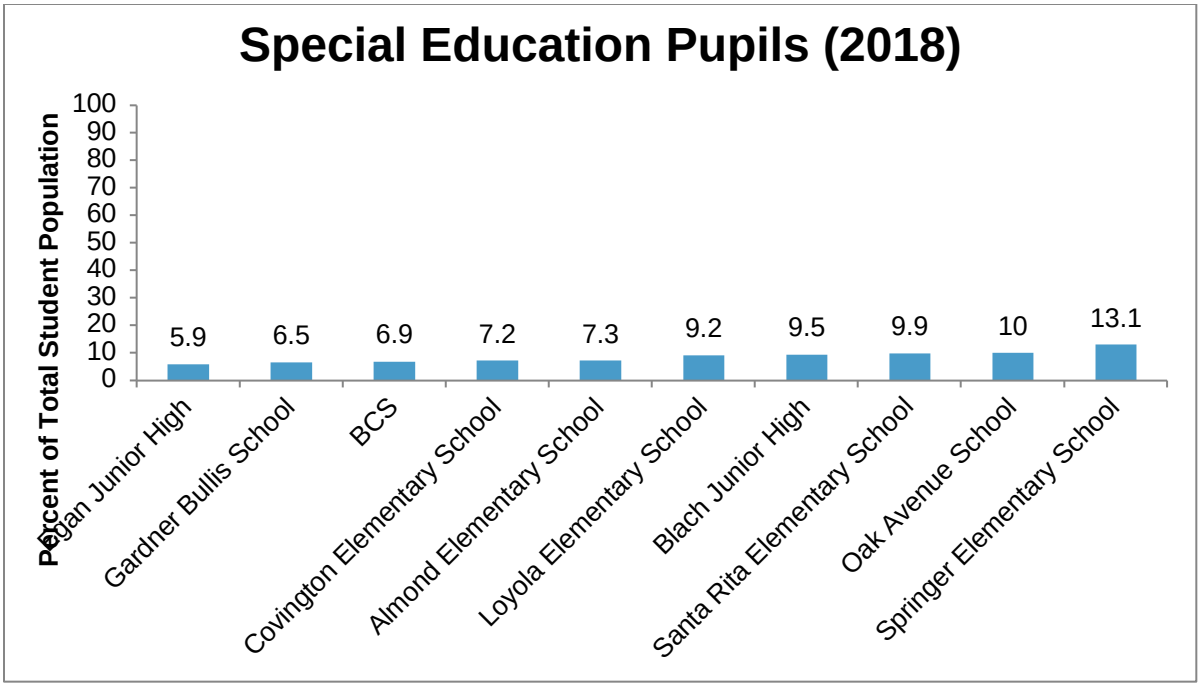
The differences between LASD district-wide average and BCS are relatively minimal, particularly when compared with Santa Clara County and State averages. But comparing BCS to individual LASD schools reveals the both BCS and the majority of LASD schools enroll essentially the same percentage of LASD-Selected Subgroup Students. See graphs below.

BCS's Growth in Enrollment of Students with Disabilities

LASD uses misleading statistics to suggest BCS is underserving students with disabilities. First, LASD claims 6.8% of BCS students are students with disabilities, when the actual statistic is 6.9% in 2018 according to the California School Dashboard. LASD then compares a *seven-year average* of how many students with disabilities BCS and LASD served (BCS's enrollment has more than doubled in that period) to support its demand for a "desegregation plan".

Our special education program, provided in collaboration with and staffed by the SCCOE, is an attractive component of our program. Between the 2014-15 and 2018-19 school years, BCS grew by over 200 students and the percentage of students with disabilities *increased* by 1.75%. Recent data indicates 6.9% of BCS students are students with disabilities, whereas the district-wide average is 10.1%. But the graph below demonstrates that BCS is within one-percent of four LASD schools and serves a higher percentage of students with disabilities than two LASD schools:

Documentary Record 001317



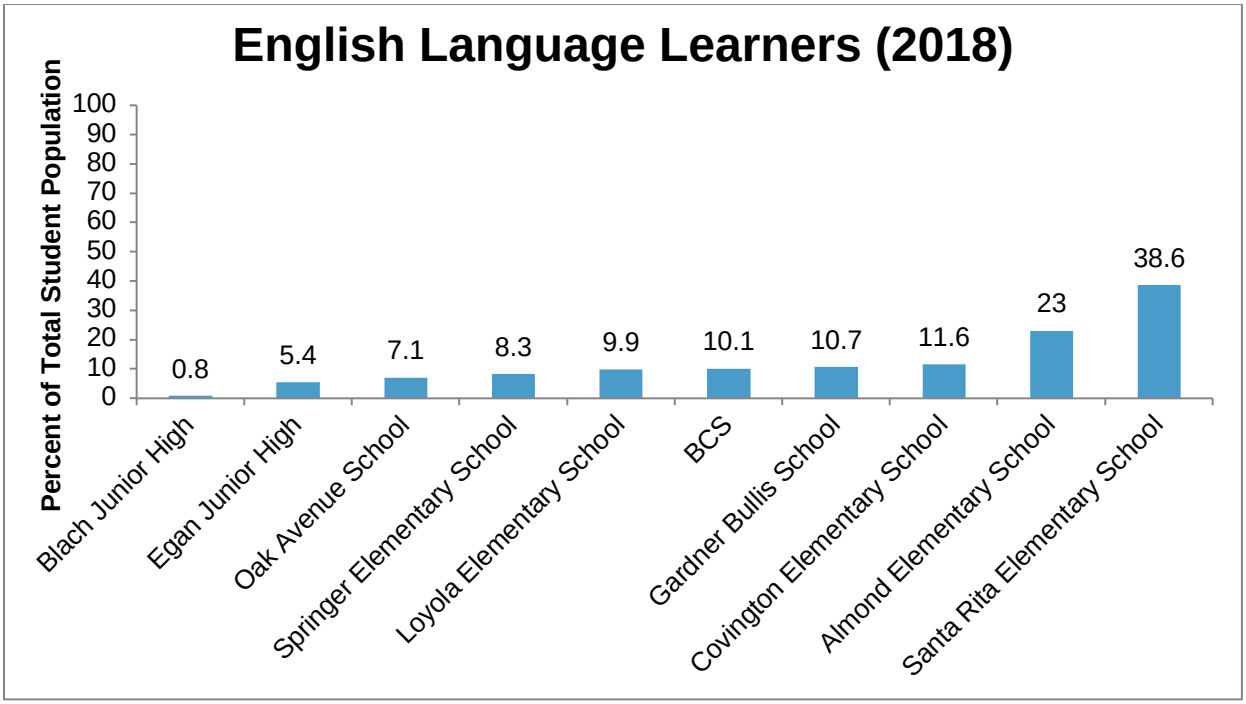
Source: California School Dashboard

LASD also claims BCS is somehow responsible for serving fewer "high cost" students with disabilities. BCS cannot control the severity of an admitted student's disability or the costs associated with serving the student. Unlike LASD, BCS does not view any of its enrolled students through a lens of cost; if a special needs pupil is enrolled at BCS, school teachers and administrators work diligently with SCCOE staff to ensure the student receives a fair and appropriate public education.

BCS and Majority of LASD Schools Enroll Similar Percentage of English Language Learners

The graph below demonstrates BCS and the majority of LASD schools serve a similar percentage of English Language Learners, with the exception of two LASD schools—Almond and Santa Rita—that appear to over-index with ELL students compared to every other school in the District.

Documentary Record 001318



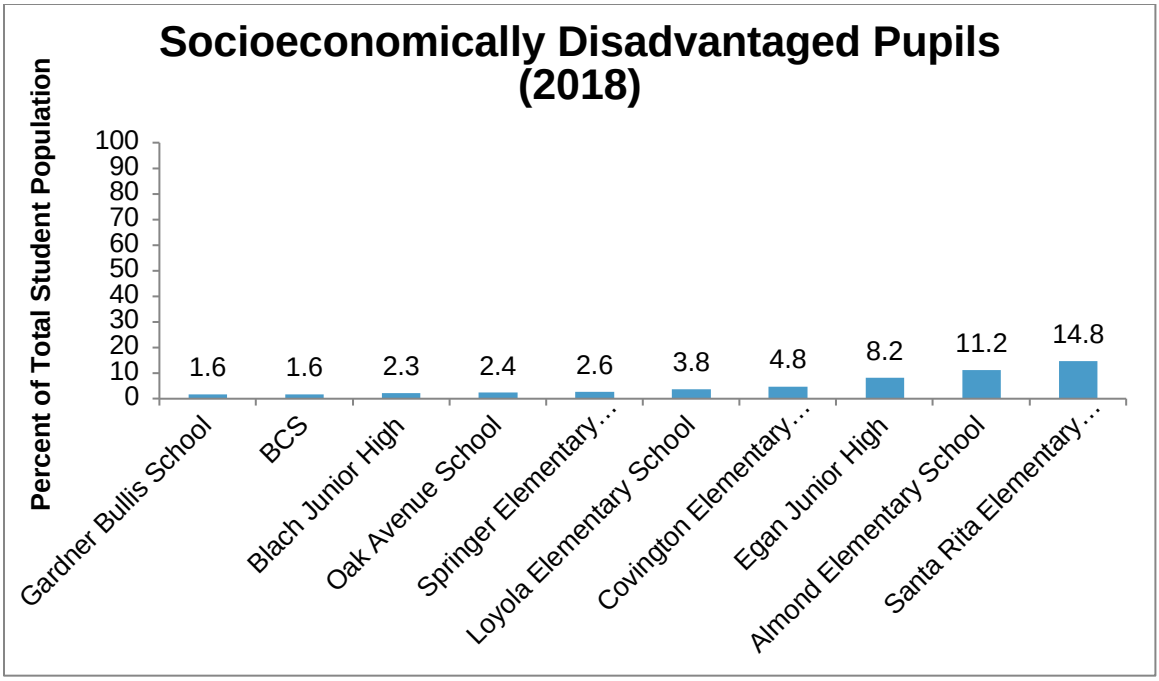
Source: California School Dashboard

BCS is essentially the median school within the district. BCS is within a few percent of the majority of LASD schools and serves a higher percentage of English Language Learners than more than half of all LASD-operated schools.

BCS and Majority of LASD Schools Serve Similar Percentage of Socioeconomically Disadvantaged Pupils

There are a relatively small percentage of families who are socioeconomically disadvantaged living within LASD, and this is reflected in both BCS and LASD student populations. Reviewing the data on a school-by-school basis demonstrates that the percentage of students at BCS identified as socioeconomically disadvantaged is within one-percent of four other LASD schools:

Documentary Record 001319



Source: California School Dashboard

BCS will continue its diligent efforts to recruit socioeconomically disadvantaged pupils by implementing strategies in the Outreach Recruitment Plan including, but not limited, to multilingual advertisements and extensive flyering in the NEC neighborhoods.

LASD claims requests for donations demonstrate that BCS is somehow failing to serve socioeconomically disadvantaged pupils, but LASD follows and benefits from the same practice. The district's Los Altos Educational Foundation, a nonprofit organization dedicated to supporting LASD, asks for $1,200 in donations from each LASD family. The Foundation supporting BCS asks for voluntary donations to make up for the large funding gap between BCS and other LASD schools. No BCS family is required to donate any amount as a condition of enrollment. Seeking voluntary donations is a common practice throughout elementary schools in California, not evidence of discrimination by either party.

D. LASD's Failure to Address Discrimination Concerns at LASD Schools

LASD criticizes BCS's "low" enrollment of LASD-Selected Subgroup Students, but LASD schools serve a percentage range of these same student groups (some higher than BCS, some much lower), yet LASD has done nothing to equalize its own percentages. For example, Almond and Santa Rita Elementary Schools have much larger percentages of socioeconomically disadvantaged pupils and English Language Learners compared to the other LASD schools. By LASD's own standards, the district should be outraged and seek to immediately "desegregate" those schools and "integrate" those LASD-Selected Subgroup Students into its schools with fewer representative students than Almond and Santa Rita.

If LASD was sincere about its "discriminatory impact" concerns, one would expect the District to take action for its own schools. For example, LASD could change the attendance boundaries of its district schools so there is a greater balance of LASD-Selected Subgroup Students among LASD schools. LASD could also seek to modify school district boundaries to server a greater number of LASD-Selected Subgroup Students. Instead, LASD chooses to focus its ire solely on BCS even though BCS has comparable student demographics as LASD schools.

Documentary Record 001320

E. LASD's Failure to Comply with Proposition 39 Obligations Systematically Discriminates Against Children Who Choose to Attend BCS

LASD has repeatedly accused BCS of discriminatory practices for years. But in fact, LASD has systematically discriminated against BCS's LASD-resident students by failing to meet its legal duty to provide equivalent facilities for those residents.

Under Proposition 39, LASD is required to make available facilities sufficient for BCS to accommodate all students who reside within LASD boundaries in conditions reasonably equivalent to those in which those students would be accommodated if they were attending other LASD schools. (Ed. Code, § 47614(b).) The Courts of Appeal have consistently held charter school students are entitled to receive a proportionate fair share of public resources, including access to reasonably equivalent school facilities. (See *Bullis Charter School v. Los Altos School District* (2011) 200 Cal.App.4th 1022, 1063; see also *Ridgecrest Charter School v. Sierra Sands Unified School Dist.* (2005) 130 Cal.App.4th 986, 999.)

LASD has abused its control of local public school facilities to discriminate against BCS students by forcing those students into cramped, unequal conditions in temporary modular buildings as compared to those facilities they would enjoy if they attended a LASD school. LASD's repeated unlawful conduct has forced us to seek relief from the courts to protect children's right to access public school facilities within the district.

For example, BCS challenged LASD's offer of facilities for the 2009-10 school year because LASD used a distorted methodology with the intention of minimizing its offer of facilities. The Court of Appeal found LASD had violated the law in numerous ways with respect to its obligations under Proposition 39 and criticized LASD's methodology that resulted in a deficient offer of facilities. We hoped LASD would follow the Court of Appeal's direction and remedy its facilities offers. Unfortunately, LASD continues its failure to offer equivalent facilities and instead seeks out opportunities to obstruct BCS.

In 2013, LASD even sought to acquire property far outside of LASD's boundaries (two school districts away in the City of Sunnyvale) in an attempt to forcibly relocate LASD-resident BCS students. LASD tried to use Proposition 39 – the law intended to provide BCS students living within LASD access to facilities *within LASD* – to move BCS far away with the hopes of shuttering the school altogether. They failed. The Court held LASD could not acquire the Sunnyvale site nor could it force BCS to relocate without BCS's consent.

Considering that BCS is the largest school in LASD by far, and approximately 95% of BCS students live within LASD, it is unconscionable LASD has spent the better part of twenty years withholding access to public school facilities these children are entitled to under the law. Even with LASD's persistent attacks, BCS continues to succeed thanks to the strength of its education program and incredible community support.

F. The Geographic Preference Reflects the Former Attendance Boundaries of a Closed LASD School

BCS provided families in Los Altos and Los Altos Hills with an enrollment preference for all grade levels to ensure they had access to a nearby school and the K-8 BCS experience after LASD closed their neighborhood school ("Preference"). The boundaries of the Preference are the former boundaries of the district school LASD closed.

Documentary Record 001321

As part of BCS's short-term facilities resolution with LASD in 2014, BCS agreed to seek SCCBOE's approval to progressively reduce the Preference for only the kindergarten grade level. That change in enrollment preference required SCCBOE's approval at a public hearing. (Ed. Code, § 47605(d)(2)(B)(ii).) At a public board meeting in September 2014, SCCBOE approved a material revision to BCS's charter petition that allowed the modified Preference.

The current SCCBOE-approved charter requires that the Preference will once again apply to kindergarten applicants after the 2019-20 school year. As stated above, BCS accepts option one offered in your October 2, 2019 letter, and shall continue the suspension of the geographic preference formerly applied to students seeking to enroll in kindergarten at BCS from the former Bullis-Purissima attendance area.

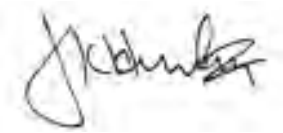
In any event, the Preference is lawful and has never resulted in "discriminatory impacts". As demonstrated above, BCS is more racially and ethnically diverse than LASD and serves a similar percentage of LASD-Selected Subgroup Students.

G. Conclusion

We appreciate this opportunity to address LASD's erroneous claims about our enrollment practices and school. BCS has never had a history of discrimination. BCS uses a public random drawing to decide enrollment and remains committed to recruit students of all backgrounds through the Outreach Recruitment Plan.

LASD claims SCCBOE needs to take action to conduct appropriate oversight, but the requested "desegregation plan" is nonsensical considering BCS has a more diverse student population than LASD. While we vehemently disagree with LASD's accusations, we remain committed to working in good faith with LASD to reach a long-term resolution concerning facilities.

Sincerely,



Joe Hurd
Chair and President,
BCS Board of Directors

Documentary Record 001322

Attachment 1B

Documentary Record 001323

BULLIS charter school
A CALIFORNIA K - 8 PUBLIC SCHOOL

May 5, 2021

VIA EMAIL:
Superintendent:
MaryAnn_Dewan@sccoe.org

Board Members:
crossi@sccoe.org
kking@sccoe.org
vchon@sccoe.org
jdisalvo@sccoe.org
rkamei@sccoe.org
gmah@sccoe.org
portiz@sccoe.org

Santa Clara County Board of Education
Mary Ann Dewan, Ph.D., County Superintendent of Schools
Santa Clara County Office of Education
1290 Ridder Park Drive
San Jose, CA 95131

Re: BCS Response to Santa Clara County Board of Education's May 5, 2021 Agenda Item 7A

Dear Dr. Dewan and Members of the Santa Clara County Board of Education:

On behalf of Bullis Charter School ("BCS"), I request that the Santa Clara County Board of Education ("County Board") deny or decline to take action as set forth in Agenda Item 7A, which incorrectly concludes without specific facts or evidence that BCS is not serving all pupils who wish to attend the school, and suggests that BCS must "cure" that fictitious "alleged violation." Nothing could be further from the truth. In fact, BCS admits all students who wish to attend, subject only to capacity constraints, and uses a fair and transparent admission process that the County Board has approved at least seven times. Making matters especially troubling here, the Santa Clara County Office of Education ("SCCOE") has couched this item in terms of a justification for potential nonrenewal of the charter.

The obvious obstacle to BCS not serving all pupils who wish to attend is our lack of access to school facilities, which has been a constant struggle for BCS. The SCCOE staff have incorrectly and improperly conflated a "notice of violation" provision under new Education Code section 47607(e)—

Documentary Record 001324

which by its own terms cannot be issued until **after** the conclusion of this school year—with a charter element description concerning pupil balance required for our not-yet-submitted renewal petition.

The agenda item came as a complete surprise to us, especially in light of the collaboration we have been experiencing with the SCCOE staff over the past several months. We request that County Board refrain from authorizing or delegating any authority for a notice of violation unless and until the SCCOE staff present substantial, specific, factual evidence that BCS is not complying with the law or has unlawfully excluded any person or group from admission to the school that would warrant such a notice. Otherwise, the County Board is tainting what should be a fair renewal process, in violation of BCS' right to due process.

Background

For more than a year, BCS has been working collaboratively and constructively with the SCCOE Staff to develop and strengthen a plan to educate and serve all students in our community. We appreciate the insights and advice that SCCOE staff have provided, and we have made several adaptations to our Outreach Plan—and expect to continue making adaptations going forward—based on their input.

BCS is required to and does admit all pupils who wish to attend, subject to capacity. (Ed. Code § 47605(e)(2)(A).) BCS is a school of choice offering enrollment opportunities to all interested families. BCS continues to implement an equitable and transparent admissions process that the County Board has approved at least seven times through charter and material revision approvals.

Because we receive many more applications than seats available, we use a public random drawing process to admit students set forth in our approved charter. The use of a random drawing is not discriminatory against any student group.

It is significant that BCS is the largest school within the Los Altos School District ("LASD"), enrolling more than a quarter of all public-school students grades K-8 residing within LASD. LASD operated schools have seen their enrollment drop from 2018-19 to 2020-21 by 668 students, while BCS increased enrollment by 177 students during the same period. And notably, BCS enrolled just under **one-third** of all Kindergarteners residing within LASD in 2020-21.

In addition to taking all students either on completion of enrollment forms or, when oversubscribed, through the use of a fair-and-transparent random lottery, BCS is committed to enrolling a more diverse student population, consistent with the letter and spirit of the Charter Schools Act. We value guidance from SCCOE Staff, but there are several assertions about our current enrollment that need to be corrected:

Documentary Record 001325

1. The Action Item oddly asserts that "BCS is not serving all pupils who wish to attend." While BCS encourages and welcomes all pupils to enroll, as the Trustees know, BCS **cannot** serve all students and families who wish to attend because we have many more applications than we have available spots in our classrooms. Each year, enrollment is determined by a public random drawing ("the lottery") that is held following our Open Enrollment period, using common enrollment preferences authorized by you, the County Board.

2. The Action Item incorrectly asserts without evidence that "the percentage of BCS's enrollment of some pupil groups has actually decreased." That is true only for the white student group. In fact, enrollment of almost all subgroups of students at BCS have remained steady in recent years, with statistically small increases or decreases. The only student group at BCS with a statistically significant decrease in enrollment is white students:
   2017 - 27.6%
   2018 - 25.8%
   2019 - 25.5%
   2020 - 22.5%

3. The Action Item incorrectly asserts without evidence that "Pupil groups that are underrepresented at BCS include:
   - English learners
   - Hispanic
   - Socioeconomically disadvantaged
   - Students with disabilities"

   In fact, based on data from the California School Dashboard:
   - English Learner enrollment percentage at BCS has been steadily increasing: 4.5% in 2019, 5.7% in 2020, and 6.7% in 2021, and the English Learner/Reclassified Fluent English Proficient enrollment percentage at BCS is on par with the district.
   - Hispanic student enrollment is steady: 4.2% in 2018, 3.8% in 2019, 3.9% in 2020, and 3.3% in 2021
   - SED student enrollment is steady: 1.6% in 2018, 1.2% in 2019, 1.4% in 2020, and 1.7% in 2021.
   - Enrollment of students with disabilities is steady: 6.9% in 2018, 7.0% in 2019, 6.7% in 2020, 6.7% in 2021.

   These percentages are similar to several LASD schools, and close to the averages for the district as a whole.

BCS appreciates diversity. We respect all students and families, and we appreciate the support of County Staff as we continue developing, improving, and implementing our Outreach Plan that will help BCS enroll an even more diverse student population.

Documentary Record 001326

A Notice of Concern under Section 47607(e) is Statutorily Premature

Under Education Code § 47607(e)—the new code section that Action Item 7A explicitly purports to rely upon—the County Board may only submit a notice to a charter school for allegedly failing to serve all pupils who wish to attend based on data provided only "at the conclusion of the year immediately preceding the final year of the charter school's term." (See Ed. Code § 47607(d)-(e).) Furthermore, that notice must be based upon documentation provided by CDE at the end of that school year. (Id.) BCS's final year of its charter term is FY 2021-22, and thus the County Board and SCCOE are prohibited from submitting a notice under Education Code § 47607(e) before the end of this school year. Thus, Agenda Item 7A is premature and should be denied.

Because SCCOE staff cannot under any circumstance—for good reason or not—form a basis to issue a notice under Education Code § 47607(e) until the end of the school year, the County Board cannot, or at least should not, delegate authority to SCCOE to issue such a significant notice as a predicate to a non-renewal recommendation. Otherwise, the County Board is tainting what should be a fair renewal process, in violation of BCS' right to due process. And again, the Agenda Item here utterly fails to meet the County Board's burden—it fails to make any specific allegations let alone offer any reviewable, never mind substantial, evidence that BCS is not serving all pupils who wish to attend.

BCS is required to and does admit all students subject to capacity and, as stated in the current charter, the school describes the means by which the school will achieve a pupil balance reflective of the general population within the boundaries of LASD. The County Board and SCCOE staff have previously acknowledged BCS is not required to serve the exact percentage of a particular student group as LASD, but instead must "[offer] equal enrollment opportunities to all students" to meet its legal obligations.[1]

SCCOE Staff Conflates the Obligation to Admit All Students With the Description of the Means To Achieve Pupil Balance

The Charter Schools Act does not (and cannot) require BCS to enroll specific percentages of particular student subgroups. Instead, BCS is required to describe the school's means to achieve pupil balance reflective of the population residing within the local school district (LASD) in the charter petition. Charter schools cannot guarantee a reflective balance will occur because they are schools of choice required to admit all pupils. BCS's charter petition exceeds the statutory requirements by describing BCS's Outreach Recruitment Plan.

The Agenda Item 7A irresponsibly alleges without evidence that BCS is not serving sufficient percentages of certain student groups, yet the County Board and SCCOE staff previously considered and refuted similar claims from LASD. SCCOE issued a letter in response to a claim that BCS failed to

[1] See https://www.sccoe.org/supoffice/charter-schools-office/Documents/SCBOE%20Response%20to%20close%20BCS.pdf.

Documentary Record 001327

enroll the same percentage of special education pupils as LASD stating: "So long as BCS is offering equal enrollment opportunities to all students ... it is meeting its obligation."[2] Thus, it is inappropriate for the County Board to now authorize SCCOE staff to issue a notice here. And as demonstrated by facts, BCS has increased percentages among most pupil subgroups, except for the white student group.

BCS's Student Population Reflects General Population Residing within LASD, Is Growing More and More Diverse, and Our Outreach Recruitment Plan Increases Student Diversity

The Agenda Item claims BCS has "underrepresented" certain student groups, yet BCS reflects the geographic pupil balance of LASD (to the extent it can even be known—LASD has repeatedly refused to released data for in-District students, combining it with demographic data for out-of-District students it accepts for financial and other reasons). In fact, BCS is more racially and ethnically diverse than LASD in serving non-white student groups according to the latest California Dashboard data. Your Agenda Item claims four student groups are underrepresented and references that BCS's enrollment of certain groups has decreased. Yet, BCS's enrollment of three of the four listed student groups increased or remained steady as a percentage of total student population. Moreover, BCS serves a comparable percentage of these referenced student groups as many LASD schools.

BCS uses a public random drawing for enrollment and remains committed to recruit students of all backgrounds through the Outreach Recruitment Plan. Our extensive efforts have successfully increased diversity for student groups and we have discussed additional strategies with SCCOE staff. This includes the hiring of a staff member dedicated to increasing outreach and consequent diversity, and we are committed to continued deep engagement with the County Board and SCCOE staff on these important issues. However, instead of supporting BCS, this Agenda Item seeks to undermine BCS by creating a superficial notice outside of the parameters of the statutory renewal process.

We appreciate this opportunity to address the Agenda Item's erroneous claims regarding BCS's enrollment practices and the law. There is no "violation" evidenced; and no "cure" proposed. We request that the County Board deny or take no action on Agenda Item 7. The County Board should not delegate broad authority to SCCOE staff to issue a notice that is premature under Education § 47607(e) and wholly lacking in evidentiary support. To the extent SCCOE staff has questions or suggestions regarding BCS's enrollment practices and outreach efforts, we are more than happy to work with them.

Sincerely,

Maureen Israel
Superintendent
Bullis Charter School

[2] See https://www.sccoe.org/supoffice/charter-schools-office/Documents/SCBOE%20Response%20to%20close%20BCS.pdf.

Documentary Record 001328

Attachment 2

Documentary Record 001329

Bullis Charter School Petition

California Department of Education

DataQuest Home / Enrollment Report

Enrollment Multi-Year Summary by Ethnicity

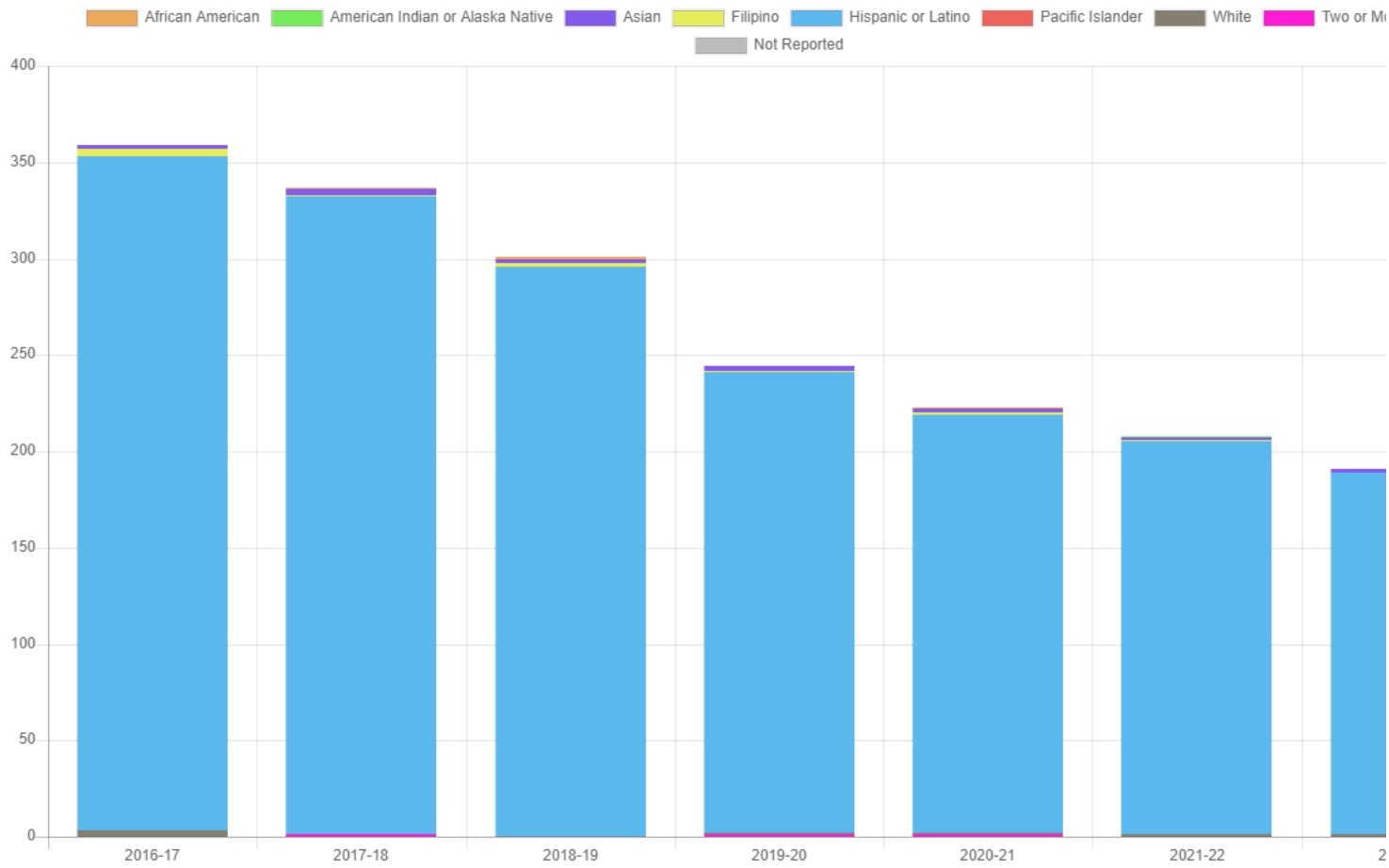
ACE Charter Report (43-10439-0116814)

+ **Report Description**

+ **Report Options and Filters**

Academic Year	Total	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White	Two or More Races	Not Reported
2022-23	**191**	0.0%	0.0%	1.0%	0.0%	98.4%	0.0%	0.5%	0.0%	0.0%
2021-22	**208**	0.0%	0.5%	0.5%	0.5%	98.1%	0.0%	0.5%	0.0%	0.0%
2020-21	**223**	0.4%	0.0%	0.9%	0.4%	97.3%	0.0%	0.4%	0.4%	0.0%
2019-20	**244**	0.0%	0.0%	0.8%	0.4%	98.0%	0.0%	0.4%	0.4%	0.0%
2018-19	**301**	0.3%	0.0%	0.7%	0.7%	98.3%	0.0%	0.0%	0.0%	0.0%
2017-18	**337**	0.3%	0.0%	0.9%	0.3%	98.2%	0.0%	0.0%	0.3%	0.0%
2016-17	**359**	0.0%	0.0%	0.6%	1.1%	97.5%	0.0%	0.8%	0.0%	0.0%

Enrollment by Ethnicity



Documentary Record 001330

Documentary Record 001331

Bullis Charter School Petition

California Department of Education

DataQuest Home / Enrollment Report

Enrollment Multi-Year Summary by Ethnicity

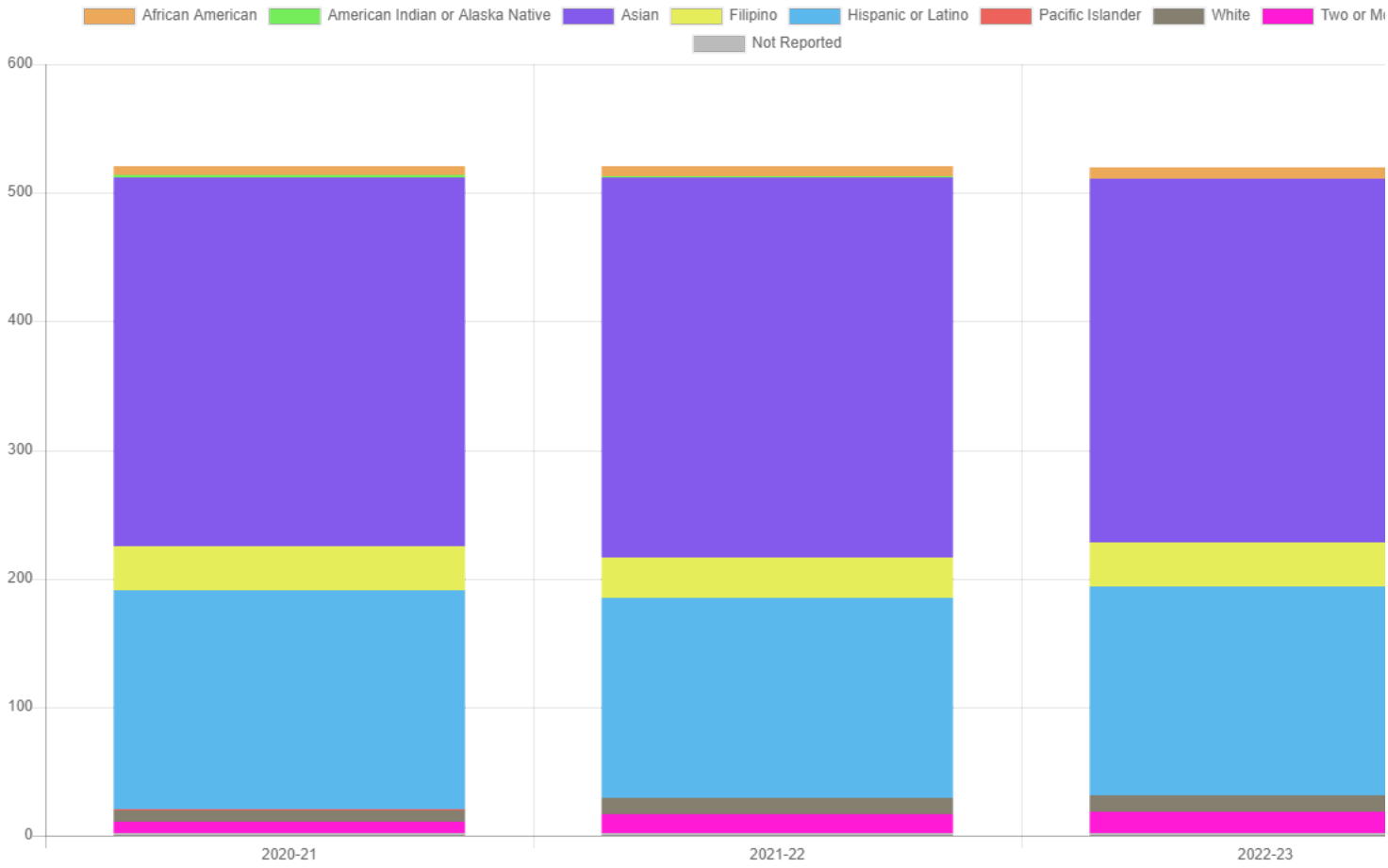
Alpha: Cornerstone Academy Preparatory Report (43-10439-0121483)

+ **Report Description**

+ **Report Options and Filters**

Academic Year	Total	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White	Two or More Races	Not Reported
2022-23	**520**	1.7%	0.0%	54.4%	6.5%	31.3%	0.0%	2.3%	3.3%	0.4%
2021-22	**521**	1.5%	0.2%	56.8%	6.0%	29.9%	0.0%	2.3%	2.9%	0.4%
2020-21	**521**	1.3%	0.4%	55.1%	6.5%	32.6%	0.2%	1.7%	1.7%	0.4%

Enrollment by Ethnicity



Documentary Record 001332

Bullis Charter School Petition

California Department of Education

DataQuest Home / Enrollment Report

Enrollment Multi-Year Summary by Ethnicity

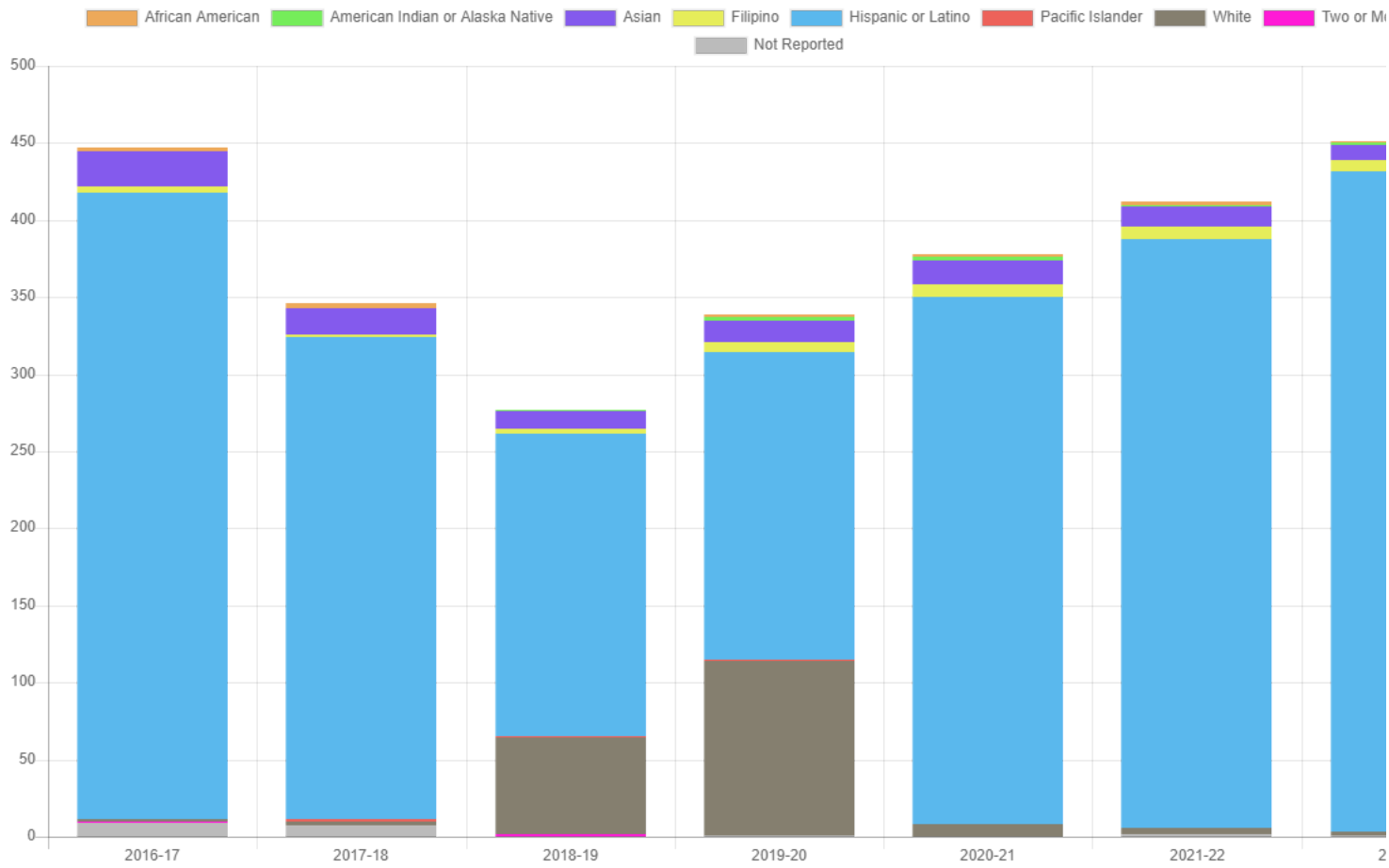
Alpha: Jose Hernandez Middle Report (43-10439-0129213)

+ Report Description

+ Report Options and Filters

Academic Year	Total	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White	Two or More Races	Not Reported
2022-23	**451**	0.2%	0.2%	2.2%	1.6%	95.1%	0.0%	0.4%	0.0%	0.2%
2021-22	**412**	0.5%	0.2%	3.2%	1.9%	92.7%	0.0%	1.0%	0.0%	0.5%
2020-21	**378**	0.5%	0.5%	4.2%	2.1%	90.5%	0.0%	2.1%	0.0%	0.0%
2019-20	**339**	0.6%	0.6%	4.1%	2.1%	58.7%	0.3%	33.3%	0.0%	0.3%
2018-19	**277**	0.0%	0.4%	4.0%	1.4%	70.8%	0.4%	22.4%	0.7%	0.0%
2017-18	**346**	0.9%	0.0%	4.9%	0.6%	90.5%	0.3%	0.9%	0.0%	2.0%
2016-17	**447**	0.4%	0.0%	5.1%	0.9%	91.1%	0.0%	0.2%	0.2%	2.0%

Enrollment by Ethnicity



Documentary Record 001333

Documentary Record 001334

Bullis Charter School Petition

California Department of Education

DataQuest Home / Enrollment Report

Enrollment Multi-Year Summary by Ethnicity

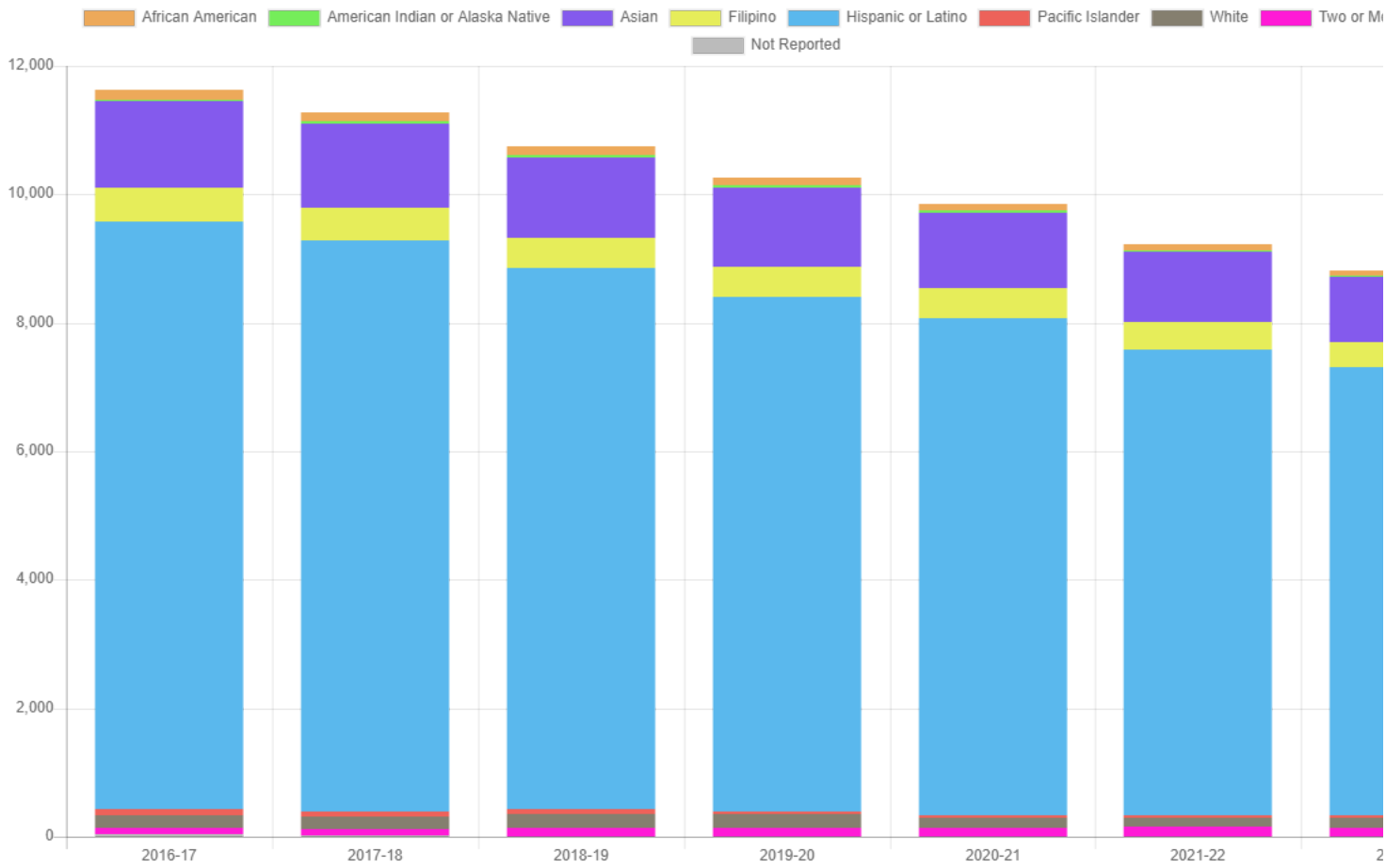
Alum Rock Union Elementary Report (43-69369)

+ Report Description

+ Report Options and Filters

Academic Year	Total	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White	Two or More Races	Not Reported
2022-23	**8,807**	0.9%	0.2%	11.5%	4.5%	79.3%	0.4%	1.7%	1.6%	0.0%
2021-22	**9,226**	1.1%	0.2%	11.9%	4.6%	78.6%	0.3%	1.5%	1.6%	0.1%
2020-21	**9,850**	1.0%	0.3%	12.1%	4.7%	78.5%	0.4%	1.6%	1.4%	0.0%
2019-20	**10,264**	1.2%	0.3%	12.1%	4.5%	78.0%	0.4%	2.1%	1.3%	0.0%
2018-19	**10,744**	1.2%	0.3%	11.8%	4.3%	78.4%	0.7%	2.1%	1.2%	0.0%
2017-18	**11,270**	1.2%	0.2%	11.7%	4.5%	78.9%	0.7%	1.7%	0.9%	0.1%
2016-17	**11,624**	1.3%	0.2%	11.5%	4.6%	78.8%	0.8%	1.7%	0.9%	0.3%

Enrollment by Ethnicity



Documentary Record 001335

Documentary Record 001336

Bullis Charter School Petition

California Department of Education

DataQuest Home / Enrollment Report

Enrollment Multi-Year Summary by Ethnicity

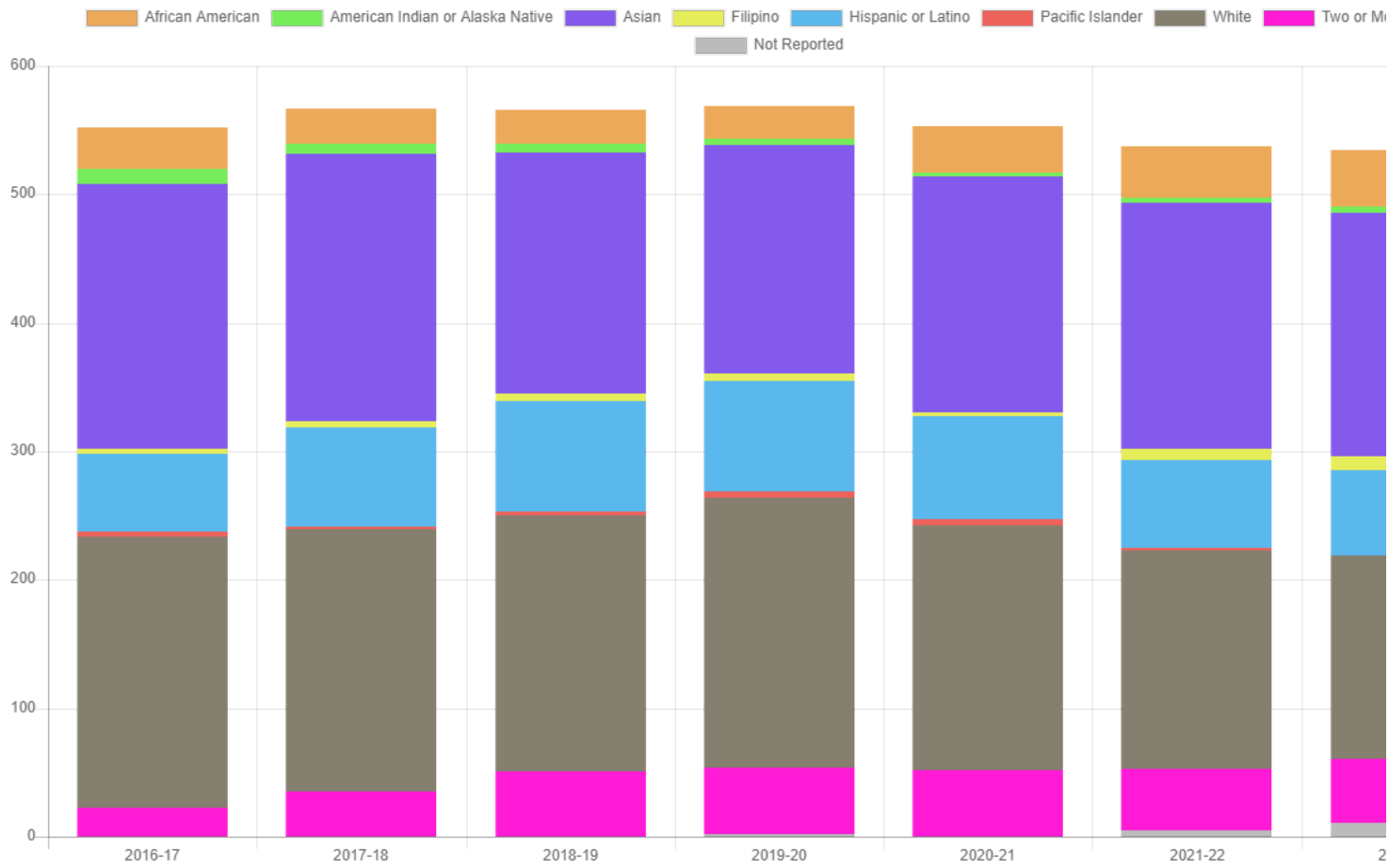
Discovery Charter Report (43-10439-0111880)

+ Report Description

+ Report Options and Filters

Academic Year	Total	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White	Two or More Races	Not Reported
2022-23	**535**	8.2%	0.9%	35.5%	2.1%	12.3%	0.0%	29.5%	9.3%	2.1%
2021-22	**537**	7.4%	0.7%	35.6%	1.7%	12.7%	0.4%	31.7%	8.9%	0.9%
2020-21	**553**	6.5%	0.5%	33.3%	0.5%	14.5%	0.9%	34.4%	9.4%	0.0%
2019-20	**569**	4.6%	0.9%	31.1%	1.1%	15.1%	0.9%	36.9%	9.1%	0.4%
2018-19	**566**	4.8%	1.1%	33.2%	1.1%	15.2%	0.5%	35.2%	9.0%	0.0%
2017-18	**567**	4.9%	1.2%	36.9%	0.7%	13.8%	0.4%	36.0%	6.2%	0.0%
2016-17	**552**	5.8%	2.2%	37.3%	0.7%	11.1%	0.5%	38.4%	4.0%	0.0%

Enrollment by Ethnicity



Documentary Record 001337

Documentary Record 001338

Bullis Charter School Petition

California Department of Education

DataQuest Home / Enrollment Report

Enrollment Multi-Year Summary by Ethnicity

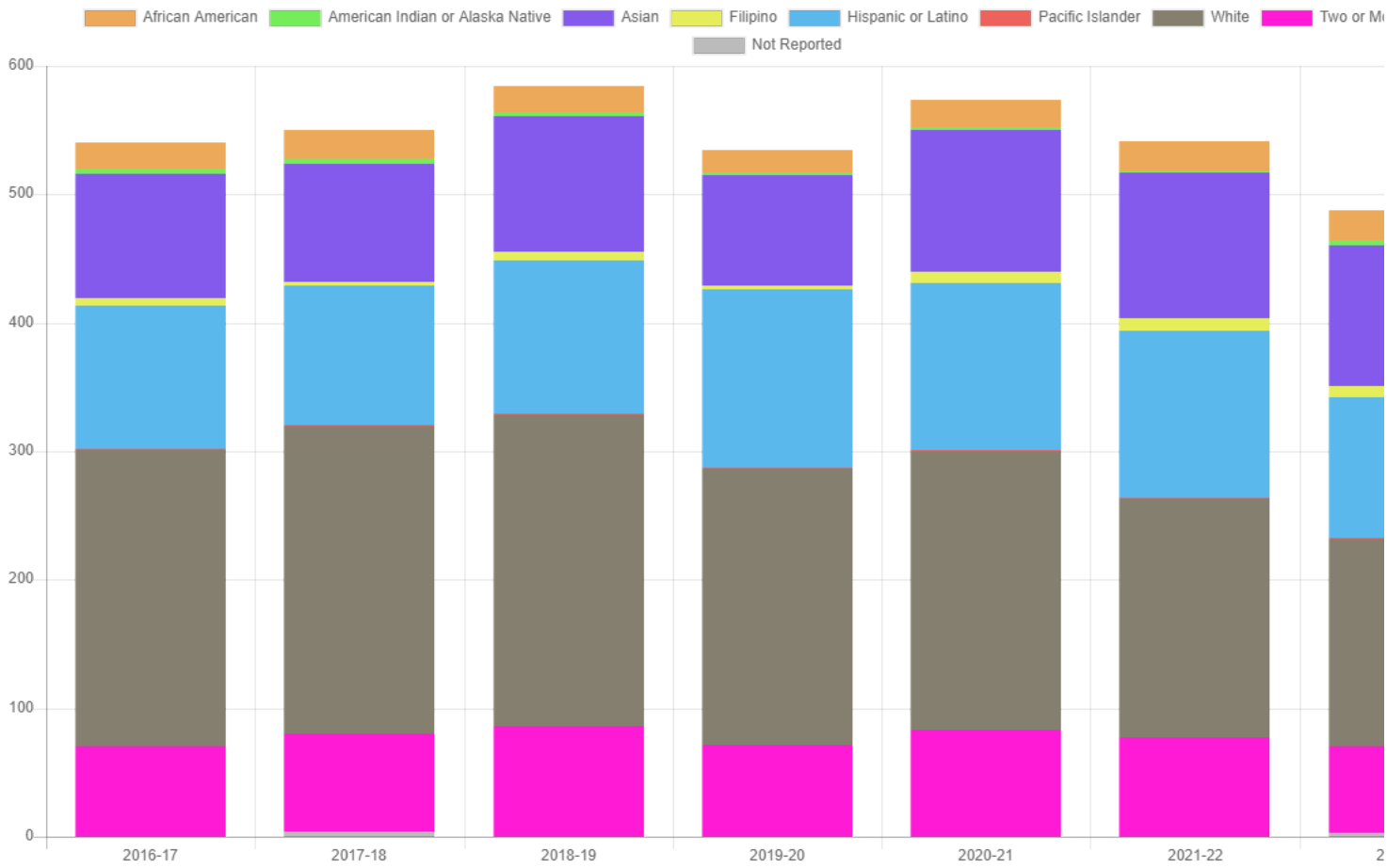
Discovery Charter II Report (43-10439-0127969)

+ **Report Description**

+ **Report Options and Filters**

Academic Year	Total	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White	Two or More Races	Not Reported
2022-23	**488**	4.9%	0.8%	22.3%	1.8%	22.3%	0.2%	33.2%	13.7%	0.6%
2021-22	**541**	4.3%	0.2%	20.9%	1.8%	24.0%	0.2%	34.4%	14.2%	0.0%
2020-21	**574**	3.8%	0.3%	19.2%	1.6%	22.6%	0.2%	37.8%	14.5%	0.0%
2019-20	**535**	3.4%	0.4%	16.1%	0.6%	26.0%	0.2%	40.2%	13.3%	0.0%
2018-19	**584**	3.4%	0.5%	18.2%	1.0%	20.5%	0.2%	41.4%	14.7%	0.0%
2017-18	**550**	4.0%	0.7%	16.7%	0.5%	19.6%	0.2%	43.6%	13.8%	0.7%
2016-17	**540**	3.7%	0.7%	18.0%	1.1%	20.6%	0.2%	42.8%	13.0%	0.0%

Enrollment by Ethnicity



Documentary Record 001339

Documentary Record 001340

Bullis Charter School Petition

California Department of Education

DataQuest Home / Enrollment Report

Enrollment Multi-Year Summary by Ethnicity

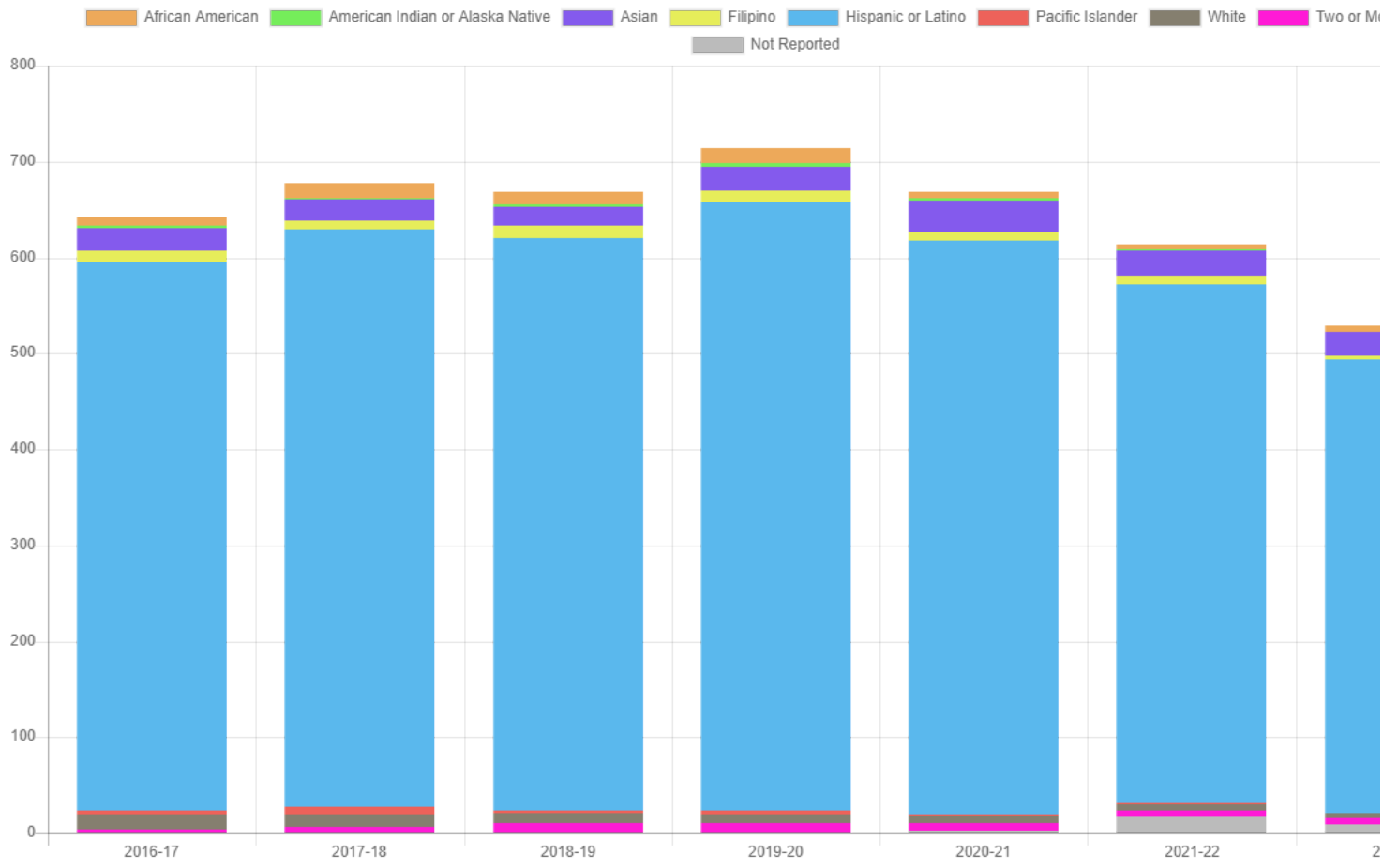
Downtown College Prep - Alum Rock Report (43-10439-0123257)

+ Report Description

+ Report Options and Filters

Academic Year	Total	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White	Two or More Races	Not Reported
2022-23	**529**	1.3%	0.0%	4.5%	0.8%	89.4%	0.0%	0.9%	1.3%	1.7%
2021-22	**614**	1.0%	0.2%	4.2%	1.5%	88.1%	0.2%	1.1%	1.0%	2.8%
2020-21	**669**	1.0%	0.4%	4.8%	1.5%	89.2%	0.3%	1.0%	1.2%	0.4%
2019-20	**714**	2.2%	0.6%	3.4%	1.7%	88.9%	0.4%	1.3%	1.5%	0.0%
2018-19	**668**	1.9%	0.3%	3.0%	1.9%	89.4%	0.3%	1.6%	1.5%	0.0%
2017-18	**677**	2.2%	0.3%	3.1%	1.5%	88.9%	1.0%	1.9%	1.0%	0.0%
2016-17	**642**	1.4%	0.3%	3.7%	1.7%	89.1%	0.6%	2.5%	0.6%	0.0%

Enrollment by Ethnicity



Documentary Record 001341

Documentary Record 001342

Bullis Charter School Petition

California Department of Education

DataQuest Home / Enrollment Report

Enrollment Multi-Year Summary by Ethnicity

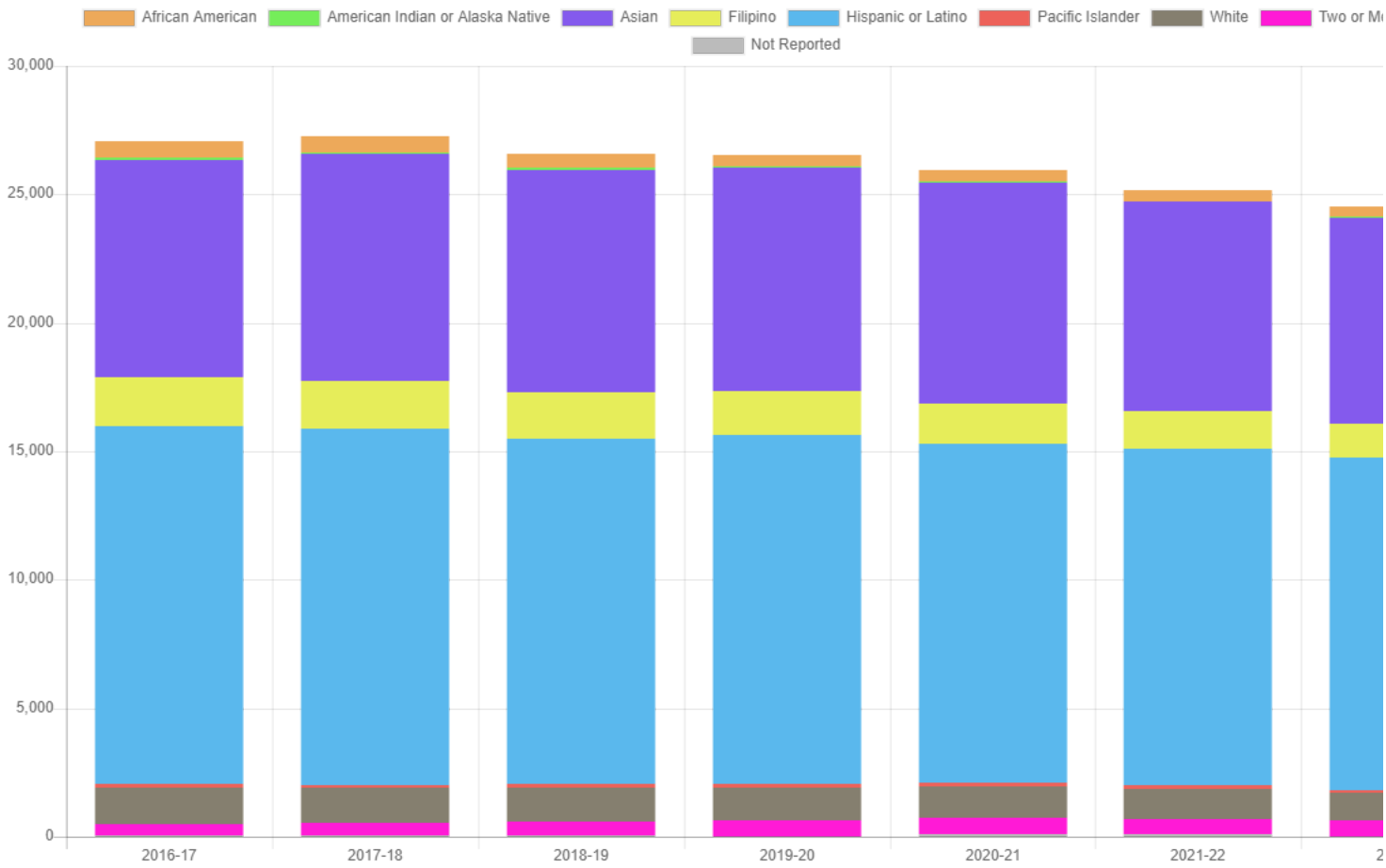
East Side Union High Report (43-69427)

+ **Report Description**

+ **Report Options and Filters**

Academic Year	Total	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White	Two or More Races	Not Reported
2022-23	**24,514**	1.6%	0.2%	32.5%	5.5%	52.7%	0.5%	4.4%	2.5%	0.1%
2021-22	**25,174**	1.7%	0.2%	32.3%	5.7%	52.1%	0.6%	4.6%	2.4%	0.3%
2020-21	**25,946**	1.8%	0.2%	33.0%	6.1%	50.9%	0.6%	4.7%	2.4%	0.3%
2019-20	**26,537**	1.8%	0.2%	32.7%	6.5%	51.2%	0.6%	4.8%	2.3%	0.1%
2018-19	**26,568**	2.1%	0.2%	32.7%	6.8%	50.5%	0.5%	4.9%	2.1%	0.2%
2017-18	**27,263**	2.3%	0.3%	32.4%	6.9%	50.8%	0.5%	4.9%	1.9%	0.1%
2016-17	**27,049**	2.4%	0.3%	31.2%	7.0%	51.6%	0.5%	5.3%	1.7%	0.2%

Enrollment by Ethnicity



Documentary Record 001343

Documentary Record 001344

Bullis Charter School Petition

California Department of Education

DataQuest Home / Enrollment Report

Enrollment Multi-Year Summary by Ethnicity

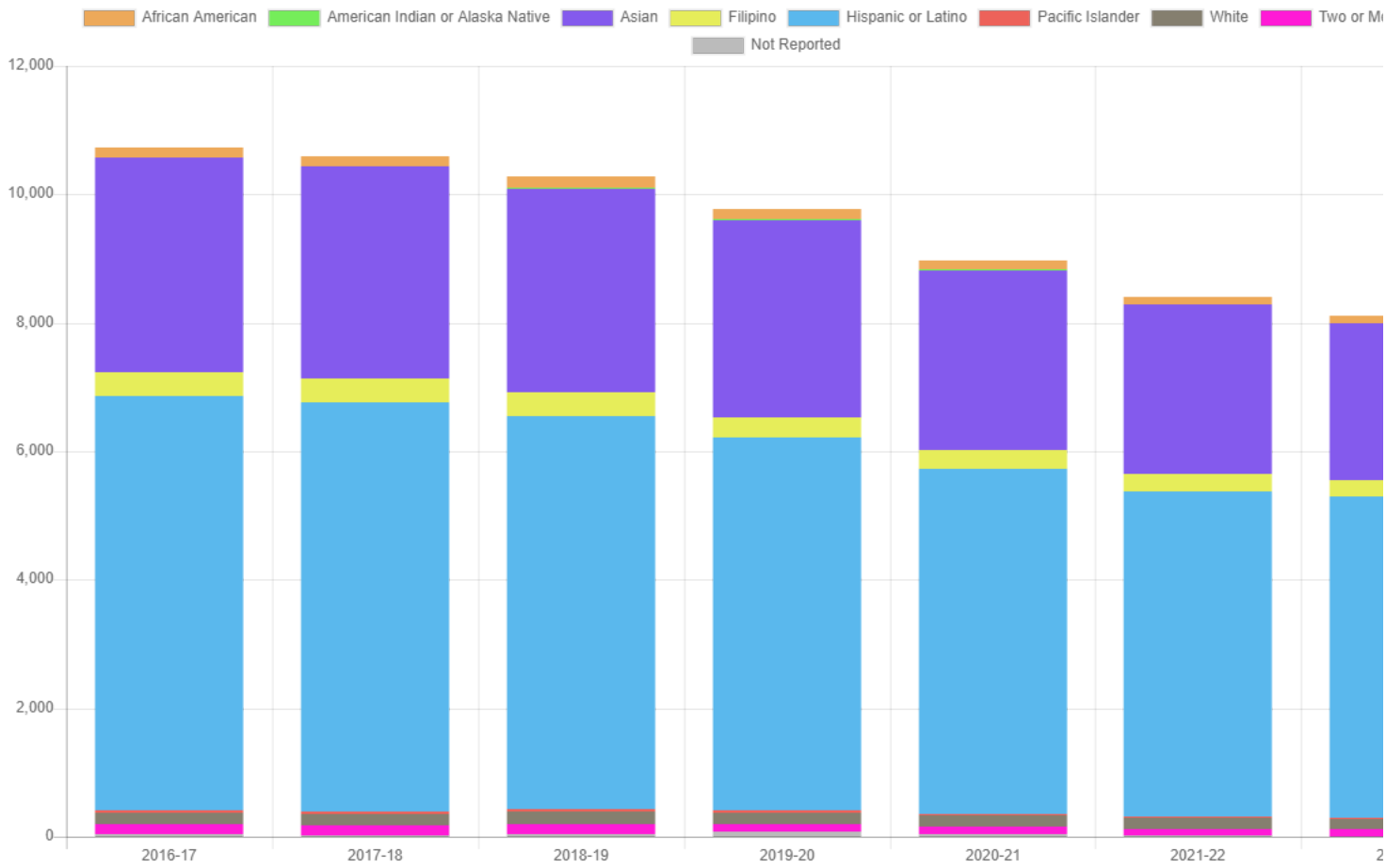
Franklin-McKinley Elementary Report (43-69450)

+ Report Description

+ Report Options and Filters

Academic Year	Total	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White	Two or More Races	Not Reported
2022-23	**8,107**	1.4%	0.1%	30.1%	3.0%	61.7%	0.3%	1.9%	1.4%	0.1%
2021-22	**8,402**	1.4%	0.1%	31.3%	3.2%	60.2%	0.3%	2.0%	1.4%	0.1%
2020-21	**8,980**	1.7%	0.1%	31.2%	3.3%	59.8%	0.3%	2.0%	1.2%	0.4%
2019-20	**9,775**	1.7%	0.1%	31.3%	3.3%	59.4%	0.3%	1.8%	1.3%	0.7%
2018-19	**10,275**	1.7%	0.1%	30.9%	3.6%	59.5%	0.4%	1.9%	1.5%	0.4%
2017-18	**10,596**	1.5%	0.1%	31.1%	3.5%	60.2%	0.3%	1.6%	1.5%	0.2%
2016-17	**10,735**	1.5%	0.1%	31.0%	3.4%	60.2%	0.3%	1.7%	1.4%	0.3%

Enrollment by Ethnicity



Documentary Record 001345

Documentary Record 001346

Bullis Charter School Petition

California Department of Education

DataQuest Home / Enrollment Report

Enrollment Multi-Year Summary by Ethnicity

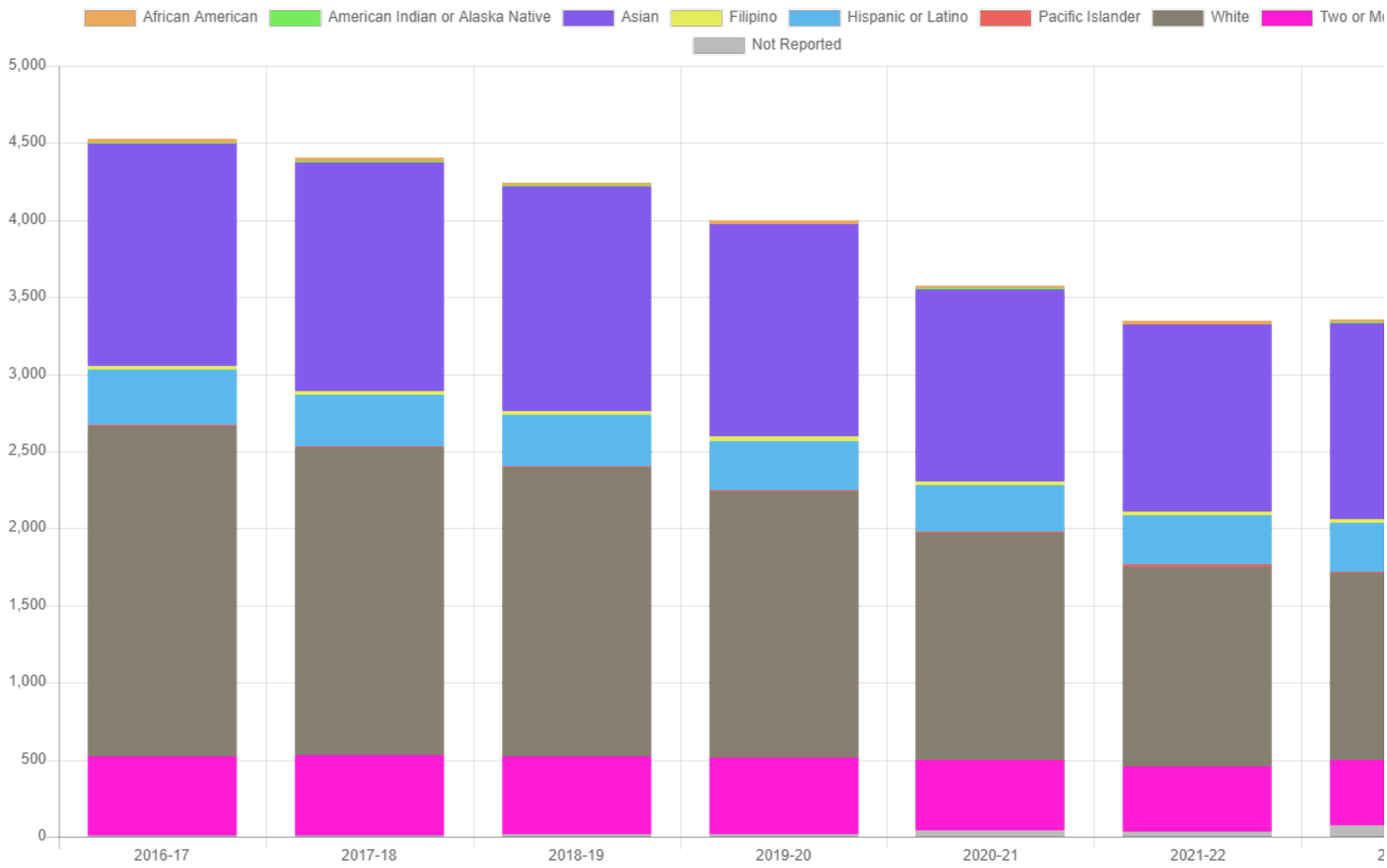
Los Altos Elementary Report (43-69518)

+ Report Description

+ Report Options and Filters

Academic Year	Total	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White	Two or More Races	Not Reported
2022-23	**3,355**	0.5%	0.1%	38.0%	0.7%	9.4%	0.3%	36.2%	12.6%	2.1%
2021-22	**3,347**	0.6%	0.1%	36.3%	0.7%	9.6%	0.3%	38.8%	12.8%	0.9%
2020-21	**3,576**	0.6%	0.1%	34.8%	0.7%	8.4%	0.3%	41.1%	12.7%	1.2%
2019-20	**3,999**	0.6%	0.2%	34.4%	0.6%	8.0%	0.2%	43.2%	12.4%	0.4%
2018-19	**4,246**	0.5%	0.2%	34.2%	0.6%	7.9%	0.2%	44.0%	12.0%	0.3%
2017-18	**4,403**	0.5%	0.2%	33.6%	0.6%	7.6%	0.2%	45.4%	11.7%	0.2%
2016-17	**4,527**	0.5%	0.2%	31.9%	0.6%	8.0%	0.1%	47.3%	11.4%	0.1%

Enrollment by Ethnicity



Documentary Record 001347

Documentary Record 001348

Bullis Charter School Petition

California Department of Education

DataQuest Home / Enrollment Report

Enrollment Multi-Year Summary by Ethnicity

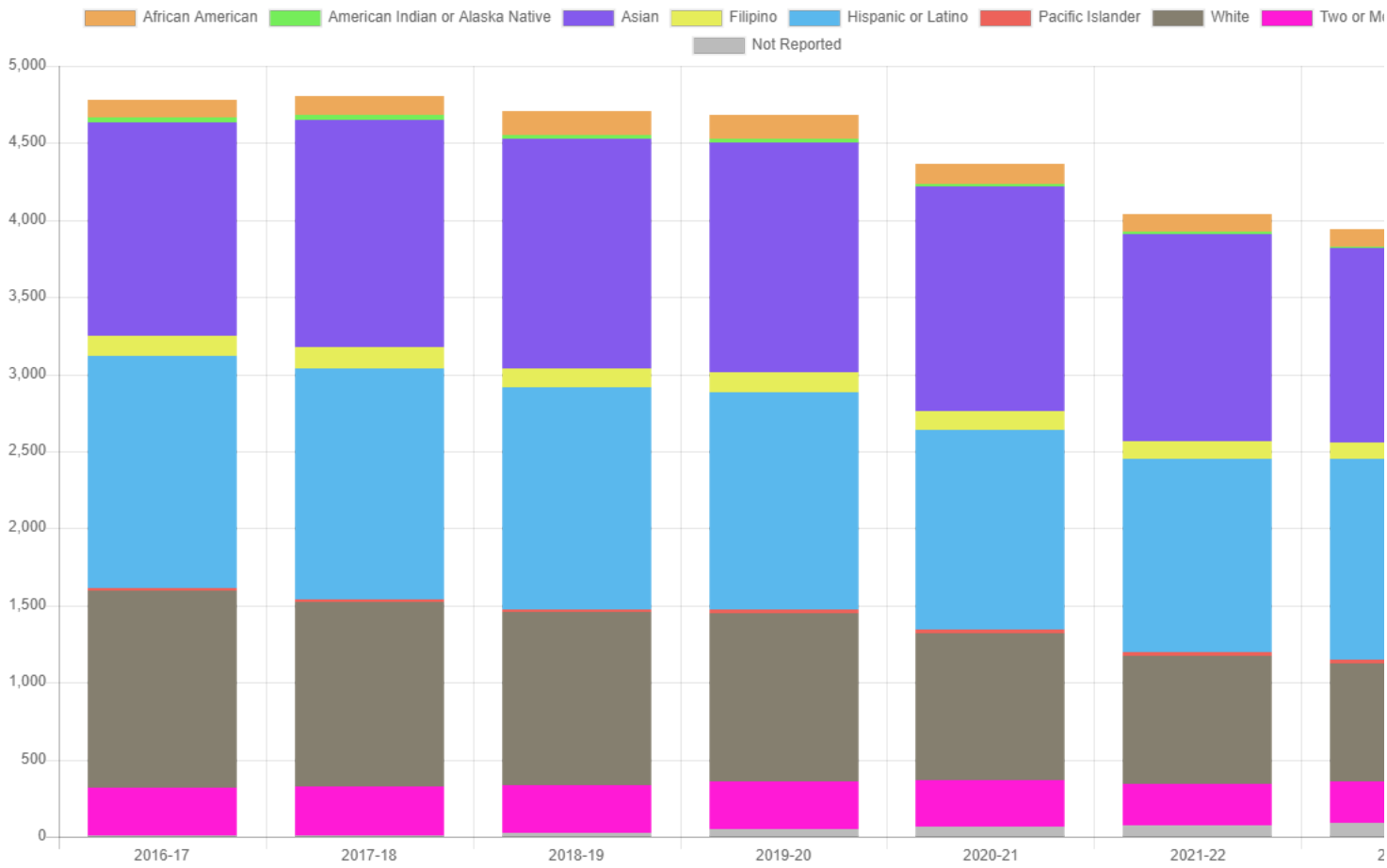
Moreland Report (43-69575)

+ **Report Description**

+ **Report Options and Filters**

Academic Year	Total	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White	Two or More Races	Not Reported
2022-23	**3,940**	2.8%	0.3%	32.0%	2.8%	32.9%	0.7%	19.3%	6.8%	2.3%
2021-22	**4,043**	2.9%	0.4%	33.3%	2.9%	30.9%	0.7%	20.5%	6.5%	1.9%
2020-21	**4,364**	3.0%	0.4%	33.3%	2.7%	29.8%	0.5%	21.9%	6.9%	1.5%
2019-20	**4,683**	3.3%	0.4%	31.9%	2.8%	30.1%	0.4%	23.3%	6.7%	1.0%
2018-19	**4,703**	3.1%	0.6%	31.7%	2.7%	30.6%	0.4%	23.8%	6.6%	0.6%
2017-18	**4,805**	2.6%	0.7%	30.7%	2.7%	31.2%	0.3%	25.0%	6.6%	0.2%
2016-17	**4,780**	2.4%	0.7%	28.9%	2.9%	31.4%	0.3%	26.8%	6.5%	0.1%

Enrollment by Ethnicity



Documentary Record 001349

Documentary Record 001350

Bullis Charter School Petition

California Department of Education

DataQuest Home / Enrollment Report

Enrollment Multi-Year Summary by Ethnicity

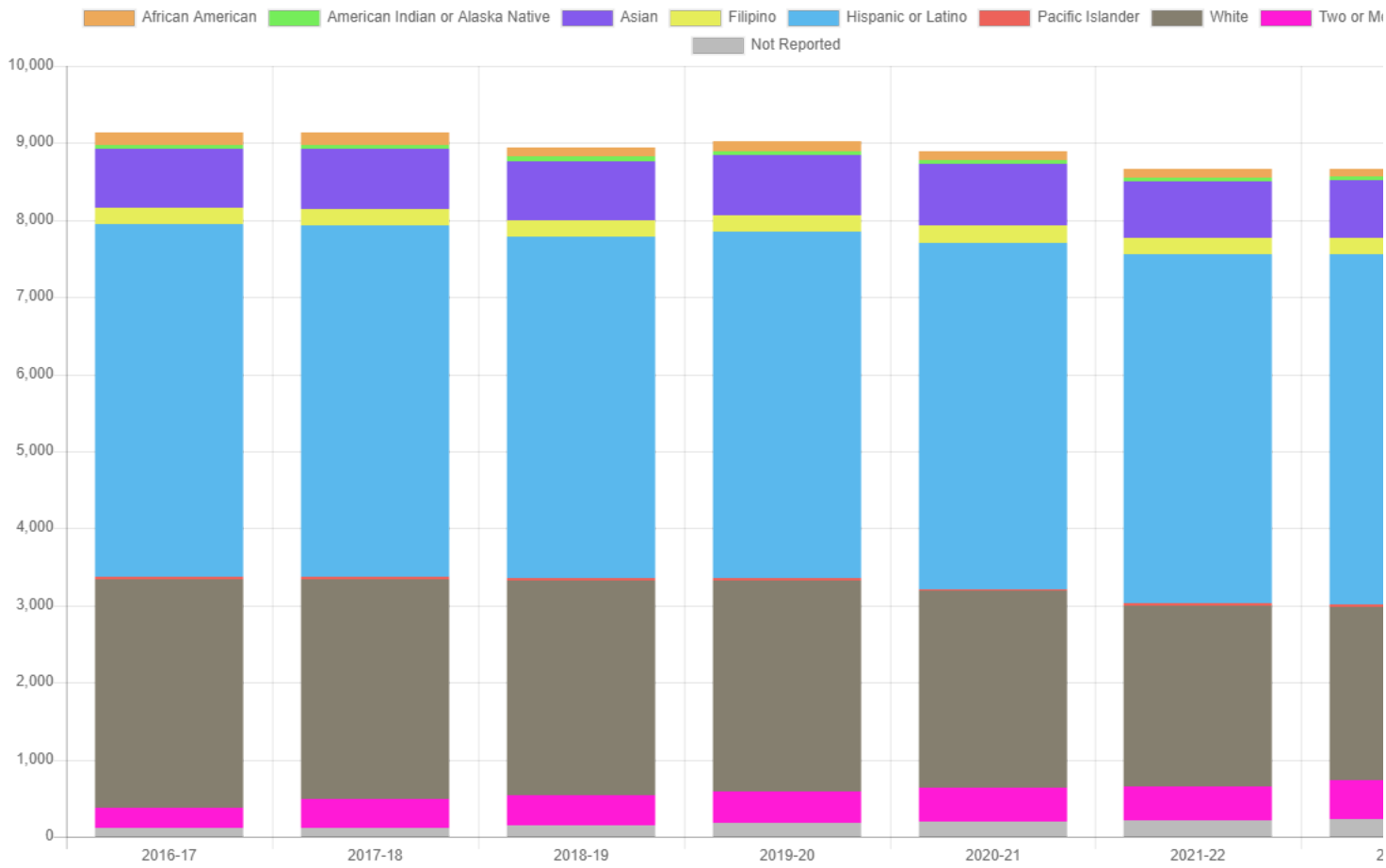
Morgan Hill Unified Report (43-69583)

+ **Report Description**

+ **Report Options and Filters**

Academic Year	Total	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White	Two or More Races	Not Reported
2022-23	**8,667**	1.2%	0.4%	8.7%	2.4%	52.5%	0.4%	26.0%	5.7%	2.7%
2021-22	**8,664**	1.4%	0.5%	8.5%	2.5%	52.1%	0.4%	27.0%	5.1%	2.5%
2020-21	**8,894**	1.4%	0.5%	8.9%	2.6%	50.5%	0.3%	28.6%	4.9%	2.2%
2019-20	**9,022**	1.4%	0.5%	8.7%	2.3%	49.8%	0.4%	30.2%	4.5%	2.0%
2018-19	**8,945**	1.4%	0.6%	8.6%	2.3%	49.6%	0.4%	31.2%	4.3%	1.7%
2017-18	**9,133**	1.7%	0.6%	8.5%	2.3%	50.0%	0.4%	31.3%	4.0%	1.3%
2016-17	**9,137**	1.8%	0.5%	8.4%	2.3%	50.0%	0.4%	32.5%	2.8%	1.2%

Enrollment by Ethnicity



Documentary Record 001351

Documentary Record 001352

Bullis Charter School Petition

California Department of Education

DataQuest Home / Enrollment Report

Enrollment Multi-Year Summary by Ethnicity

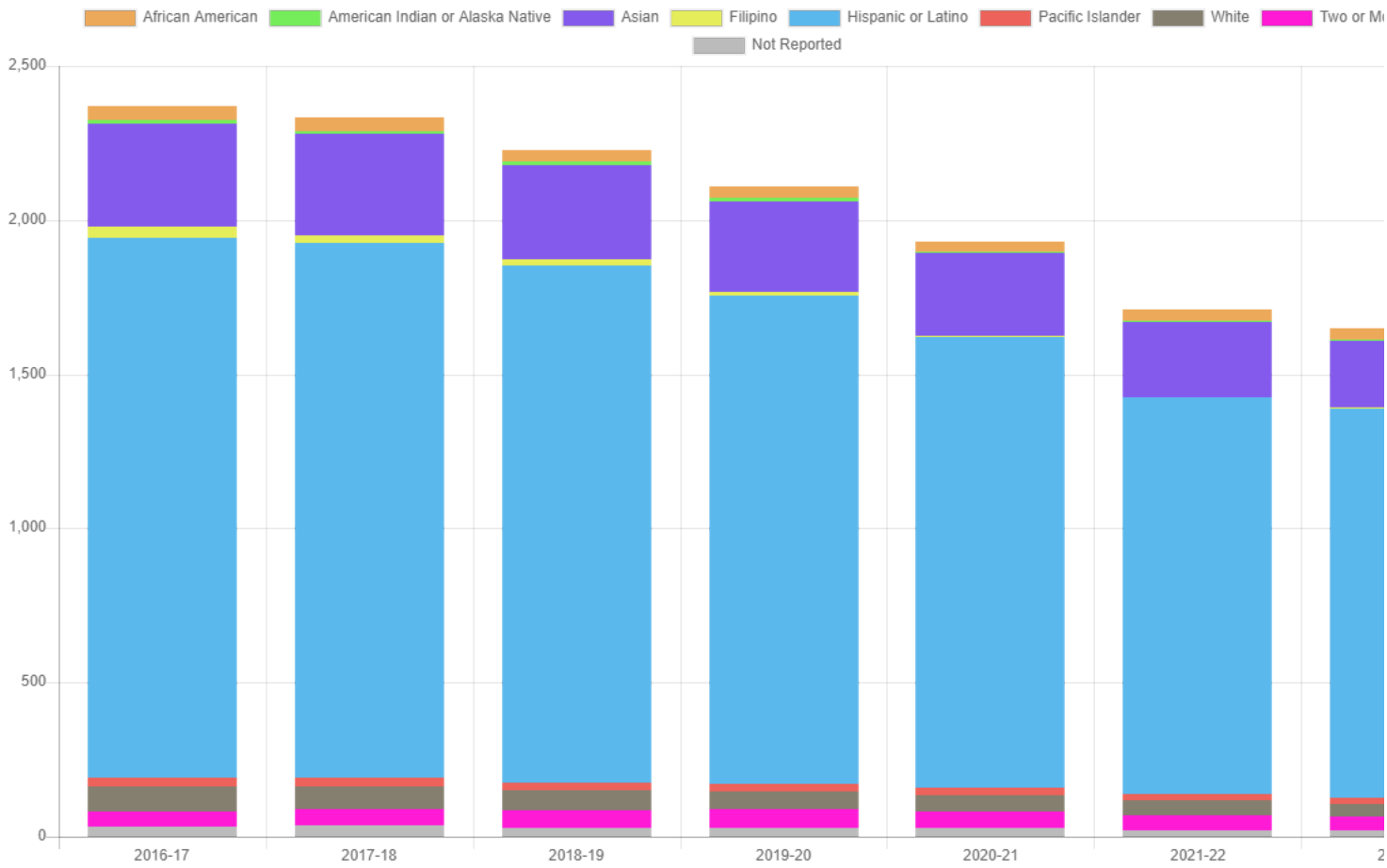
Mount Pleasant Elementary Report (43-69617)

+ Report Description

+ Report Options and Filters

Academic Year	Total	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White	Two or More Races	Not Reported
2022-23	**1,648**	2.1%	0.2%	13.3%	0.1%	76.8%	1.2%	2.4%	2.7%	1.3%
2021-22	**1,710**	2.0%	0.2%	14.3%	0.1%	75.2%	1.2%	2.8%	2.9%	1.2%
2020-21	**1,929**	1.7%	0.2%	13.9%	0.3%	75.7%	1.3%	2.6%	2.7%	1.6%
2019-20	**2,110**	1.8%	0.4%	14.0%	0.6%	75.0%	1.2%	2.7%	2.8%	1.4%
2018-19	**2,229**	1.8%	0.4%	13.7%	0.9%	75.2%	1.1%	3.0%	2.5%	1.3%
2017-18	**2,333**	1.9%	0.3%	14.2%	1.1%	74.2%	1.3%	3.2%	2.2%	1.6%
2016-17	**2,371**	2.0%	0.5%	14.2%	1.5%	73.8%	1.3%	3.3%	2.2%	1.3%

Enrollment by Ethnicity



Documentary Record 001353

Documentary Record 001354

Bullis Charter School Petition

California Department of Education

DataQuest Home / Enrollment Report

Enrollment Multi-Year Summary by Ethnicity

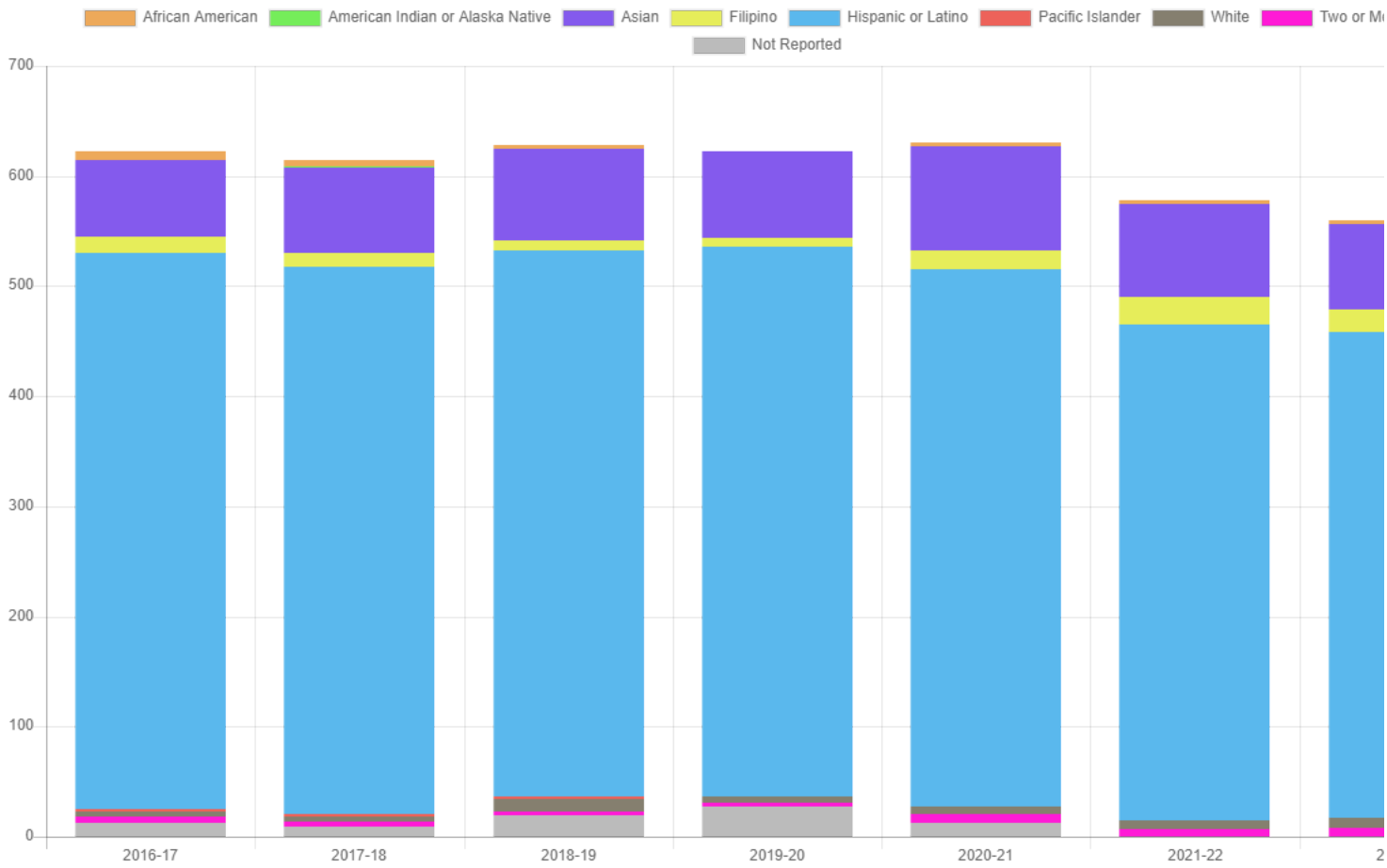
Rocketship Fuerza Community Prep Report (43-10439-0131110)

+ Report Description

+ Report Options and Filters

Academic Year	Total	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White	Two or More Races	Not Reported
2022-23	**560**	0.7%	0.0%	13.8%	3.8%	78.8%	0.0%	1.6%	1.4%	0.0%
2021-22	**578**	0.5%	0.0%	14.7%	4.3%	77.9%	0.0%	1.4%	1.2%	0.0%
2020-21	**631**	0.6%	0.0%	15.1%	2.7%	77.3%	0.0%	1.1%	1.1%	2.1%
2019-20	**623**	0.2%	0.0%	12.5%	1.3%	80.1%	0.0%	1.0%	0.6%	4.3%
2018-19	**628**	0.5%	0.0%	13.2%	1.6%	79.0%	0.3%	1.8%	0.6%	3.0%
2017-18	**614**	0.8%	0.2%	12.7%	2.0%	81.1%	0.3%	0.7%	0.8%	1.5%
2016-17	**622**	1.1%	0.0%	11.3%	2.4%	81.2%	0.3%	0.8%	0.8%	2.1%

Enrollment by Ethnicity



Documentary Record 001355

Documentary Record 001356

Bullis Charter School Petition

California Department of Education

DataQuest Home / Enrollment Report

Enrollment Multi-Year Summary by Ethnicity

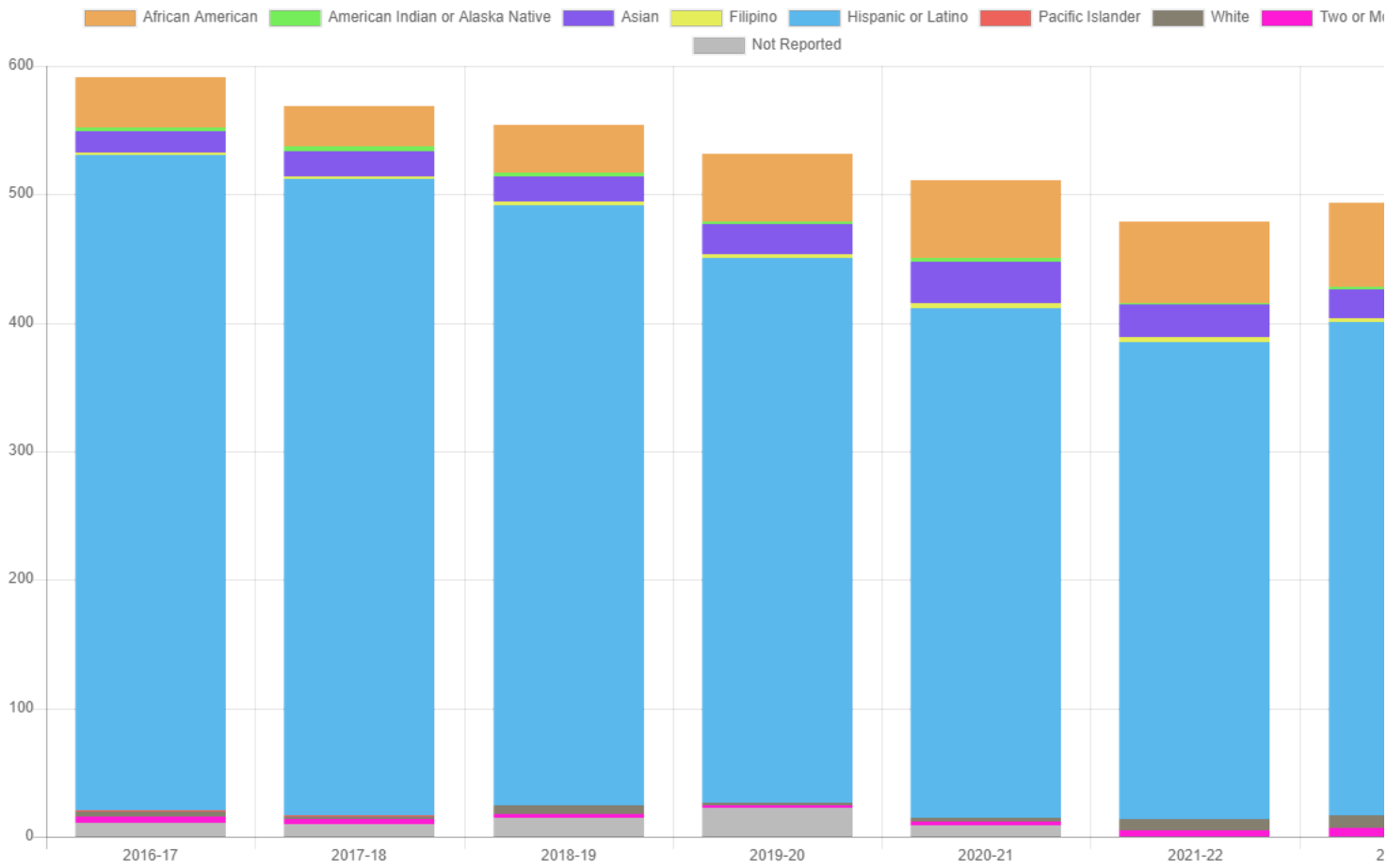
Rocketship Mateo Sheedy Elementary Report (43-10439-0113704)

+ **Report Description**

+ **Report Options and Filters**

Academic Year	Total	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White	Two or More Races	Not Reported
2022-23	**493**	13.2%	0.4%	4.5%	0.6%	77.9%	0.0%	2.0%	1.4%	0.0%
2021-22	**479**	13.4%	0.2%	5.2%	0.8%	77.5%	0.0%	1.9%	1.0%	0.0%
2020-21	**511**	11.9%	0.4%	6.5%	0.8%	77.5%	0.0%	0.6%	0.6%	1.8%
2019-20	**532**	10.0%	0.4%	4.5%	0.6%	79.7%	0.0%	0.4%	0.4%	4.1%
2018-19	**554**	6.7%	0.5%	3.6%	0.4%	84.5%	0.0%	1.1%	0.5%	2.7%
2017-18	**569**	5.6%	0.5%	3.5%	0.4%	87.0%	0.2%	0.4%	0.7%	1.8%
2016-17	**591**	6.6%	0.5%	2.7%	0.3%	86.3%	0.2%	0.7%	0.8%	1.9%

Enrollment by Ethnicity



Documentary Record 001357

Documentary Record 001358

Bullis Charter School Petition

California Department of Education

DataQuest Home / Enrollment Report

Enrollment Multi-Year Summary by Ethnicity

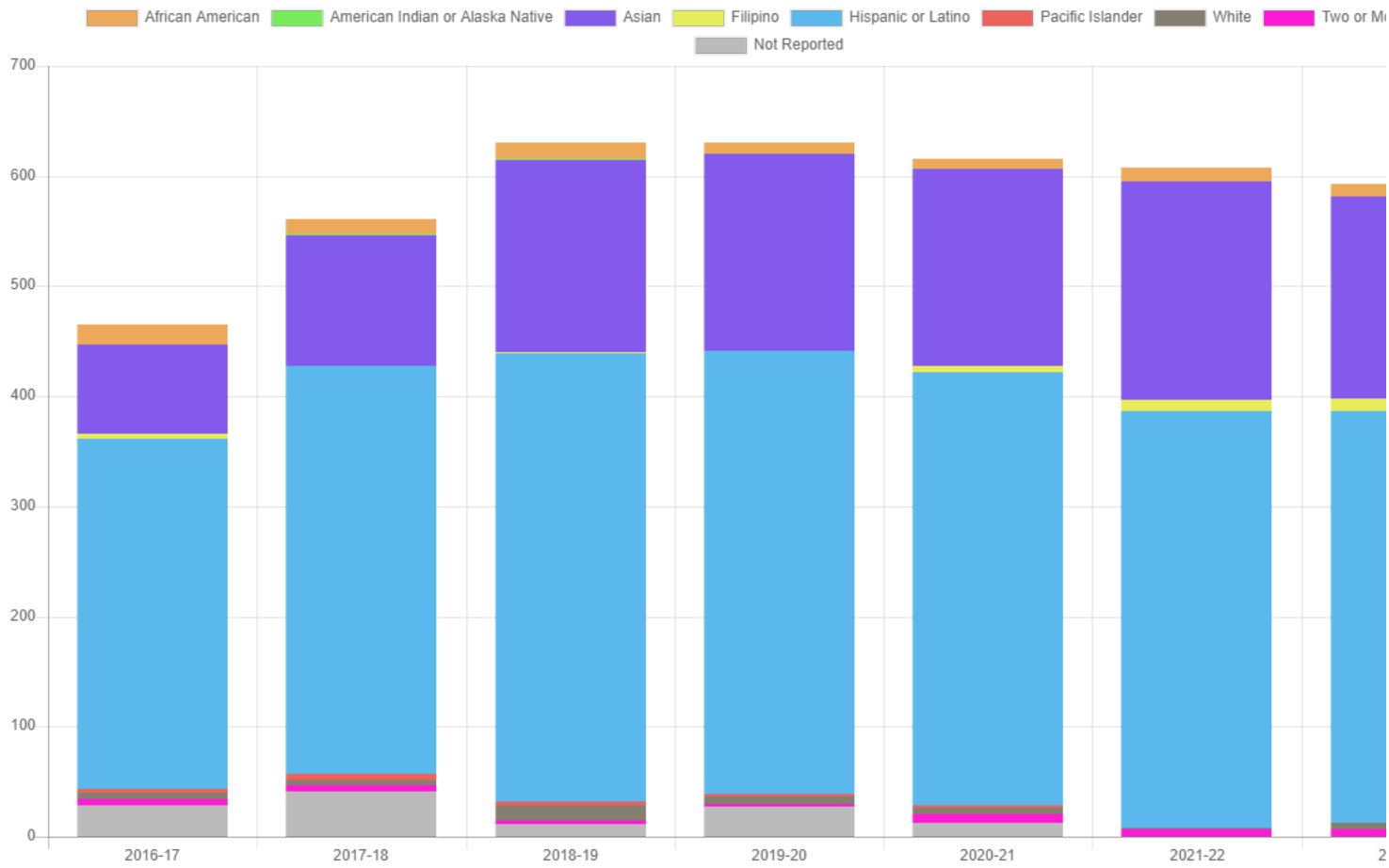
Rocketship Rising Stars Report (43-10439-0133496)

+ Report Description

+ Report Options and Filters

Academic Year	Total	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White	Two or More Races	Not Reported
2022-23	**593**	1.9%	0.0%	31.0%	2.0%	62.9%	0.2%	0.8%	1.2%	0.0%
2021-22	**608**	2.1%	0.0%	32.6%	1.6%	62.3%	0.0%	0.2%	1.2%	0.0%
2020-21	**616**	1.5%	0.0%	29.2%	0.8%	64.0%	0.3%	0.8%	1.3%	2.1%
2019-20	**630**	1.6%	0.0%	28.4%	0.0%	63.8%	0.5%	1.0%	0.5%	4.3%
2018-19	**631**	2.4%	0.2%	27.7%	0.2%	64.5%	0.6%	2.1%	0.6%	1.7%
2017-18	**561**	2.5%	0.2%	21.0%	0.0%	66.1%	1.1%	0.7%	1.1%	7.3%
2016-17	**465**	3.9%	0.0%	17.4%	1.1%	68.4%	0.6%	1.3%	1.3%	6.0%

Enrollment by Ethnicity



Documentary Record 001359

Documentary Record 001360

Bullis Charter School Petition

California Department of Education

Enrollment Multi-Year Summary by Ethnicity

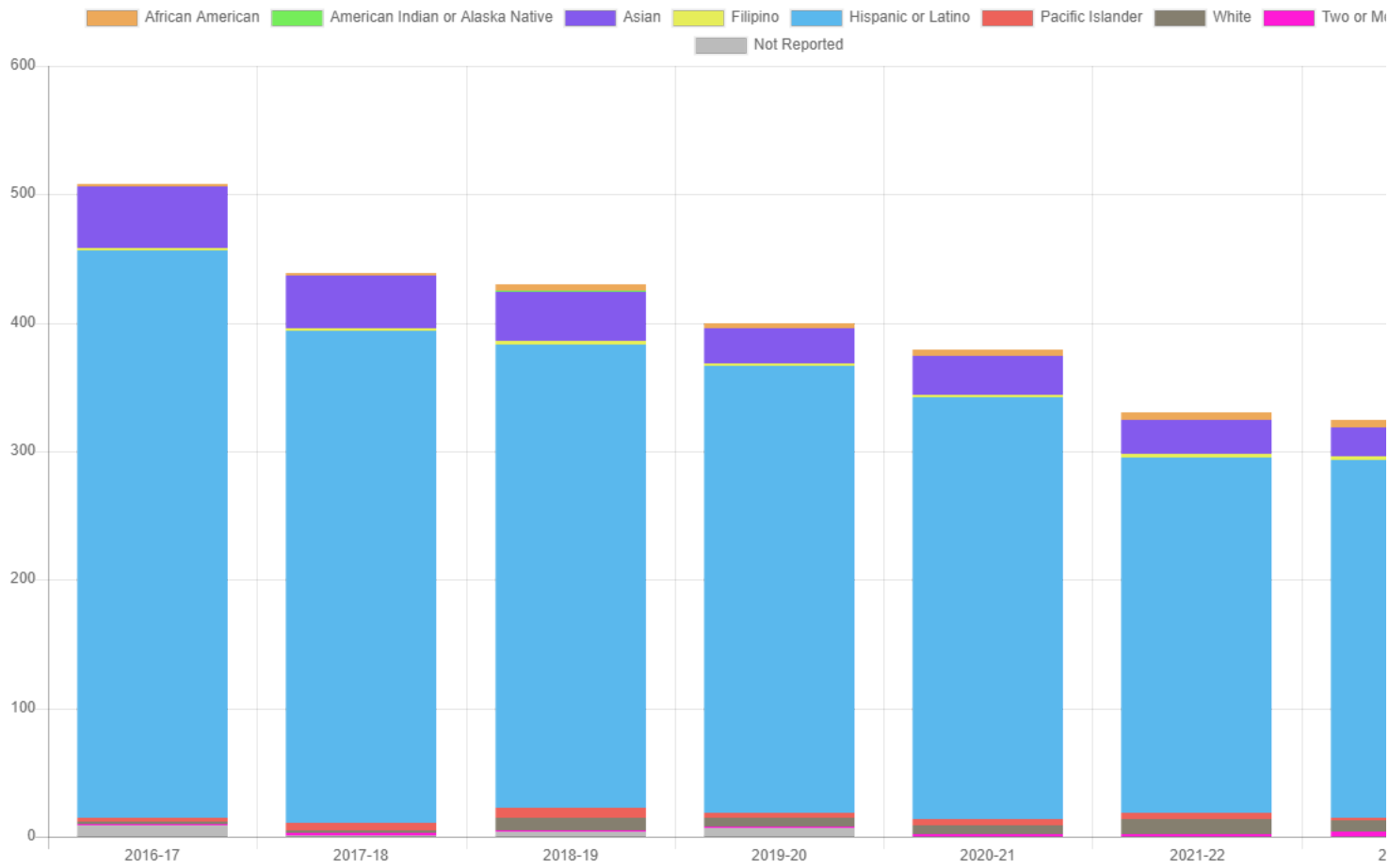
Rocketship Si Se Puede Academy Report (43-10439-0119024)

+ Report Description

+ Report Options and Filters

Academic Year	Total	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White	Two or More Races	Not Reported
2022-23	**324**	1.5%	0.0%	7.1%	0.9%	85.8%	0.6%	2.8%	1.2%	0.0%
2021-22	**330**	1.8%	0.0%	7.9%	0.9%	83.6%	1.5%	3.6%	0.6%	0.0%
2020-21	**379**	1.3%	0.0%	7.9%	0.5%	86.5%	1.3%	1.8%	0.5%	0.0%
2019-20	**400**	1.0%	0.0%	7.0%	0.5%	86.8%	1.0%	1.8%	0.3%	1.8%
2018-19	**430**	1.2%	0.2%	8.8%	0.7%	84.0%	1.6%	2.3%	0.2%	0.9%
2017-18	**439**	0.5%	0.0%	9.3%	0.5%	87.2%	1.4%	0.5%	0.5%	0.2%
2016-17	**508**	0.4%	0.0%	9.4%	0.4%	86.8%	0.6%	0.4%	0.2%	1.8%

Enrollment by Ethnicity



Documentary Record 001361

Documentary Record 001362

Bullis Charter School Petition

California Department of Education

Enrollment Multi-Year Summary by Ethnicity

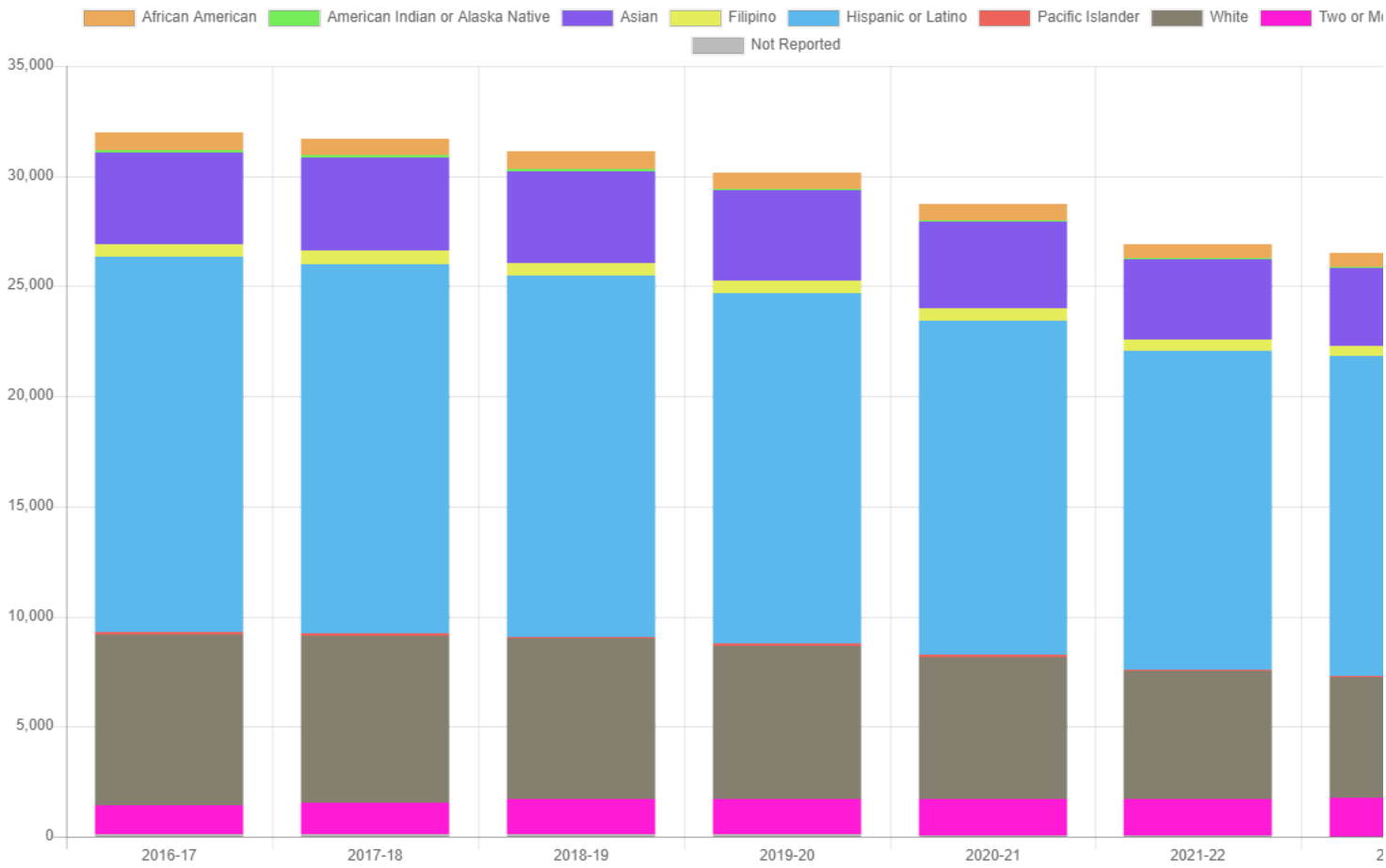
San Jose Unified Report (43-69666)

+ **Report Description**

+ **Report Options and Filters**

Academic Year	Total	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White	Two or More Races	Not Reported
2022-23	**26,479**	2.3%	0.1%	13.3%	1.9%	54.8%	0.2%	20.7%	6.6%	0.0%
2021-22	**26,901**	2.4%	0.2%	13.5%	1.9%	53.8%	0.2%	21.7%	6.2%	0.2%
2020-21	**28,710**	2.5%	0.2%	13.7%	1.9%	52.9%	0.3%	22.4%	5.8%	0.3%
2019-20	**30,172**	2.5%	0.2%	13.6%	1.8%	52.8%	0.3%	23.0%	5.5%	0.3%
2018-19	**31,114**	2.5%	0.3%	13.5%	1.8%	52.7%	0.3%	23.4%	5.2%	0.3%
2017-18	**31,713**	2.5%	0.3%	13.3%	1.9%	52.8%	0.4%	24.0%	4.5%	0.3%
2016-17	**32,004**	2.5%	0.3%	13.1%	1.9%	53.3%	0.4%	24.1%	4.1%	0.4%

Enrollment by Ethnicity



Documentary Record 001363

Documentary Record 001364

Bullis Charter School Petition

California Department of Education

DataQuest Home / Enrollment Report

Enrollment Multi-Year Summary by Ethnicity

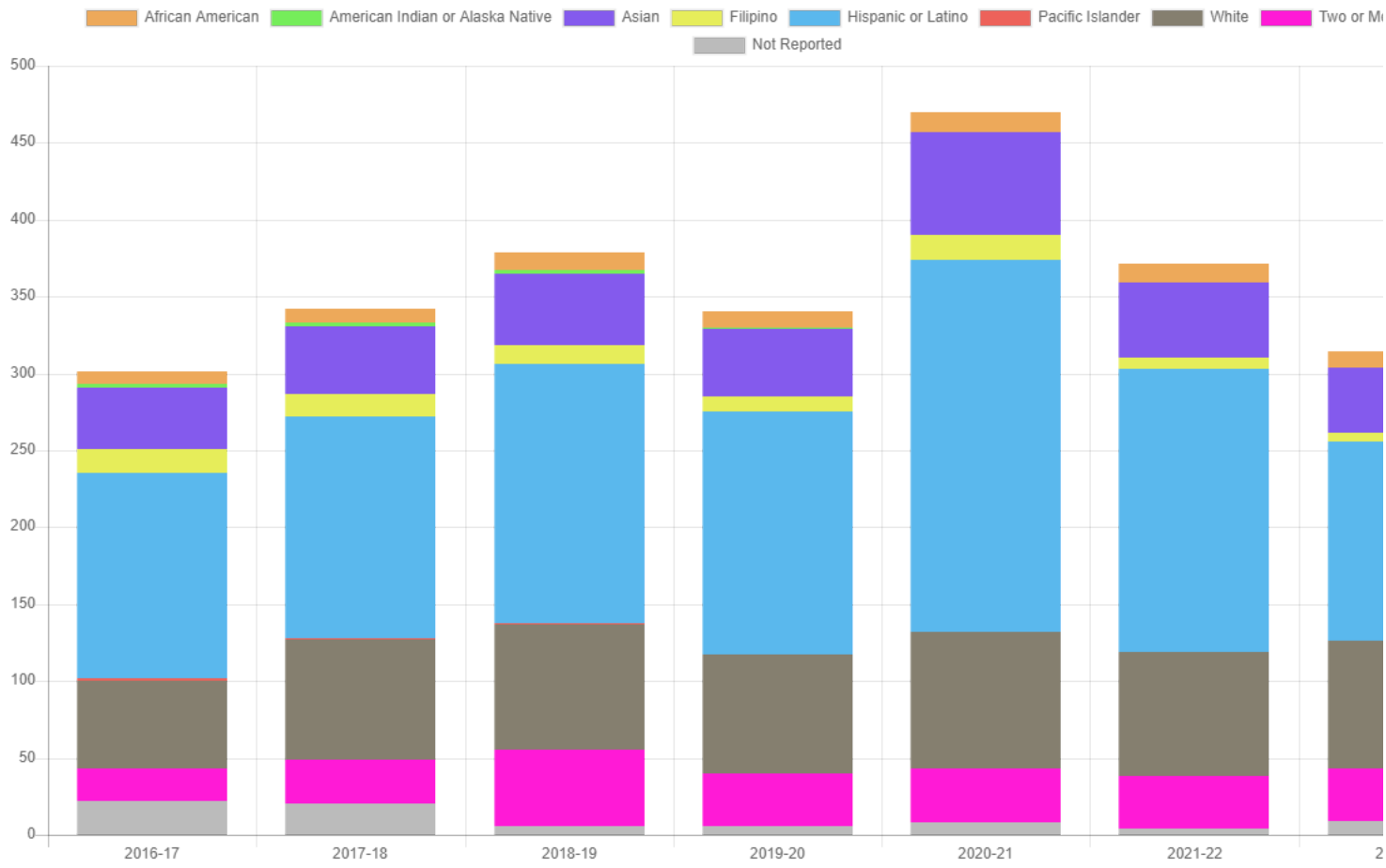
Summit Public School: Tahoma Report (43-10439-0123794)

+ Report Description

+ Report Options and Filters

Academic Year	Total	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White	Two or More Races	Not Reported
2022-23	**314**	3.2%	0.0%	13.7%	1.6%	41.4%	0.0%	26.4%	10.8%	2.9%
2021-22	**371**	3.2%	0.0%	13.2%	1.9%	49.6%	0.0%	21.8%	9.2%	1.1%
2020-21	**470**	2.8%	0.0%	14.3%	3.4%	51.5%	0.0%	18.9%	7.4%	1.7%
2019-20	**340**	2.9%	0.3%	12.9%	2.9%	46.5%	0.0%	22.6%	10.0%	1.8%
2018-19	**379**	3.2%	0.5%	12.4%	3.2%	44.3%	0.3%	21.6%	12.9%	1.6%
2017-18	**342**	2.6%	0.6%	12.9%	4.4%	42.1%	0.3%	22.8%	8.5%	5.8%
2016-17	**301**	2.7%	0.7%	13.3%	5.3%	44.2%	0.7%	18.9%	7.0%	7.3%

Enrollment by Ethnicity



Documentary Record 001365

Documentary Record 001366

Bullis Charter School Petition

California Department of Education

DataQuest Home / Enrollment Report

Enrollment Multi-Year Summary by Ethnicity

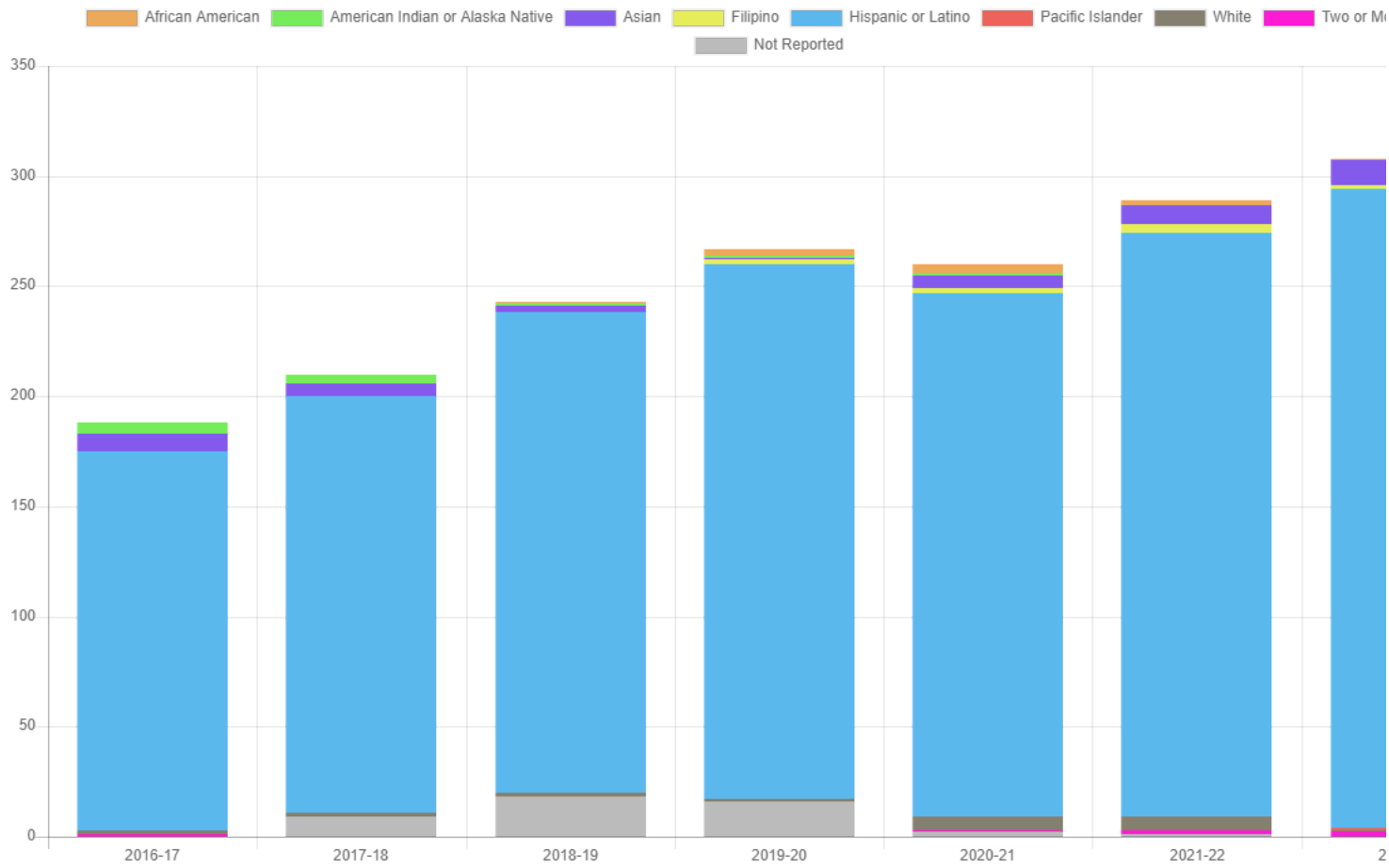
Sunrise Middle Report (43-10439-0124065)

+ Report Description

+ Report Options and Filters

Academic Year	Total	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White	Two or More Races	Not Reported
2022-23	**308**	0.3%	0.0%	3.6%	0.6%	94.2%	0.3%	0.3%	0.6%	0.0%
2021-22	**289**	0.7%	0.0%	3.1%	1.4%	91.7%	0.0%	2.1%	0.7%	0.3%
2020-21	**260**	1.5%	0.4%	2.3%	0.8%	91.5%	0.0%	2.3%	0.4%	0.8%
2019-20	**267**	1.1%	0.4%	0.4%	0.7%	91.0%	0.0%	0.4%	0.0%	6.0%
2018-19	**243**	0.4%	0.4%	1.2%	0.0%	89.7%	0.0%	0.8%	0.0%	7.4%
2017-18	**210**	0.0%	1.9%	2.9%	0.0%	90.0%	0.0%	1.0%	0.0%	4.3%
2016-17	**188**	0.0%	2.7%	4.3%	0.0%	91.5%	0.0%	1.1%	0.5%	0.0%

Enrollment by Ethnicity



Documentary Record 001367

Documentary Record 001368

Bullis Charter School Petition

California Department of Education

DataQuest Home / Enrollment Report

Enrollment Multi-Year Summary by Ethnicity

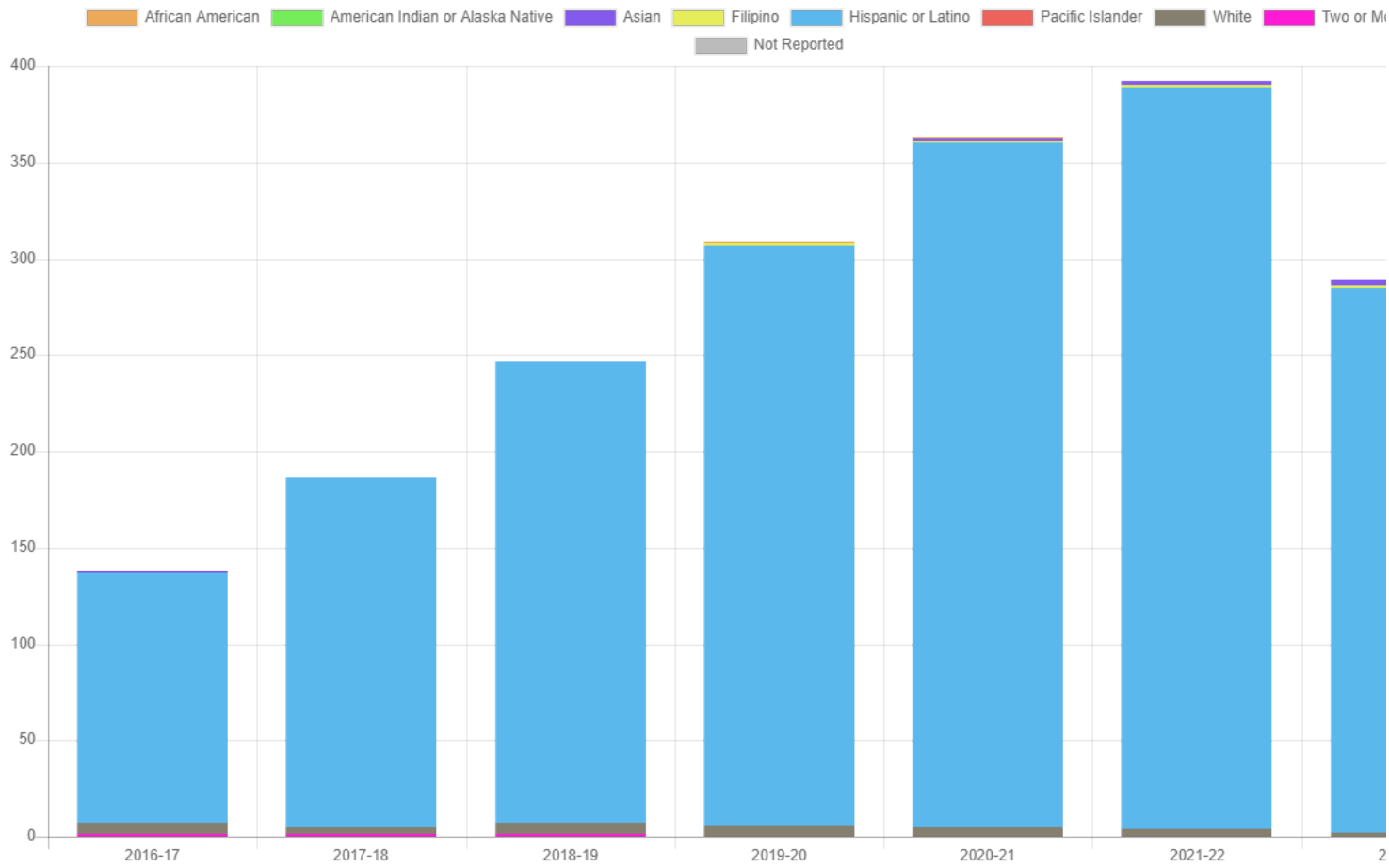
Voices College-Bound Language Academy at Morgan Hill Report (43-10439-0131748)

+ **Report Description**

+ **Report Options and Filters**

Academic Year	Total	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White	Two or More Races	Not Reported
2022-23	**289**	0.0%	0.0%	1.0%	0.3%	97.9%	0.0%	0.7%	0.0%	0.0%
2021-22	**392**	0.0%	0.0%	0.5%	0.3%	98.2%	0.0%	1.0%	0.0%	0.0%
2020-21	**363**	0.3%	0.0%	0.3%	0.3%	97.8%	0.0%	1.4%	0.0%	0.0%
2019-20	**309**	0.3%	0.0%	0.0%	0.3%	97.4%	0.0%	1.9%	0.0%	0.0%
2018-19	**247**	0.0%	0.0%	0.0%	0.0%	97.2%	0.0%	2.4%	0.4%	0.0%
2017-18	**186**	0.0%	0.0%	0.0%	0.0%	97.3%	0.0%	2.2%	0.5%	0.0%
2016-17	**138**	0.0%	0.0%	0.7%	0.0%	94.2%	0.0%	4.3%	0.7%	0.0%

Enrollment by Ethnicity



Documentary Record 001369

Documentary Record 001370

Bullis Charter School Petition

California Department of Education

DataQuest Home / Enrollment Report

Enrollment Multi-Year Summary by Ethnicity

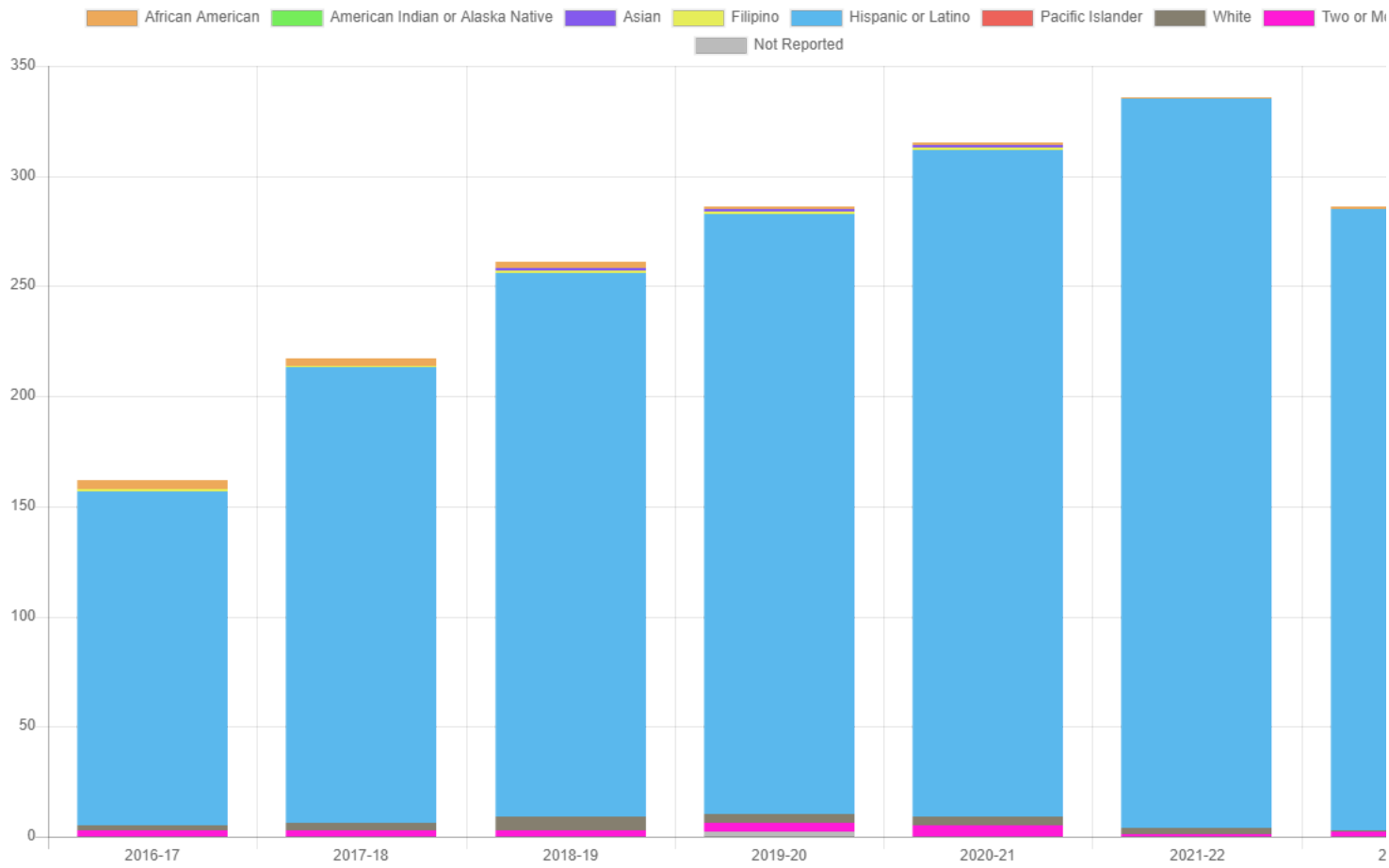
Voices College-Bound Language Academy at Mt. Pleasant Report (43-10439-0132530)

+ Report Description

+ Report Options and Filters

Academic Year	Total	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White	Two or More Races	Not Reported
2022-23	**286**	0.3%	0.0%	0.0%	0.0%	98.6%	0.0%	0.3%	0.7%	0.0%
2021-22	**336**	0.3%	0.0%	0.0%	0.0%	98.5%	0.0%	0.9%	0.3%	0.0%
2020-21	**315**	0.3%	0.0%	0.3%	0.3%	96.2%	0.0%	1.3%	1.6%	0.0%
2019-20	**286**	0.3%	0.0%	0.3%	0.3%	95.5%	0.0%	1.4%	1.4%	0.7%
2018-19	**261**	1.1%	0.0%	0.4%	0.4%	94.6%	0.0%	2.3%	1.1%	0.0%
2017-18	**217**	1.4%	0.0%	0.0%	0.5%	95.4%	0.0%	1.4%	1.4%	0.0%
2016-17	**162**	2.5%	0.0%	0.0%	0.6%	93.8%	0.0%	1.2%	1.9%	0.0%

Enrollment by Ethnicity



Documentary Record 001371

Documentary Record 001372

Bullis Charter School Petition

California Department of Education

DataQuest Home / Enrollment Report

2022-23 Enrollment by Subgroup

ACE Charter Report (43-10439-0116814)

+ Report Description

− Report Options and Filters

Report Selection

Report:
Enrollment by Subgroup

County:
43 - Santa Clara

District:
4310439 - Santa Clara County Office of Education

School:
43104390116814 - ACE Empower Academy

Year:
2022-23

Display Options

View Data As:

○ **Numbers** ○ **Row Percents** ◉ **Column Percents**

Subgroup	Enrollment
English Learners	64.9%
Foster Youth	0.0%
Homeless Youth	0.0%

Documentary Record 001373

Migrant Education	0.0%
Students with Disabilities	16.2%
Socioeconomically Disadvantaged	93.2%
All Students	**191**

Documentary Record 001374

Bullis Charter School Petition

California Department of Education

DataQuest Home / Enrollment Report

2022-23 Enrollment by Subgroup

Alpha: Cornerstone Academy Preparatory Report (43-10439-0121483)

+ Report Description

− Report Options and Filters

Report Selection

Report:
Enrollment by Subgroup

County:
43 - Santa Clara

District:
4310439 - Santa Clara County Office of Education

School:
43104390121483 - Alpha: Cornerstone Academy Preparatory

Year:
2022-23

Display Options

View Data As:

○ **Numbers** ○ **Row Percents** ◉ **Column Percents**

Subgroup	Enrollment
English Learners	27.5%
Foster Youth	0.0%
Homeless Youth	0.0%

Documentary Record 001375

Bullis Charter School Petition

Migrant Education	0.0%
Students with Disabilities	8.1%
Socioeconomically Disadvantaged	53.5%
All Students	**520**

Documentary Record 001376

Bullis Charter School Petition

California Department of Education

DataQuest Home / Enrollment Report

2022-23 Enrollment by Subgroup

Alpha: Jose Hernandez Middle Report (43-10439-0129213)

+ Report Description

− Report Options and Filters

Report Selection

Report:
Enrollment by Subgroup

County:
43 - Santa Clara

District:
4310439 - Santa Clara County Office of Education

School:
43104390129213 - Alpha: Jose Hernandez

Year:
2022-23

Display Options

View Data As:

○ **Numbers** ○ **Row Percents** ◉ **Column Percents**

Subgroup	Enrollment
English Learners	66.5%
Foster Youth	0.0%
Homeless Youth	0.2%

Documentary Record 001377

Bullis Charter School Petition

Migrant Education	0.0%
Students with Disabilities	9.3%
Socioeconomically Disadvantaged	93.6%
All Students	**451**

Documentary Record 001378

Bullis Charter School Petition

California Department of Education

DataQuest Home / Enrollment Report

2022-23 Enrollment by Subgroup for Charter and Non-Charter Schools

Alum Rock Union Elementary Report (43-69369)

+ Report Description

− Report Options and Filters

Report Selection

Report:
Enrollment by Subgroup for Charter and Non-Charter Schools

County:
43 - Santa Clara

District:
4369369 - Alum Rock Union Elementary

School:
- Select a School

Year:
2022-23

Display Options

View Data As:

○ **Numbers** ○ **Row Percents** ◉ **Column Percents**

Subgroup	Charter School Enrollment	Non-Charter School Enrollment	Total Enrollment
English Learners	49.4%	43.2%	44.4%

Documentary Record 001379

Bullis Charter School Petition

Foster Youth	0.2%	0.2%	0.2%
Homeless Youth	0.8%	1.1%	1.0%
Migrant Education	0.2%	0.2%	0.2%
Students with Disabilities	10.0%	13.0%	12.4%
Socioeconomically Disadvantaged	80.6%	76.7%	77.5%
All Students	**1,700**	**7,107**	**8,807**

Documentary Record 001380

Bullis Charter School Petition

California Department of Education

DataQuest Home / Enrollment Report

2022-23 Enrollment by Subgroup

Bullis Charter Report (43-10439-0106534)

+ Report Description

− Report Options and Filters

Report Selection

Report:
Enrollment by Subgroup

County:
43 - Santa Clara

District:
4310439 - Santa Clara County Office of Education

School:
43104390106534 - Bullis Charter

Year:
2022-23

Display Options

View Data As:

○ **Numbers** ○ **Row Percents** ◉ **Column Percents**

Subgroup	Enrollment
English Learners	6.1%
Foster Youth	0.0%
Homeless Youth	0.0%

Documentary Record 001381

Migrant Education	0.0%
Students with Disabilities	6.9%
Socioeconomically Disadvantaged	1.9%
All Students	**1,058**

Documentary Record 001382

Bullis Charter School Petition

California Department of Education

DataQuest Home / Enrollment Report

2022-23 Enrollment by Subgroup

Discovery Charter Report (43-10439-0111880)

+ Report Description

− Report Options and Filters

Report Selection

Report:
Enrollment by Subgroup

County:
43 - Santa Clara

District:
4310439 - Santa Clara County Office of Education

School:
43104390111880 - Discovery Charter

Year:
2022-23

Display Options

View Data As:

○ **Numbers** ○ **Row Percents** ◉ **Column Percents**

Subgroup	Enrollment
English Learners	13.3%
Foster Youth	0.2%
Homeless Youth	0.0%

Documentary Record 001383

Migrant Education	0.0%
Students with Disabilities	9.5%
Socioeconomically Disadvantaged	10.3%
All Students	**535**

Documentary Record 001384

Bullis Charter School Petition

California Department of Education

DataQuest Home / Enrollment Report

2022-23 Enrollment by Subgroup

Discovery Charter II Report (43-10439-0127969)

+ Report Description

− Report Options and Filters

Report Selection

Report:
Enrollment by Subgroup

County:
43 - Santa Clara

District:
4310439 - Santa Clara County Office of Education

School:
43104390127969 - Discovery Charter II

Year:
2022-23

Display Options

View Data As:

○ **Numbers** ○ **Row Percents** ◉ **Column Percents**

Subgroup	Enrollment
English Learners	9.4%
Foster Youth	0.0%
Homeless Youth	0.0%

Documentary Record 001385

Migrant Education	0.0%
Students with Disabilities	13.1%
Socioeconomically Disadvantaged	13.7%
All Students	**488**

Documentary Record 001386

Bullis Charter School Petition

California Department of Education

DataQuest Home / Enrollment Report

2022-23 Enrollment by Subgroup

Downtown College Prep - Alum Rock Report (43-10439-0123257)

+ Report Description

− Report Options and Filters

Report Selection

Report:
Enrollment by Subgroup

County:
43 - Santa Clara

District:
4310439 - Santa Clara County Office of Education

School:
43104390123257 - Downtown College Prep - Alum Rock

Year:
2022-23

Display Options

View Data As:

○ **Numbers** ○ **Row Percents** ◉ **Column Percents**

Subgroup	Enrollment
English Learners	31.2%
Foster Youth	0.2%
Homeless Youth	1.1%

Documentary Record 001387

Migrant Education	0.0%
Students with Disabilities	14.2%
Socioeconomically Disadvantaged	80.3%
All Students	**529**

Documentary Record 001388

Bullis Charter School Petition

California Department of Education

DataQuest Home / Enrollment Report

2022-23 Enrollment by Subgroup for Charter and Non-Charter Schools

East Side Union High Report (43-69427)

+ Report Description

− Report Options and Filters

Report Selection

Report:
Enrollment by Subgroup for Charter and Non-Charter Schools

County:
43 - Santa Clara

District:
4369427 - East Side Union High

School:
- Select a School

Year:
2022-23

Display Options

View Data As:

○ **Numbers** ○ **Row Percents** ◉ **Column Percents**

Subgroup	Charter School Enrollment	Non-Charter School Enrollment	Total Enrollment
English Learners	39.8%	19.8%	22.5%

Documentary Record 001389

Bullis Charter School Petition

Foster Youth	0.0%	0.2%	0.2%
Homeless Youth	15.4%	3.7%	5.3%
Migrant Education	0.0%	0.5%	0.4%
Students with Disabilities	11.1%	11.9%	11.8%
Socioeconomically Disadvantaged	84.5%	41.1%	47.1%
All Students	**3,366**	**21,148**	**24,514**

Documentary Record 001390

Bullis Charter School Petition

California Department of Education

DataQuest Home / Enrollment Report

2022-23 Enrollment by Subgroup for Charter and Non-Charter Schools

Franklin-McKinley Elementary Report (43-69450)

+ Report Description

− Report Options and Filters

Report Selection

Report:
Enrollment by Subgroup for Charter and Non-Charter Schools

County:
43 - Santa Clara

District:
4369450 - Franklin-McKinley Elementary

School:
- Select a School

Year:
2022-23

Display Options

View Data As:

○ **Numbers** ○ **Row Percents** ◉ **Column Percents**

Subgroup	Charter School Enrollment	Non-Charter School Enrollment	Total Enrollment
English Learners	47.3%	48.8%	48.4%

Documentary Record 001391

Bullis Charter School Petition

Foster Youth	0.0%	0.2%	0.2%
Homeless Youth	2.9%	2.3%	2.4%
Migrant Education	0.0%	0.1%	0.1%
Students with Disabilities	10.1%	12.4%	11.8%
Socioeconomically Disadvantaged	65.8%	62.0%	63.0%
All Students	**2,155**	**5,952**	**8,107**

Documentary Record 001392

Bullis Charter School Petition

California Department of Education

DataQuest Home / Enrollment Report

2022-23 Enrollment by Subgroup for Charter and Non-Charter Schools

Los Altos Elementary Report (43-69518)

+ Report Description

− Report Options and Filters

Report Selection

Report:
Enrollment by Subgroup for Charter and Non-Charter Schools

County:
43 - Santa Clara

District:
4369518 - Los Altos Elementary

School:
- Select a School

Year:
2022-23

Display Options

View Data As:

○ **Numbers** ○ **Row Percents** ◉ **Column Percents**

Subgroup	Charter School Enrollment	Non-Charter School Enrollment	Total Enrollment
English Learners	0.0%	10.2%	10.2%

Documentary Record 001393

Bullis Charter School Petition

Foster Youth	0.0%	0.0%	0.0%
Homeless Youth	0.0%	0.0%	0.0%
Migrant Education	0.0%	0.0%	0.0%
Students with Disabilities	0.0%	9.5%	9.5%
Socioeconomically Disadvantaged	0.0%	7.0%	7.0%
All Students	**0**	**3,355**	**3,355**

Documentary Record 001394

Bullis Charter School Petition

California Department of Education

DataQuest Home / Enrollment Report

2022-23 Enrollment by Subgroup for Charter and Non-Charter Schools

Moreland Report (43-69575)

+ Report Description

− Report Options and Filters

Report Selection

Report:
Enrollment by Subgroup for Charter and Non-Charter Schools

County:
43 - Santa Clara

District:
4369575 - Moreland

School:
- Select a School

Year:
2022-23

Display Options

View Data As:

○ **Numbers** ○ **Row Percents** ◉ **Column Percents**

Subgroup	Charter School Enrollment	Non-Charter School Enrollment	Total Enrollment
English Learners	0.0%	28.4%	28.4%

Documentary Record 001395

Foster Youth	0.0%	0.1%	0.1%
Homeless Youth	0.0%	0.4%	0.4%
Migrant Education	0.0%	0.0%	0.0%
Students with Disabilities	0.0%	12.7%	12.7%
Socioeconomically Disadvantaged	0.0%	35.2%	35.2%
All Students	**0**	**3,940**	**3,940**

Documentary Record 001396

Bullis Charter School Petition

California Department of Education

DataQuest Home / Enrollment Report

2022-23 Enrollment by Subgroup for Charter and Non-Charter Schools

Morgan Hill Unified Report (43-69583)

+ Report Description

− Report Options and Filters

Report Selection

Report:
Enrollment by Subgroup for Charter and Non-Charter Schools

County:
43 - Santa Clara

District:
4369583 - Morgan Hill Unified

School:
- Select a School

Year:
2022-23

Display Options

View Data As:

○ **Numbers** ○ **Row Percents** ◉ **Column Percents**

Subgroup	Charter School Enrollment	Non-Charter School Enrollment	Total Enrollment
English Learners	1.5%	18.2%	16.9%

Documentary Record 001397

Bullis Charter School Petition

Foster Youth	0.0%	0.2%	0.1%
Homeless Youth	0.2%	8.4%	7.8%
Migrant Education	0.2%	2.1%	1.9%
Students with Disabilities	7.8%	12.7%	12.3%
Socioeconomically Disadvantaged	8.1%	40.1%	37.7%
All Students	**654**	**8,013**	**8,667**

Documentary Record 001398

Bullis Charter School Petition

California Department of Education

DataQuest Home / Enrollment Report

2022-23 Enrollment by Subgroup for Charter and Non-Charter Schools

Mount Pleasant Elementary Report (43-69617)

+ Report Description

− Report Options and Filters

Report Selection

Report:
Enrollment by Subgroup for Charter and Non-Charter Schools

County:
43 - Santa Clara

District:
4369617 - Mount Pleasant Elementary

School:
- Select a School

Year:
2022-23

Display Options

View Data As:

○ **Numbers** ○ **Row Percents** ◉ **Column Percents**

Subgroup	Charter School Enrollment	Non-Charter School Enrollment	Total Enrollment
English Learners	41.9%	43.3%	43.0%

Documentary Record 001399

Bullis Charter School Petition

Foster Youth	0.0%	0.4%	0.3%
Homeless Youth	6.3%	6.6%	6.6%
Migrant Education	2.1%	1.0%	1.3%
Students with Disabilities	9.6%	16.0%	14.3%
Socioeconomically Disadvantaged	57.1%	73.8%	69.5%
All Students	**427**	**1,221**	**1,648**

Documentary Record 001400

Bullis Charter School Petition

California Department of Education

DataQuest Home / Enrollment Report

2022-23 Enrollment by Subgroup

Rocketship Fuerza Community Prep Report (43-10439-0131110)

+ Report Description

− Report Options and Filters

Report Selection

Report:
Enrollment by Subgroup

County:
43 - Santa Clara

District:
4310439 - Santa Clara County Office of Education

School:
43104390131110 - Rocketship Fuerza Community Prep

Year:
2022-23

Display Options

View Data As:

○ **Numbers** ○ **Row Percents** ◉ **Column Percents**

Subgroup	Enrollment
English Learners	63.8%
Foster Youth	0.2%
Homeless Youth	3.4%

Documentary Record 001401

Migrant Education	0.0%
Students with Disabilities	6.6%
Socioeconomically Disadvantaged	78.4%
All Students	**560**

Documentary Record 001402

Bullis Charter School Petition

California Department of Education

DataQuest Home / Enrollment Report

2022-23 Enrollment by Subgroup

Rocketship Mateo Sheedy Elementary Report (43-10439-0113704)

+ Report Description

− Report Options and Filters

Report Selection

Report:
Enrollment by Subgroup

County:
43 - Santa Clara

District:
4310439 - Santa Clara County Office of Education

School:
43104390113704 - Rocketship Mateo Sheedy Elementary

Year:
2022-23

Display Options

View Data As:

○ **Numbers** ○ **Row Percents** ◉ **Column Percents**

Subgroup	Enrollment
English Learners	57.8%
Foster Youth	0.0%
Homeless Youth	7.7%

Documentary Record 001403

Bullis Charter School Petition

Migrant Education	0.0%
Students with Disabilities	7.3%
Socioeconomically Disadvantaged	77.1%
All Students	**493**

Documentary Record 001404

Bullis Charter School Petition

California Department of Education

DataQuest Home / Enrollment Report

2022-23 Enrollment by Subgroup

Rocketship Rising Stars Report (43-10439-0133496)

+ Report Description

− Report Options and Filters

Report Selection

Report:
Enrollment by Subgroup

County:
43 - Santa Clara

District:
4310439 - Santa Clara County Office of Education

School:
43104390133496 - Rocketship Rising Stars

Year:
2022-23

Display Options

View Data As:

○ **Numbers** ○ **Row Percents** ◉ **Column Percents**

Subgroup	Enrollment
English Learners	52.3%
Foster Youth	0.0%
Homeless Youth	3.7%

Documentary Record 001405

Bullis Charter School Petition

Migrant Education	0.0%
Students with Disabilities	7.8%
Socioeconomically Disadvantaged	73.7%
All Students	**593**

Documentary Record 001406

Bullis Charter School Petition

California Department of Education

DataQuest Home / Enrollment Report

2022-23 Enrollment by Subgroup

Rocketship Si Se Puede Academy Report (43-10439-0119024)

+ Report Description

− Report Options and Filters

Report Selection

Report:
Enrollment by Subgroup

County:
43 - Santa Clara

District:
4310439 - Santa Clara County Office of Education

School:
43104390119024 - Rocketship Si Se Puede Academy

Year:
2022-23

Display Options

View Data As:

○ **Numbers** ○ **Row Percents** ◉ **Column Percents**

Subgroup	Enrollment
English Learners	67.9%
Foster Youth	0.0%
Homeless Youth	9.9%

Documentary Record 001407

Bullis Charter School Petition

Migrant Education	0.0%
Students with Disabilities	9.6%
Socioeconomically Disadvantaged	85.2%
All Students	**324**

Documentary Record 001408

Bullis Charter School Petition

California Department of Education

DataQuest Home / Enrollment Report

2022-23 Enrollment by Subgroup for Charter and Non-Charter Schools

San Jose Unified Report (43-69666)

+ Report Description

− Report Options and Filters

Report Selection

Report:
Enrollment by Subgroup for Charter and Non-Charter Schools

County:
43 - Santa Clara

District:
4369666 - San Jose Unified

School:
- Select a School

Year:
2022-23

Display Options

View Data As:

○ **Numbers** ○ **Row Percents** ◉ **Column Percents**

Subgroup	Charter School Enrollment	Non-Charter School Enrollment	Total Enrollment
English Learners	46.4%	22.3%	23.3%

Documentary Record 001409

Bullis Charter School Petition

Foster Youth	0.0%	0.2%	0.2%
Homeless Youth	0.0%	1.1%	1.0%
Migrant Education	0.0%	0.0%	0.0%
Students with Disabilities	17.4%	13.0%	13.2%
Socioeconomically Disadvantaged	85.4%	44.0%	45.6%
All Students	**1,028**	**25,451**	**26,479**

Documentary Record 001410

Bullis Charter School Petition

California Department of Education

DataQuest Home / Enrollment Report

2022-23 Enrollment by Subgroup

Summit Public School: Tahoma Report (43-10439-0123794)

+ Report Description

− Report Options and Filters

Report Selection

Report:
Enrollment by Subgroup

County:
43 - Santa Clara

District:
4310439 - Santa Clara County Office of Education

School:
43104390123794 - Summit Public School: Tahoma

Year:
2022-23

Display Options

View Data As:

○ **Numbers** ○ **Row Percents** ◉ **Column Percents**

Subgroup	Enrollment
English Learners	9.9%
Foster Youth	0.3%
Homeless Youth	0.0%

Documentary Record 001411

Migrant Education	0.6%
Students with Disabilities	18.5%
Socioeconomically Disadvantaged	25.2%
All Students	**314**

Documentary Record 001412

Bullis Charter School Petition

California Department of Education

DataQuest Home / Enrollment Report

2022-23 Enrollment by Subgroup

Sunrise Middle Report (43-10439-0124065)

+ Report Description

− Report Options and Filters

Report Selection

Report:
Enrollment by Subgroup

County:
43 - Santa Clara

District:
4310439 - Santa Clara County Office of Education

School:
43104390124065 - Sunrise Middle

Year:
2022-23

Display Options

View Data As:

○ **Numbers** ○ **Row Percents** ◉ **Column Percents**

Subgroup	Enrollment
English Learners	42.2%
Foster Youth	0.0%
Homeless Youth	13.3%

Documentary Record 001413

Migrant Education	0.0%
Students with Disabilities	13.0%
Socioeconomically Disadvantaged	85.4%
All Students	**308**

Documentary Record 001414

Bullis Charter School Petition

California Department of Education

DataQuest Home / Enrollment Report

2022-23 Enrollment by Subgroup

Voices College-Bound Language Academy at Morgan Hill Report (43-10439-0131748)

+ Report Description

− Report Options and Filters

Report Selection

Report:
Enrollment by Subgroup

County:
43 - Santa Clara

District:
4310439 - Santa Clara County Office of Education

School:
43104390131748 - Voices College-Bound Language Academy at Morgan Hill

Year:
2022-23

Display Options

View Data As:

○ **Numbers** ○ **Row Percents** ◉ **Column Percents**

Subgroup	Enrollment
English Learners	59.9%
Foster Youth	0.0%

Documentary Record 001415

Homeless Youth	0.0%
Migrant Education	0.0%
Students with Disabilities	9.0%
Socioeconomically Disadvantaged	64.7%
All Students	**289**

Documentary Record 001416

Bullis Charter School Petition

California Department of Education

DataQuest Home / Enrollment Report

2022-23 Enrollment by Subgroup

Voices College-Bound Language Academy at Mt. Pleasant Report (43-10439-0132530)

+ Report Description

− Report Options and Filters

Report Selection

Report:
Enrollment by Subgroup

County:
43 - Santa Clara

District:
4310439 - Santa Clara County Office of Education

School:
43104390132530 - Voices College-Bound Language Academy at Mt. Pleasant

Year:
2022-23

Display Options

View Data As:

○ **Numbers** ○ **Row Percents** ◉ **Column Percents**

Subgroup	Enrollment
English Learners	54.5%
Foster Youth	0.3%

Documentary Record 001417

Homeless Youth	0.0%
Migrant Education	0.0%
Students with Disabilities	8.7%
Socioeconomically Disadvantaged	64.0%
All Students	**286**

Documentary Record 001418

Attachment 3

Documentary Record 001419

LASD
Los Altos School District

September 10, 2019

Santa Clara County Board of Education
Mary Ann Dewan, Ph.D., County Superintendent of Schools
1290 Ridder Park Drive
San Jose, CA 95131

Re: Los Altos School District
Bullis Charter School

Dear Dr. Dewan and Santa Clara County Board of Education:

The Los Altos School District Board ("LASD" or "Board") sends this correspondence seeking significant steps to end the longstanding discrimination at Bullis Charter School ("BCS") and ensure equitable access to *all* students. Not only has BCS fostered discriminatory impacts since it initiated its program nearly 15 years ago, it now intends to give enrollment priority to students who reside in the wealthiest and least socioeconomically diverse area within LASD (the "Exclusionary Los Altos Hills Preference"). Based upon the information presented below it is long past time for you, as the BCS authorizer, to act. Both the Santa Clara County Board of Education ("SCCBOE") and the County Superintendent must take the requisite steps to protect our public education system. To meet these obligations, the Board asks that you, among other things, take the following actions:

- Reject the Exclusionary Los Altos Hills Preference;
- Develop a comprehensive desegregation plan designed to ensure a student population that mirrors the demographics within the LASD boundaries;
- Ensure that the desegregation plan include: transparent lottery conducted by the Santa Clara County Office of Education ("SCCOE") staff, priority preference for free and reduced lunch students, English Language Learners ("ELL"), special needs students and other underrepresented students, and restricted growth until such time as the discrimination is corrected;
- Hold BCS accountable to the requirements of a school operating in the public school system.

Board of Trustees
Vladimir Ivanovic
Bryan Johnson
Vaishali Sirkay
Jessica Speiser
Steve Taglio





650 947-1150
650 947-0118 fax
201 Covington Road
Los Altos, CA 94024
@lasdk8
lasdschools.org

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As you know, BCS's failure to serve a student population that reflects the demographics within the LASD boundaries has long been a concern for LASD, its parents, and the community at large – a concern that has been voiced for many years including at the SCCBOE meetings. In fact, the SCCBOE recognized BCS's continuing failure to meet this statutory requirement (Ed. Code, § 47605(b)(5)(G)) when it considered the most recent renewal of its charter for another term.

When BCS sought the approval of the LASD to operate a charter school in the district, LASD rejected the application, believing that a charter school would do little more than divide an educational community that was serving well *all* public school students in the District. The SCCBOE nonetheless approved the charter and SCCBOE and its Office of Education thus assumed the responsibility to ensure BCS would deliver educational services in alignment with current educational expectations and at the same time would not implement policies that discriminate against students, or effectuate policies that create a discriminatory disparate impact against vulnerable students.

LASD's worst fears have been realized. BCS has engaged in systematic discrimination throughout its fifteen plus years of existence, and SCCBOE/SCCOE has throughout done little to fulfill its mandatory duty to restrain the long running discrimination at BCS. The combination of BCS's discrimination and SCCBOE/SCCOE's neglect has not only harmed students but produced ever increasing adverse financial impacts on LASD, and is tearing apart a community that has an exceptional commitment to the highest quality public education yet whose laudable aspirations are stymied by an unregulated, divisive and discriminatory charter school.

The straw that threatens to break the camel's back, and that prompts this letter, is BCS's recently announced proposal to *reinstate* a discriminatory admissions preference that gives priority to students who reside in the wealthiest and least socioeconomically diverse area within LASD (the "Exclusionary Los Altos Hills Preference"). This discrimination coupled with unregulated charter school student enrollment growth results in a negative fiscal impact to the district, threatens to force cuts to district staffing, educational programs and class sizes, and erodes opportunities for students in our traditional neighborhood public schools. This "two-tier" educational system is a disservice to taxpayers who fund our schools and an injustice to the students in our neighborhoods.

Six years ago, LASD brought a court action to seek a judicial declaration regarding the illegality of BCS's discriminatory practices. At this time, several SCCBOE trustees expressed concern about BCS's practices and whether they should preclude renewal of BCS's charter. Trustee Anna Song noted in a formal communication to the BCS Board, "BCS has performed abysmally in serving socioeconomically disadvantaged students." Joe DiSalvo, another SCCBOE trustee, stated at an April 3, 2013 board meeting, "I don't want to be too melodramatic here but I'm thinking there's an emerging board majority that

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would not renew what you have." (See https://www.sccoe.org/countyboard/Pages/2012-13.aspx). He added, "I feel like my vote furthered a divide in an exceptional community in California, the United States and the world." (*Id*.) Michael Chang, another trustee, stated at the April 3, 2013 meeting, "we would like to see more ethnic and income diversity in your student population and that we made the point that we were looking for outcomes not your outreach efforts ..." (*Id.*)

As the concerns over discriminatory policies and practices mounted, BCS avoided further scrutiny by entering a settlement of LASD's action in which BCS pledged to be more inclusionary. Yet, over the six years that has followed that settlement, BCS has become even *more* discriminatory in the population it has enrolled. BCS now seeks to literally turn back the clock to reinstate a discriminatory preference for families that reside in an area that is among the wealthiest 0.0001% of the entire state of California. SCCBOE/SCCOE must act to not only reject that proposal but to take further action that brings BCS into compliance with law.

A. The Law Prohibits Policies/Systems That Produce Discriminatory Impacts

Access to public education is a fundamental right afforded the highest levels of protection under California law. (*Serrano v. Priest* (1971) 5 Cal.3d 584 ("*Serrano I*") ["the distinctive and priceless function of education in our society warrants, indeed compels, our treating it as a 'fundamental interest.'"]; *Serrano v. Priest* (1976) 18 Cal.3d 728, 766 [affirming *Serrano I* and applying strict scrutiny to examining discriminatory school financing system].)

Accordingly, California law forbids any charter school provisions, practices, rules or other systems that result in a disproportionate impact on a protected group. (*Serrano I*, 5 Cal.3d at p. 589 [striking down the state's school funding system as unconstitutional due to its disparate impact upon socioeconomically disadvantaged students]; *Crawford v. Board of Education* (1976) 17 Cal.3d 280, 296 [schools are "not constitutionally free to adopt any facially neutral policy it chooses, oblivious to such policy's actual differential impact on the minority children in its schools"]; *Griggs v. Duke Power Company* (1971) 401 U.S. 424 [an admissions scheme that is on its face arguably neutral is discriminatory if it has a disparate impact on a protected group].)

Despite this controlling law, County Superintendent Dr. Mary Ann Dewan recently responded to concerns raised by Eric Shiu, an LASD parent, by stating:

> *Bullis is required to conduct any admissions lottery in accordance with the preferences as set forth in its charter and cannot deviate from those approved preferences, including by adding additional preferences, without processing a request for a material revision to its charter. Neither the community nor SCCBOE can unilaterally impose additional preference requirements in the middle of Bullis' charter term. If you would like to*

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recommend that Bullis change or add to its admission preferences, those suggestions should be recommended to Bullis, and the charter school could seek such changes if it chooses.

The response reflects an alarming misunderstanding of the SCCBOE's/SCCOE's role in charter school oversight. The statement that "Bullis is required to conduct any admissions lottery in accordance with the preferences set forth in its charter and cannot deviate from the approved preferences" serves to reinforce discrimination, rather than seek to correct it. This stated policy, together with approval of the admissions provisions and the failure to take any corrective action, makes the SCCOE and SCCBOE complicit in the discrimination.

Contrary to Dr. Dewan's statement, BCS and the SCCOE/SCCBOE must ensure that BCS: (1) complies with its duty to ensure that the racial and ethnic balance of its pupils is reflective of the general population residing within LASD boundaries (Ed. Code, § 47605(b)(5)(G); Charter, p. 23); and (2) does not take any action that adversely affects protected groups of students (Cal. Const. art. I § 7; Ed. Code, § 200 et seq.)

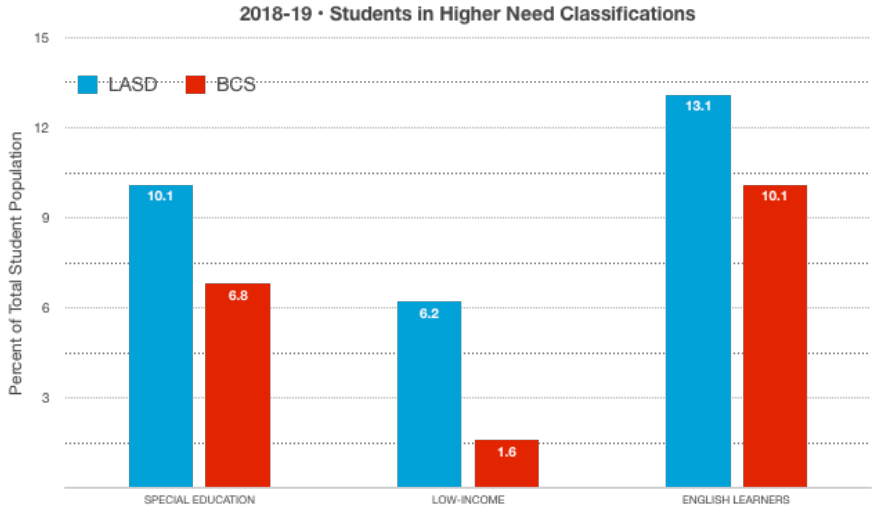
B. Bullis Continues To Underserve Marginalized Pupils

It is the requirement and the responsibility of public schools in the State of California to serve all students.

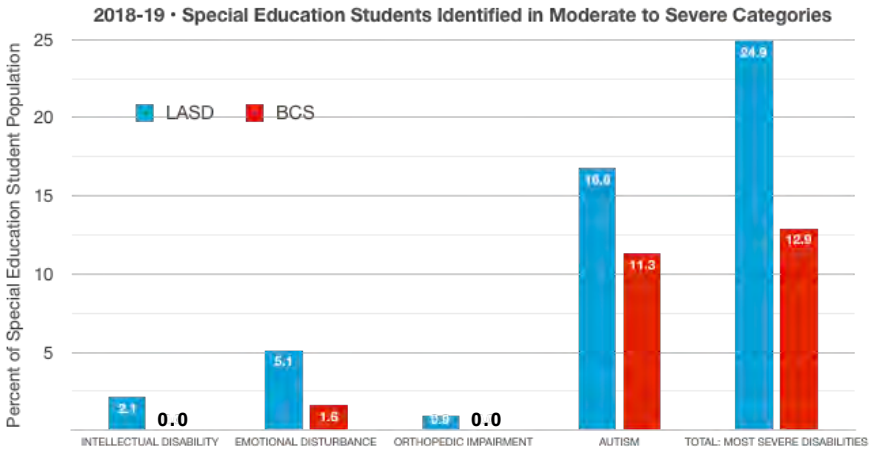
Publicly-available data from the California Department of Education shows the discriminatory/disparate impact on protected classes of students through BCS's practices. In 2018, 6.2% of LASD's students were identified as socioeconomically disadvantaged, whereas only 1.6% of BCS's pupil population was identified as the same. Similarly, in 2018, the District's English learner population was 13.1%, whereas BCS lagged again at 10.1%. BCS's stated intention to invoke a preference for students residing within the Los Altos Hills – a zip code recognized as one of the wealthiest in the country – will only serve to exacerbate the now longstanding discriminatory impact upon these protected classes of students.

BCS's underservice of students with disabilities – particularly those whose disabilities tend to require more resources to serve – is notably stark. During the seven (7) years from 2012-13 through 2018-19, LASD's enrollment of special education pupils has averaged 9.5% of its pupils, whereas BCS averaged only 5.6% of its students.

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Equally troubling, BCS's underservice of students with disabilities is compounded by the types of pupils it serves. Some disabilities require more educational resources than others – for example, Speech Language Impairment ("SLI") and Specific Learning Disability ("SLD") typically require less resources than Intellectual Disabilities, Emotional Disturbance, or Orthopedic Impairment. While LASD's ratio of SLI/SLD students (i.e., lower cost special education students) has fallen significantly, BCS continues to maintain a high ratio of such students. BCS consistently enrolls a *far* lower ratio of high cost special education students than LASD:



The data reflects that not only has BCS underserved students with disabilities when compared to LASD, but it has evaded its obligation to serve the full spectrum of disabilities and abrogated its responsibility to educate those pupils who need the most intensive care. The data as well as the information from parents who have had their special needs students turned away from BCS confirm that discrimination is occurring. What has developed is a charter school, ostensibly required to be part of the public school system, serving a narrow student population and failing to serve all pupils in the community – this is not what the law intended. (*Wilson v. State Bd. of Educ.* (1999) 75

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Cal.App.4th 1125, 1137 ["the establishment of charter schools does not create a dual system of public schools"].)

C. BCS's Discrimination and Resulting Segregation Mirrors a Disturbing Statewide Trend Among California's Charter Schools.

As a recent study documented and summarized:

> "It's clear, **there is a high cost to California school districts as a result of how unequally charter schools enroll both special education students in general and students with hardest-to-serve disabilities in particular.** This cost is borne by districts as a result of California's formula for funding special education, which distributes funding roughly on a total per pupil basis, with no accounting for whether or not a student has a disability, or the severity of their disability." See https://www.cta.org/stateofdenial. (Highlight in original.)

The report also summarized the fiscal impact of this charter school discrimination on three public school districts – San Diego Unified School District, Los Angeles Unified School District, and Oakland Unified School District – as follows:



D. The SCCBOE/SCCOE Has The Legal Obligation To Exercise Oversight To Address BCS's Discriminatory Conduct and Impacts

SCCOE and its Board may not continue to turn a blind eye to the BCS practices that have resulted in disproportionate impact on these protected groups of students. Aside from your responsibilities to *all* students within the county, an authorizer who knows, or has reason to know, of a charter school's noncompliance in meeting the requirements to

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serve a comparable student population or to otherwise engage in discrimination/discriminatory practices, can be held liable for the injury caused by the charter school's actions. (Ed. Code, § 47604(c).) In fact, failure to take action in the face of acknowledged discrimination creates an independent liability for the authorizer for its own failure to act.

We note that the County Superintendent's statement to Mr. Shiu takes a very narrow view of oversight and the role of the authorizer. However, oversight not only includes the tasks identified in Education Code section 47604.32, it also includes the obligation to take action where there is a: (1) violation of the charter; (2) a violation of law; (3) a failure to meet pupil (academic) outcomes; and/or (4) fiscal mismanagement. (Ed. Code, § 47607(c).) In fact, any protection from liability under Education Code section 47604(c) is dependent upon the authorizer's compliance "with all oversight responsibilities required by law *including, but not limited to*, those required by Section 47604.32 and subdivision (m) of Section 47605." As such, there is far more to meeting the obligations of an authorizer including, as stated above, taking action under Education Code section 47607(c) in the face of violations.

While authorizers have broad discretion, they must hold charters accountable. The court has expressly acknowledged "[l]ocal school districts and county boards of education, as well as parents and teachers, have a right to expect that charter schools will hew not just to the law, but to their charters ..." The court held that these groups may file suit against an authorizer to require it to take action to hold the charter to account for violations. (*California School Boards Association v. State Board of Education* (2010) 186 Cal.App.4th 1298, 1326.)

We understand that Dr. Dewan is operating under the understanding that because BCS was authorized on appeal to the County rather than as a countywide benefit charter school, SCCBOE's/SCCOE's oversight role is "limited." Such an assertion is baseless and contrary to law. The Charter Schools Act makes no distinction in an authorizer's oversight duties dependent upon how it received a charter petition. (Ed. Code, § 47604(c) ["An authority that grants a charter to a charter school" must comply with oversight duties].) The agency that authorizes a charter school is then fully responsible for overseeing it in compliance with law – any other interpretation would be considered unconstitutional. (*California School Bds. Assn., supra,* 186 Cal.App.4th at 1326 ["It is, thus, the very control and oversight by public officials that legitimize charter schools. If monitoring and enforcement are, in reality, either lax or nonexistent, then the entire statutory scheme governing charter schools is called into question."]; *Wilson v. State Bd. of Educ.* (1999) 75 Cal.App.4th 1125, 1139 ["the very destiny of charter schools lies solely in the hands of public agencies and offices, from the local to the state level: school districts, county boards of education, the Superintendent and the Board."].)

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E. BCS's Continuing Discrimination Arises From The Fact That The School Was Formed For A Discriminatory Purpose

The need for SCCBOE/SCCOE to act is even more apparent when one considers that BCS was founded to create an exclusionary school, a purpose that is antithetical to the public school system. From BCS's inception, its exclusionary purpose has injected division and discrimination into an otherwise exceptional public school system and the discrimination has grown over time and has reached a breaking point. An overview of BCS's history illustrates the adverse impact that BCS's formation has had on the LASD public school community.

1. The Bullis Charter School Forms For Reasons That Bear Little Relation To The *Raison D'Etre* For Charter Schools: Expanding Opportunities For Those That The Public School System Is Underserving

The Charter Schools Act declares charter schools to be "part of the public school system" and places "special emphasis on expanding learning opportunities for pupils who are identified as academically low achieving." (Ed. Code, § 47601(b).) To that end, the charter school laws require charter schools to admit pupils on an equal opportunity basis, prohibit the charging of tuition, and require the chartering authority to "consider increases in public academic achievement for *all groups* of pupils served by the charter school as the most important factor in determining whether to grant charter renewal." (Ed. Code, § 47605(a)(3)(A) [emph. added].) Thus, the idea is to provide parents and pupils in poorly performing public schools with expanded educational choices that advance improvement, particularly in groups underserved by the existing public school system.

LASD has long produced among the highest achieving public schools in California, and a community dedicated to producing quality education for every public school pupil—in every demographic category. The residents vote to tax themselves to fund the public schools and parents volunteer countless time to help the schools.

In 2003, the LASD closure of Bullis-Purissima Elementary School in Los Altos Hills, prompted a small group of parents to form BCS, seeking to establish a charter school that this small group, rather than elected public officials, would control. The founders soon raised over $5 million in private funds and demanded that the District handover the closed school site to BCS. BCS also granted an admissions preference for residents of the former Bullis-Purissima elementary school—the Exclusionary Los Altos Hills Preference.

Thus, from the start, BCS's purpose was not to expand learning opportunities for an underserved group, but was instead to create a school where the District's wealthiest residents could combine private donations with public funds to establish a "semi-private school." (See "Taypayers Get Billed for Kids of Millionaires at Charter School," *Bloomberg* (Nov. 2011), [https://www.bloomberg.com/news/articles/2011-11-

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15/taxpayers-billed-for-millionaires-kids-at-charter-school].) To that end, BCS established an expectation that each pupil's family will donate more than $5,000 per year in private funds, established an Exclusionary Los Altos Hills Preference to favor the wealthiest portion of LASD, and has engaged in a wide variety of other outreach, fundraising practices or messaging that has consistently *for 15 plus years* resulted in BCS under-enrolling low income, ELL and special needs students when compared to the enrollment of pupils in those same categories in LASD-run schools.
(See https://www.bcsfoundation.com/two-students; see also https://www.bcsfoundation.com/annual-campaign.)

In 2008, the District reopened the Gardner Bullis Elementary School in Los Altos Hills on the former Bullis-Purissima site, thereby eliminating the only ostensible ground BCS has ever given for its Exclusionary Los Altos Hills Preference. Nonetheless, BCS refused to drop the preference. LASD brought a petition for writ of mandate in court to attempt to challenge the preference, but the court ruled that LASD lacked standing to sue because SCCBOE had the authority and discretion to decide whether to allow the Preference. LASD now turns to SCCBOE to ensure that BCS does not bring this discriminatory preference back.

2. After SCCBOE Urges BCS To Improve Its Under-Enrollment Of Certain Students, And After Litigation Concerning BCS's Discriminatory Practices, BCS Enters A Settlement Agreement In Which It Suggests It Will Phase Out The Exclusionary Los Altos Hills Preference

After SCCBOE approved the Exclusionary Los Altos Hills Preference, notwithstanding the expressed concerns of SCCOE staff that the preference was discriminatory, members of LASD's public came forward with evidence of other discriminatory BCS practices. Among other things, this evidence showed that between 2003 and 2012, BCS illegally requested confidential health information and educational records from applicants before conducting its admissions lottery. This improperly suggested to potential applicants that factors such as a child's disability or prior academic performance could bear on whether BCS would admit the child, and that BCS could manipulate the information in its possession to discriminate in its admissions. In a May 30, 2012 letter, the County's Superintendent of Schools, Dr. Charles Weis, advised BCS that its application process "infringed on the rights of children and parents under state and federal laws protecting the privacy of confidential health information and the privacy of educational records."

Also in 2012, a number of LASD parents filed statements with this Board or declarations under penalty of perjury in court, attesting to BCS conduct hostile to special needs students during the admission process and afterwards. LASD filed a cross-complaint with the court, seeking a determination whether BCS was discriminating unlawfully in its practices and what remedies should follow for such discrimination. BCS tried repeatedly in the trial and appellate court to block the courts from addressing those

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questions on their merits. But both the trial court and appellate court made rulings that made clear that BCS could not duck the discrimination allegations but would have to address those allegations on their merits. After suffering those rulings, in 2014, BCS entered a settlement agreement with LASD in which BCS agreed to limit its growth to around 900 pupils for five years, through the end of the 2018-19 school year and agreed to be more inclusive and less discriminatory in its admissions practices. During the course of the five-year agreement, as noted, several SCCBOE trustees took note of BCS's continued discrimination, demanded change, and questioned whether SCCBOE should renew its charter.

The settlement included a provision limiting the Exclusionary Los Altos Hills Preference. At the time, LASD understood this provision would effectuate a permanent phase out of the Hills Preference—BCS was agreeing to eliminate the Exclusionary Los Altos Hills preference over time, but was keeping a limited version of it in place for the benefit of Los Altos Hills families who already had enrolled a child at BCS and would like a sibling to attend the same school.

LASD and BCS further pledged to work together during the five-year agreement to procure funding for a 10th school site to house BCS. Community volunteers from LASD and BCS then worked together to convince LASD voters to agree to tax themselves via a $150 million bond measure. After the LASD voters approved that bond measure, LASD after an exhaustive search located a remarkable opportunity to acquire land on terms highly advantageous to the LASD taxpayers in the North of El Camino ("NEC") area in Mountain View within LASD's boundaries. This site (the "10th Site") represented the best opportunity throughout the five-year agreement for a potential facilities option for BCS, and it met the promise both LASD and BCS had made to the community that a 10th Site would be located and developed. Furthermore it represented a wonderful opportunity for BCS—LASD would spend more than $100 million to provide BCS brand new, exclusive use facilities on its own site.

3. BCS Rejects A Preference For The Most Socioeconomically Diverse Area Of The District, But Then Seeks To Restore An Admissions Preference For The Wealthiest And Least Diverse Area Within The District

Because the City of Mountain View is partnering with LASD to effectuate the purchase of the 10th Site, the Mountain View City Council made clear that its approval of certain funding that would be part of the 10th Site acquisition was conditioned on LASD placing a school on the site that would grant an enrollment preference to residents of the NEC neighborhood. BCS's board president promptly declared that if BCS were placed on this site, BCS would NOT grant a preference for residents of the NEC neighborhood: "Bullis Charter School board president Joe Hurd told the Voice that the board has expressed zero interest in adding a neighborhood preference, and has sought an even-handed approach to serving students throughout the Los Altos School District." (https://mv-

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voice.com/news/2018/12/13/council-agrees-on-new-san-antonio-school; see also, http://mountainview.granicus.com/MediaPlayer.php?view_id=2&clip_id=3105.)

Yet, BCS more recently has advised LASD that BCS intends to restore the Exclusionary Los Altos Hills Preference. (A copy of the recent correspondence between LASD and BCS regarding the Los Altos Hills Preference is enclosed.) In other words, BCS's stated "even-handed approach to serving students throughout the Los Altos School District" consists of *rejecting* an admissions preference for the most socioeconomically diverse area in LASD—the NEC neighborhood—while *granting* a preference to the least diverse area—Los Altos Hills.

On June 19, 2018, BCS Board members Joe Hurd and Ann Waterman Roy gave public comment before the Mountain View City Council, appearing in their "individual capacities, not representing the [BCS] Board." Hurd and Waterman Roy proposed to open a new and *separate* charter school at the 10th Site with a preference for NEC students and LASD as the chartering authority. When Councilmember John McCallister asked if BCS would provide the same preference for NEC students if BCS "in its current form" were to be located at the 10th Site, the two BCS Board members demurred. (See http://mountainview.granicus.com/MediaPlayer.php?view_id=2&clip_id=3105.)

While BCS has flaunted its obligation as a public school to further education equity within LASD, BCS recently gave lip service to such goals when BCS sought approval to establish another charter school in the Mountain View Whisman School District ("MVWSD") stating that BCS wished to serve underprivileged students residing within the MVWSD. MVWSD demanded more than just lip service and instead required that BCS's proposed MVWSD charter school align its admission preferences to its stated goals to serve socio-economically disadvantaged and/or English language learners. In response, BCS refused to do so. MVWSD also required a charter board made up of MVWSD residents and reflective of the students BCS purportedly wished to serve: underprivileged students residing within MVWSD boundaries. Again, BCS refused. As a result, MVWSD exercised its obligations as a charter authorizer and revoked the BCS charter. This is a good example of the kind of oversight SCCBOE can and should exercise if BCS refuses to meet its obligation as a public school to serve all pupil communities.

As things now stand in LASD, BCS has grown to a population of over 1,100 pupils—more than 20 percent of the entire LASD public school pupil population. But as shown by its consistent under-enrollment of low income, ELL and special needs students, BCS has grown to more than 20 percent of LASD by "skimming" from only particular groups, while shunning others. This is intolerable, antithetical to public education and must be corrected.

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F. This Board Must Not Allow BCS To Restore The Exclusionary Los Altos Hills Preference And Take Further Action To Correct BCS Discrimination

BCS's tone deaf plan to restore the Exclusionary Los Altos Hills Preference mandates swift and clear action from this Board that makes clear that the Preference cannot be restored. Indeed, even without that Preference, to paraphrase Ms. Song's comment from 2012, BCS continues to "perform[] abysmally in serving socioeconomically disadvantaged students." For it to restore the Preference despite that abysmal track record is to add insult to injury and amounts to sticking a finger in the eye of the principle of equality in educational opportunity.

One of the core policies of the charter school laws is to allow innovators to take the basic per-pupil state allocation of funds and "do more with less"—i.e. use those same dollars to obtain improved academic performance from those who pose the greater educational challenges. Thus, when measuring charter schools, it should be a key goal that the accolades go to charter schools who educate the most effectively and raise scores among populations that historically have been more difficult or costly to educate.

By contrast, a charter school that "skims" the most affluent and educated families in a district and avoids those with greater challenges, then fundraises from its "skimmed" families, may yield a school with high test scores and academic achievement, may yield enthusiasm and satisfaction from the parents whose children attend the affluent "public" charter school, and may yield demand and a waiting list from others who want to enroll their kids in the affluent charter school. But none of those results, founded on discriminatory policies and practices, are the goals of public charter school law. And certainly, none can justify the discriminatory results -evidenced by the data - which such skimming generates.

Because the charter school laws aim to spur charter schools that will take on more difficult academic challenges, five key ways which a charter school's performance may be measured against the reason for allowing a charter school in the first instance are (a) is the charter school targeting a community in need?; (b) is it targeting the students who need the most help?; (c) how do its demographics compare to that of the district in which it sits?; (d) how much is it spending per pupil in combined public and private funding in comparison to the district in which it sits; and, (e) how much is the school improving academic performance among the groups that historically have posed greater educational challenges in the district in which it sits? (See, e.g., https://www.publiccharters.org/sites/default/files/migrated/wp-content/uploads/2014/01/NAPCS_AchvmntStdy_D8.pdf_20110330T165151.pdf.)

Since BCS does not measure up against *any* of these factors, it is difficult to rationalize the existence of a charter school in Los Altos at all. But even assuming one can rationalize a "public" charter school that does *nothing* to expand educational opportunity for the groups that pose greater educational challenges, one cannot rationalize granting

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an *admissions preference* to the area within LASD that will *further* skew *already skewed* demographics.

The reasons BCS gave in its letter that announced its planned restoration of the Exclusionary Los Altos Hills Preference do not withstand scrutiny. Although it touts its "hard fought" "victory" in persuading a judge to not enjoin the Exclusionary Los Altos Hills Preference in response to LASD's 2008 lawsuit, it ignores that the judge (a) ruled that the decision whether to allow or disallow the preference rested in the first instance with BCS's approving and oversight entity—this Board; and (b) the 2008 lawsuit did not examine the discriminatory results that have followed in the decade since that lawsuit was decided. SCCBOE/SCCOE should not be lulled into the belief that the court has approved the preference or the discriminatory impacts.

The question of whether this Board should allow the Exclusionary Los Altos Hills Preference is now before this Board in the first instance, and the Board must examine the Preference against the long history of BCS discrimination. Again, nothing in the 2008 court ruling justifies allowing the Preference to be reinstated in 2019.

Similarly, BCS's reference to the history that led to adoption of the Preference over a decade ago only underscores how ridiculous that rationale is today. LASD now has a public school in Los Altos Hills, and BCS has grown into an 1,100 plus pupil school which represents over 20 percent of the entire District population. At that size, it is more critical than ever that BCS be held to its (selectively-invoked) objective of an "even-handed approach to serving students throughout the Los Altos School District."

There is simply no place in the *public* school system for this exclusionary preference at a charter school that has spent 15 plus years skimming to admit a skewed population. BCS's skewed demographic population warrants substantial remedial action. Instead, it proposes the entirely *unrepentant* act of reinstating the Exclusionary Preference.

We note that the California Attorney General recently brought an action against the Sausalito Marin City School District ("SMCSD") based on allegations that a charter school in SMCSD had created segregation within that District. After settling the Attorney General's action, SMCSD issued a press release that commendably stated: "The foundational edict and responsibility that we hold as a public school system is to provide an excellent education in a desegregated school. . . .We invite all of our community to stand courageously and make an enduring commitment to put an end to inequitable education, to embrace our differences, to work systematically toward change, and to adopt a plan toward desegregation."

LASD stands committed to the same goal, but unfortunately, it must turn to this chartering authority to obtain the action necessary to end the 15 plus years of ever-increasing segregation of the public schools within LASD that BCS has caused and

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continues to cause. It should not take a lawsuit by the Attorney General—or anyone else—to produce compliance with the foundational edict and responsibility to ensure equality that we hold as in the public school system.

G. Conclusion

In light of the systemic discrimination fostered over the last 15 years, significant steps are required to bring BCS into compliance and to ensure access. It is imperative that the Exclusionary Los Altos Hills Preference be rejected. This action must be part of a comprehensive desegregation plan designed to ensure a student population that reflects the demographics within the LASD boundaries. Careful review of BCS culture and practices will be necessary to address this segregation. Because BCS's discriminatory practices are wide ranging, the plan should include, among other things, a transparent lottery conducted by the SCCOE staff, priority preference for students in higher need classifications (including those identified in the charts on page 5 of this letter), and restricted growth until such time as the discrimination is corrected. SCCBOE must act with intention to require a meaningful desegregation plan within six months and work diligently to end this discrimination.

We look forward to receiving your response.

Respectfully,

Jessica Speiser
President, Board of Trustees
Los Altos School District

Vladimir Ivanović
Member, Board of Trustees
Los Altos School District

Bryan Johnson
Vice President, Board of Trustees
Los Altos School District

Steve Taglio
Member, Board of Trustees
Los Altos School District

Vaishali Sirkay
Clerk, Board of Trustees
Los Altos School District

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cc: Gavin Newsom, California Governor
Xavier Becerra, California Attorney General
Tony Thurmond, California Superintendent of Schools
Linda Darling-Hammond, President of California State Board of Education
Jerry Hill, California State Senator, 13th District
Marc Berman, California State Assembly, 24th District
Connie Leyva, Chair of California State Senate Education Committee
Patrick O'Donnell, Chair of California State Assembly Education Committee

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Attachment 4

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When the public lottery is completed, BCS informs the families of accepted applicants, and asks the families to either accept or decline a space as soon as possible, so that BCS can continue their enrollment process or offer the space to another family. However, completing the registration paperwork can take some time. In the initial lottery, we offered 190 spots for the 2022-23 school year, with the vast majority (136) of these spots being to incoming TK/K students. As new spots become available (when we learn of current families who may be leaving for the 2022-23 school year or offered families decline a spot) we continue to offer to those currently on the waitlist.

Because our enrollment process remains fluid prior to the start of the 2022-2023 school year, we will be able to provide complete demographic information after the start of the school year as we will know which students matriculate and have access to additional data collected. We believe it is essential to wait for that data, so that everyone can assess how our Enrollment Action Plan is working, and make fair comparisons with enrollment and demographic trends at LASD.

As requested, here is detailed demographic information for the 2021-22 school year.

Ethnicity	Total	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Black/African Am	2	1	0	0	0	0	0	0	0	1
Asian	606	81	91	73	74	62	77	56	43	49
Filipino	13	1	1	4	2	2	1	1	0	1
Hispanic	47	7	3	7	2	11	8	1	5	3
Nat Hwiin/Othr Pac Isindr	2	0	0	0	0	1	1	0	0	0
White	209	27	17	15	28	25	29	33	15	20
Multiple	156	17	17	22	18	24	9	18	18	13
Missing	32	3	5	11	8	1	0	1	1	2
Total	1067	137	134	132	132	126	125	110	82	89

Grade	English Only (EO)	Initial Fluent English Proficient (IFEP)	English Learner (EL)	Reclassified Fluent English Proficient (RFEP)	To Be Determined (TBD)	Total
KN	71	43	22	1	0	137
01	61	40	13	20	0	134
02	69	42	8	13	0	132
03	82	29	4	17	0	132
04	68	28	7	23	0	126
05	71	30	2	22	0	125
06	63	19	4	24	0	110
07	56	18	1	7	0	82
08	47	17	0	25	0	89
Total	588	266	61	152	0	1067

Race/Ethnicity Counts	Black/A	Asian	Filipino	Hispanic	Nat Hwiin	White	Multiple	Missing	Total Students
# of Students	2	606	13	47	2	209	156	32	1067

ELAS Categories	EO	IFEP	EL	RFEP	TBD	Total Students
# of Students	588	266	61	152	0	1067
Percentage	55.1%	24.9%	5.7%	14.2%	0.0%	

Additional Data	SED	SPED	Total Students
# of Students	14	75	1067
Percentage	1.3%	7.0%	

While we do not have complete enrollment data for 2022-23, there are three positive preliminary data points revealed during the enrollment process which suggest that the EAP is working, and that BCS is making progress toward our shared goals of providing fair and equal access to all students.

1. Kindergarten/TK enrollment

Most families stay at BCS once they've enrolled, so most of our Open Enrollment spaces each year are in Kindergarten and Transitional Kindergarten (TK). Enrollment in Kindergarten/TK are leading indicators for how our enrollment and demographics are changing. For example, a newly enrolled K/TK student may have siblings who will benefit from the sibling preference in coming years.

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While the data for Kindergarten/TK enrollment is still preliminary (as a result of the lottery), we have made offers to 5 K/TK students who are eligible for Free and Reduced Price Meals (FRPM). This is in line with the demographics of LASD, which enrolled 14 Socioeconomically Disadvantaged (SED) students in Kindergarten in 2021-22, and 15 SED students in Kindergarten in 2020-21. (BCS enrolls approximately 24% of all public school students in the Los Altos School District area – in 2021-22, BCS enrollment = 1,067 and LASD enrollment = 3,347.)

Again, since most families stay at BCS once they've enrolled, we anticipate the number of FRPM-eligible students will continue to grow with each new Kindergarten class.

2. Families qualifying for Free and Reduced Price Meals (FRPM)

This was the first year that BCS offered a preference for families eligible for Free and Reduced Price Meals (FRPM). Here are preliminary totals for applicants who have identified themselves as being eligible for FRPM for all grades (including K/TK) as of May 2:

- In-district applicants eligible for FRPM - 12
- Out-of-district applicants eligible for FRPM - 31

All of the 12 in-district applicants eligible for FRPM have been offered enrollment for 2022-23, and we are optimistic they will all enroll this fall, which would nearly double the number of FRPM-eligible students that we serve. Though we have over 30 additional FRPM-eligible students on the waitlist, at this point BCS has not offered enrollment to **any** out-of-district applicants (FRPM-eligible or otherwise) due to the large number of in-district families interested in BCS and the 8% limit on out-of-district students imposed by our facilities agreement with LASD.

3. Results of expanded outreach efforts

Our expanded outreach in key neighborhoods is already helping us reach more FRPM-eligible families, including applicants who live outside the LASD area. We will continue to evaluate and expand these targeted outreach efforts, adding to recent improvements, including:

- Our contact list of preschool and child care programs, churches, temples, and other community organizations has doubled in the last two years, and now includes more than 80 programs in our community. BCS contacted each of these programs directly (by email or phone) in November and in January to highlight Open Enrollment and our Parent Information Nights and to offer flyers and resources they can share with families. With the pandemic and the rise in omicron during January (when a vast majority of our outreach happens), we were unable to host events at outside locations. We anticipate that being able to host events and visit locations in person for the 2023-24 enrollment year will allow us to track the number of individuals that we connect with during our outreach efforts.

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- Our outreach staff distributed flyers on Saturdays in November, December and January outside Walmart, Kohl's, and other stores in the San Antonio Center. We distributed over 100 flyers to families at these locations.
- As in previous years, BCS staff and families posted flyers and yard signs at key locations in the San Antonio neighborhood, including in local public parks.
- Even with the restraints of COVID, hundreds of families participated in our Parent Information Nights:
    - On November 18 (an elementary school session), 28 attended in person, and 139 joined online;
    - On December 8 (a middle school session), 16 people attended in person, and 53 joined online;
    - On January 27 (an elementary school session) 180 joined online. There was no in-person option due to omicron.
    - On February 3, BCS parents hosted an "Ask Me Anything" webinar for potential new families, and 232 people joined online.

  From what we have been able to track (if families left the same email address at an info night as they used when applying) at least 70% of the families who attended one of the Parent Information Nights completed an application through our Open Enrollment.

BCS will continue to analyze the effectiveness of the new FRPM preference and consider appropriate adjustments. A few examples are below:

- While the Enrollment Form already asks how a family heard about BCS, it limits families to selecting one option (e.g. Word of Mouth **or** flyer). We'd like to adjust this form to allow families to select multiple options (e.g. Word of Mouth **and** a flyer in the community). This can help us ascertain which methods of outreach are most effective.
- We would like to host or attend a minimum of 10 in-person outreach events – such as visiting local preschools or hosting a table at a community fair – which were canceled or reduced this year because of COVID-19 health considerations.
    - Tracking participation in these events (via email addresses or parent name) will allow us to see which families later submit an application for enrollment.
- In addition to our Parent Information Nights, we will host three on-campus visits, where potential new families can see our teachers and students in action.

As we've outlined, preliminary data show positive signs that our Enrollment Action Plan – including targeted outreach efforts in key neighborhoods and the new preference for FRPM-eligible families – is working. We will continue to update you when we have reliable data about enrollment for 2022-23, and we will continue asking LASD for better data about their out-of-district enrollment, so that we can all make fair and clear comparisons. We welcome any advice you may have to help us continue building on this progress.

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Santa Clara County Office of Education
Mary Ann Dewan, Ph.D.
County Superintendent of Schools

December 20, 2023

SENT VIA EMAIL (MISRAEL@BULLISCHARTERSCHOOL.COM)

Maureen Israel, Superintendent/Principal
Bullis Charter School
102 W. Portola Ave.
Los Altos, CA 94022

RE: Reaffirmation Notice and Bullis Admissions Practices

Dear Ms. Israel,

The Santa Clara County Office of Education ("SCCOE") is in receipt of the correspondence you submitted on behalf of Bullis Charter School ("Bullis") on October 10, 2023, in response to the Reaffirmation Notice authorized by the Santa Clara County Board of Education ("SCCBOE") and issued by SCCOE on August 4, 2023, as well as the most recent demographic data provided by Bullis.

As an initial mater, SCCOE is pleased Bullis is reporting the work it has done in response to the initial Education Code Section 47607(e) Notice ("47607(e) Notice") and the Reaffirmation Notice issued by SCCBOE/SCCOE, to help make change and improvement in the areas addressed in those Notices, is having positive results and Bullis's student population more closely reflects that of the Los Altos Unified School District ("LASD"). This work includes, but is not limited to, Bullis adopting and implementing the preferences for students who qualify for free- and reduced-price meals in direct response to the 47607(e) Notice.

Notwithstanding the changes implemented to date, there remains work to be done to fully address the concerns. To that end, SCCOE encourages Bullis to not only continue with the measures and steps identified in your correspondence, but also to consider and implement other measures that can bring about the results expected by the SBCBOE prior to the time the Bullis Charter is considered for renewal.

SCCOE will not attempt to debate or respond to every statement in your October correspondence and reiterates the purpose of the 47607(e) Notice and the Reaffirmation Notice is to ensure that Bullis is aware of and given the opportunity to develop and implement a corrective action plan to address the issues detailed in those Notices. SCCOE again encourages Bullis to continue its efforts at inclusivity in access and enrollment and seeking to serve students who are underrepresented in its population.

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County Board of Education: Maimona Afzal Berta, Victoria Chon, Joseph Di Salvo, Raeena Lari, Grace H. Mah, Don Rocha, Tara Sreekrishnan

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Santa Clara County Office of Education
Mary Ann Dewan, Ph.D.
County Superintendent of Schools

Several statements in your correspondence are incorrect and raise concerns, and SCCOE does want to correct Bullis' misapprehensions and the record on a few important points.

A. SCCOE absolutely has not suggested that Bullis "directly or indirectly[] discriminat[e] against or violat[e] the civil rights of any group of students on the basis of race . . . ." Rather, Bullis must increase and/or change its efforts to recruit and encourage applications and enrollment by students from historically underserved student groups, particularly those underrepresented at Bullis. Encouraging broader-based recruitment, application, and enrollment is not discriminatory. Simply stated, in no way has SCCOE indicated Bullis can or should make any enrollment decisions based on race and agrees this would violate the law and such conduct would not be tolerated by SCCBOE/SCCOE.

B. BCS seems to assert that the only pertinent legal requirement is that Bullis include in its Charter a reasonably comprehensive description of 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 . . . that is reflective of the general population residing within the territorial jurisdiction of the [Los Altos] school district," and that Bullis is in full compliance with the applicable legal requirements simply because its Charter includes such a description. Bullis' implication that simply writing a description, even a comprehensive one, in the Charter is adequate is incorrect. That is not true for any element of an approved charter – the charter school must comply with its charter, not just write something and forget about it. Moreover, in this particular case, the law specifies it is a description of how the charter school will "achieve" this balance, not just set forth a plan.

Further, as Bullis is aware, a charter may be revoked for committing "a material violation of any of the conditions, standards, or procedures set forth in the charter," which includes the pupil balance element. As SCCOE and Bullis have previously discussed, the Charter Schools Act has been revised over time to further bolster the mandates of inclusivity and equity in enrollment at charter schools. Moreover, Bullis' assertions that nonrenewal pursuant to 47607(e) for failing to serve all pupils who wish to attend applies only to situations in which particular enrolled students have left or been disenrolled for discriminatory reasons and/or a chartering authority would have to produce a particular, individual student(s) who "wishes to attend" in order to non-renew on this basis is also misplaced. There simply is no such restriction or requirement in the law.

C. Bullis' response misinterprets SCCOE's FAQ in an unavailing effort to support its position that the school is only required to include a reasonably comprehensive

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County Board of Education: Maimona Afzal Berta, Victoria Chon, Joseph Di Salvo, Raeena Lari, Grace H. Mah, Don Rocha, Tara Sreekrishnan

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Santa Clara County Office of Education
Mary Ann Dewan, Ph.D.
County Superintendent of Schools

description of its plan to achieve the requisite pupil balance in its Charter and is not actually required to pursue or achieve that balance. The quoted information from SCCOE's website explains that the law prohibits a charter school from making enrollment decisions on the basis of race or ethnicity, but it also correctly points out that charter schools "are charged with developing and implementing effective outreach and recruitment plans …." The concerns set forth in the 47607(e) notice and reiterated in the Reaffirmation Notice are that Bullis has not effectively implemented the necessary outreach and recruitment plans to achieve the balance provided for in the Charter Schools Act and Bullis' Charter and to serve all students who wish to attend.

D. Bullis' response repeatedly uses the term "mirror" in quotation marks, implying that the SCCOE's Reaffirmation Notice demanded that Bullis' "mirror" Los Altos USD's demographics. However, the term "mirror" was not used anywhere in the Reaffirmation Notice, which, instead, cited to and was based in the statutory requirements and language of the Charter Schools Act.

E. Bullis mistakenly asserts that the period of time for which SCCOE conducted its statistical analysis of Bullis and LASD enrollment is arbitrary and, instead, SCCOE should have looked at only the last year (2021-22 to 2022-23). SCCOE used 2017-18 through 2022-23 because that is the current term of the Bullis Charter, which is not remotely arbitrary, but, instead, is directly pertinent to consideration of Bullis' compliance with its Charter and any renewal request.

We also noted that your correspondence devoted considerable time attributing fault to LASD for Bullis's inability to enroll a more diverse student population and you requested SCCOE intervene and "direct" LASD to, among other things, allow Bullis to post Spanish-language advertisements, to include a link on LASD's website inviting students to apply to Bullis, and to include information about Bullis in LASD's enrollment communications to parents. As you are aware, while SCCOE is a partner to both LASD and Bullis in their respective efforts to best serve students, SCCOE does not have authority to compel LASD to do any of these things requested by Bullis. Nevertheless, SCCOE has shared your correspondence with LASD and will continue to encourage both entities to work collaboratively moving forward so both educational entities work in the best interests of all students and enroll all students who wish to attend.

Additionally, information you provided in response to SCCOE's request for clarification of some of the data reported in your correspondence, raised an additional concern with Bullis' compliance with the legal requirements for open enrollment. Specifically, you wrote in an email to me:

(Continued on next page)

County Board of Education: Maimona Afzal Berta, Victoria Chon, Joseph Di Salvo, Raeena Lari, Grace H. Mah, Don Rocha, Tara Sreekrishnan
1290 Ridder Park Drive, San José, CA 95131-2304 (408) 453-6500 www.sccoe.org

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Santa Clara County Office of Education
Mary Ann Dewan, Ph.D.
County Superintendent of Schools

> Not being able to fill empty seats with out of district students i[s] related to our facilities agreement with LASD. The facilities agreement prohibits us from enrolling more than 8% of students who live out of district. I have not been able to enroll any out of district students - including staff students - for the past two years. As you can imagine, when students are with a school from TK-8, families move and adjust where they live and we've seen this happen significantly since the pandemic. If we exceed this 8%, LASD has the ability to revoke our facilities. It would be great if there was some grandfather clause that after students were with us for X number of years they didn't count towards this 8% or even if staff children did not count towards this 8%, but unfortunately LASD has not been willing to adjust on these. For this reason, we cannot bring in any out of district students.

SCCOE is deeply concerned that Bullis has been excluding students from enrollment because they reside outside of LASD boundaries. As Bullis should be aware, the Charter Schools Act specifies in pertinent part:

> . . . admission to a charter school shall not be determined according to the place of residence of the pupil, or of that pupil's parent or legal guardian, within this state. . . .

(Ed. Code § 47605(e)(1).) While Bullis is to grant preference in admission to LASD residents, it cannot lawfully exclude out-of-LASD residents from admission to open seats. SCCOE is aware that Bullis and LASD have had contentious facilities negotiations. Those facilities arrangements, including compliance with the requirements of Education Code Section 47614 and its implementing regulations ("Prop. 39") are separate and apart from Bullis' open admissions and enrollment obligations. The fact that enrolling students from outside of LASD might impact Bullis' entitlement to LASD facilities pursuant to its negotiated facilities agreement and/or require Bullis and LASD to go through the Prop. 39 process does not excuse Bullis from admitting all students who reside within California up to Bullis' capacity. It is not that SCCOE is unsympathetic to Bullis' facilities concerns, but those facilities issues do not trump Bullis' obligation to comply with the open enrollment requirements applicable to all charter schools.

Please provide confirmation by no later than Monday, January 22, 2024, that Bullis understands and will comply with its obligations to enroll students, including students from outside of LASD's boundaries, up to its capacity starting with the open enrollment period for the 2024-25 school year and ongoing thereafter. Moreover, in order to ensure compliance with this requirement, it will be necessary for Bullis to announce publicly – and specifically notify SCCOE – how many openings it has at each grade level prior to commencing the open enrollment process in future years. Because Bullis has already

(Continued on next page)

County Board of Education: Maimona Afzal Berta, Victoria Chon, Joseph Di Salvo, Raeena Lari, Grace H. Mah, Don Rocha, Tara Sreekrishnan
1290 Ridder Park Drive, San José, CA 95131-2304 (408) 453-6500 www.sccoe.org

Documentary Record 001442

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Santa Clara County Office of Education
Mary Ann Dewan, Ph.D.
County Superintendent of Schools

commenced the open enrollment process for 2024-25, with your confirmation of your commitment to comply with this legal requirement, please also specify how many openings Bullis has at each grade level for 2024-25. After announcing the number of openings, Bullis cannot decrease the number of available spaces for the year but can choose to increase the number of openings should additional seats become available.

In conclusion, SCCOE recognizes the efforts and results Bullis has reported, and SCCOE staff will continue to monitor and review Bullis' efforts and the corresponding impact on enrolling a diverse population during the remainder of the Charter term. SCCOE looks forward to receipt of confirmation that Bullis will correct its out-of-LASD admissions practices to comport with the requirements of the Charter Schools Act, along with the information about Bullis' enrollment capacity for 2024-25. Please do not hesitate to contact me if you would like to discuss these matters further.

Very truly yours,

DocuSigned by:
7FDC30EBD0F94A9...

Mefula Fairley
Executive Director, Charter Schools Department

cc: Mary Ann Dewan, Ph.D.
Santa Clara County Superintendent of Schools

County Board of Education: Maimona Afzal Berta, Victoria Chon, Joseph Di Salvo, Raeena Lari, Grace H. Mah, Don Rocha, Tara Sreekrishnan
1290 Ridder Park Drive, San José, CA 95131-2304 (408) 453-6500 www.sccoe.org
Transforming Education through Leadership, Service, and Advocacy

Documentary Record 001443

Sent Via Email: mdewan@sccoe.org
Mary Ann Dewan, Ph.D.
County Superintendent of Schools
Santa Clara County Office of Education
1290 Ridder Park Drive
San Jose, CA 95131

Re: Response to December 20, 2023 "Reaffirmation Notice and Bullis Admission Practices"

Dear Superintendent Dewan:

This is BCS' response to your December 20, 2023 letter which you describe in the subject line as "Reaffirmation Notice and Bullis Admissions Practices". BCS wishes to clarify several material misstatements made in your letter.

First and foremost, BCS does not, has not excluded out-of-district pupils—ever. My statement about the out-of-district limitation imposed by LASD was to highlight for you the District's impropriety, not to suggest that we would exclude anyone—we do not. Further, there is no mandated enrollment "capacity" for charter schools. Conversely, charter schools have no obligation to enroll any particular number of students at all. BCS is no different. The total enrollment desired by a charter school is at its governing board's discretion, based upon a variety of factors, including financial ones.

BCS enrolls all eligible students who wish to attend the school and are selected in the random lottery. BCS has historically, every year, publicly announced at each lottery the number of spaces available for each grade level. BCS then fills those spaces. To the extent you suggest otherwise, you are simply incorrect. Although we disagree with your newly-stated, but incorrect contention that there is a legal requirement that BCS enroll a particular total number of students (you called it a "capacity") each year, we intend to continue our practice of publicly announcing before each year's lottery the number of spaces the board deems to be available for each grade level.

SCCOE's statements about what it calls the "pupil balance element" and "revocation" are so far removed from the demonstrable facts, no further discussion is warranted. Our recent correspondence on that point was thorough and rooted in the publicly-available records posted by the California Department of Education.

SIncerely,

Maureen Israel
Superintendent/Principal

Documentary Record 001444

EXHIBIT 5

SCCOE Statistical Analysis

1. BCS DataQuest Data
2. BCS v. LASD Including Interdistrict Transfer Students
3. BCS v. LASD Excluding Interdistrict Transfer Students
4. BCS v. LASD Including Interdistrict Transfer Students - TK/K
5. BCS v. LASD Excluding Interdistrict Transfer Studetns - TK/K
6. BCS v. LASD Including Interdistrict Transfer Students - Grade 1
7. BCS v. LASD Excluding Interdistrict Transfer Students - Grade 1

Documentary Record 001445

Bullis Charter School Petition

	BCS - ALL Students							
Student Group	**2016-17**		**2021-22**		**2022-23**		**2023-24**	
Total Enrollment	**825**		**1067**		**1058**		**1025**	
Hispanic	36	4.36%	47	4.40%	44	4.16%	46	4.49%
English Learners	90	10.91%	61	5.72%	65	6.14%	92	8.98%
Socio-Economically Disadvantaged	7	0.85%	14	1.31%	20	1.89%	38	3.71%
Students with Disabilities	46	5.58%	75	7.03%	73	6.90%	75	7.32%

Source: CDE DataQuest, Annual Enrollment Data Reports

Table 1. Comparison of Bullis Charter School (BCS) Total Student Enrollment in 2022-23 and 2023-24 for Select Student Groups

	2022-23		***2023-24***					
Student Group	***Count***	***%***	***Count***	***%***	***Difference***	***Z-Score***	***p-value***	***Result***
Hispanic	44	4.16%	46	4.49%	0.33%	**0.3692**	**0.712**	No significant difference
English Learners	65	6.14%	92	8.98%	2.83%	**2.4477**	**0.014**	Significant difference
Socio-Economically Disadvantaged	20	1.89%	38	3.71%	1.82%	**2.5198**	**0.012**	Significant difference
Students with Disabilities	73	6.90%	75	7.32%	0.42%	**0.3706**	**0.711**	No significant difference
Total Enrollment	**1058**		**1025**					

Notes: Z-Score proportion difference tests are two-tailed with *a priori* alpha level set at 0.05.

There is no significant difference between the proportion of Hispanic students enrolled at Bullis Charter School in 2022-23 and in 2023-24.
The proportion of English Learners enrolled at Bullis Charter School in 2023-24 is significantly higher than the proportion enrolled at Bullis Charter School in 2022-23.
The proportion of socio-economically disadvantaged students enrolled at Bullis Charter School in 2023-24 is significantly higher than the proportion enrolled at Bullis Charter School in 2022-23.
There is no significant difference between the proportion of students with disabilities enrolled at Bullis Charter School in 2022-23 and in 2023-24.

Table 2. Comparison of Bullis Charter School (BCS) Total Student Enrollment in 2021-22 and 2023-24 for Select Student Groups

	2021-22		***2023-24***					
Student Group	***Count***	***%***	***Count***	***%***	***Difference***	***Z-Score***	***p-value***	***Result***
Hispanic	47	4.40%	46	4.49%	0.08%	**0.0920**	**0.927**	No significant difference
English Learners	61	5.72%	92	8.98%	3.26%	**2.8617**	**0.004**	Significant difference
Socio-Economically Disadvantaged	14	1.31%	38	3.71%	2.40%	**3.5177**	**< 0.001**	Significant difference
Students with Disabilities	75	7.03%	75	7.32%	0.29%	**0.2553**	**0.799**	No significant difference
Total Enrollment	**1067**		**1025**					

Notes: Z-Score proportion difference tests are two-tailed with *a priori* alpha level set at 0.05.

There is no significant difference between the proportion of Hispanic students enrolled at Bullis Charter School in 2021-22 and in 2023-24.
The proportion of English Learners enrolled at Bullis Charter School in 2023-24 is significantly higher than the proportion enrolled at Bullis Charter School in 2021-22.
The proportion of socio-economically disadvantaged students enrolled at Bullis Charter School in 2023-24 is significantly higher than the proportion enrolled at Bullis Charter School in 2021-22.
There is no significant difference between the proportion of students with disabilities enrolled at Bullis Charter School in 2021-22 and in 2023-24.

Table 3. Comparison of Bullis Charter School (BCS) Total Student Enrollment in 2016-17 and 2023-24 for Select Student Groups

	2016-17		***2023-24***					
Student Group	***Count***	***%***	***Count***	***%***	***Difference***	***Z-Score***	***p-value***	***Result***
Hispanic	36	4.36%	46	4.49%	0.12%	**0.1290**	**0.897**	No significant difference
English Learners	90	10.91%	92	8.98%	-1.93%	**-1.3880**	**0.165**	No significant difference
Socio-Economically Disadvantaged	7	0.85%	38	3.71%	2.86%	**3.9675**	**< 0.001**	Significant difference
Students with Disabilities	46	5.58%	75	7.32%	1.74%	**1.5058**	**0.132**	No significant difference
Total Enrollment	**825**		**1025**					

Notes: Z-Score proportion difference tests are two-tailed with *a priori* alpha level set at 0.05.

There is no significant difference between the proportion of Hispanic students enrolled at Bullis Charter School in 2016-17 and in 2023-24.
There is no significant difference between the proportion of English Learners enrolled at Bullis Charter School in 2016-17 and in 2023-24.
The proportion of socio-economically disadvantaged students enrolled at Bullis Charter School in 2023-24 is significantly higher than the proportion enrolled at Bullis Charter School in 2016-17.
There is no significant difference between the proportion of students with disabilities enrolled at Bullis Charter School in 2016-17 and in 2023-24.

Documentary Record 001446

Bullis Charter School Petition

	BCS - ALL Students Enrolled in Grade 1								LASD - All Students Enrolled in Grade 1							
Student Group	**2016-17**		**2021-22**		**2022-23**		**2023-24**		**2016-17**		**2023-24**		**2022-23**		**2023-24**	
Grade 1 Enrollment	**105**		**134**		**128**		**111**		**414**		**295**		**307**		**284**	
Hispanic	0	0.00%	3	2.24%	9	7.03%	4	3.60%	36	8.70%	27	9.15%	24	7.82%	24	8.45%
English Learners	26	24.76%	13	9.70%	9	7.03%	12	10.81%	95	22.95%	58	19.66%	51	16.61%	53	18.66%
Socio-Economically Disadvantaged*	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	29	7.00%	24	8.14%	13	4.23%	18	6.34%
Students with Disabilities*	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	29	7.00%	26	8.81%	20	6.51%	24	8.45%

Source: CDE DataQuest, Annual Enrollment Data Reports

** Grade level subgroup comparison for socioeconomically disadvantaged and students with disabilities unavailable due to small sample size at BCS.*

Table 1. Comparison of Bullis Charter School (BCS) and Los Altos Elementary School District (LASD) Grade 1 Enrollment in 2016-17 for Select Student Groups

	BCS		LASD					
Student Group	**Count**	**%**	**Count**	**%**	**Difference**	**Z-Score**	**p-value**	**Result**
Hispanic	0	0.00%	36	8.70%	8.70%	**3.1322**	**0.002**	Significant difference
English Learners	26	24.76%	95	22.95%	-1.82%	**-0.3929**	**0.694**	No significant difference
Socio-Economically Disadvantaged*	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities*	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 1 Enrollment	**105**		**414**					

Notes: Z-Score proportion difference tests are two-tailed with *a priori* alpha level set at 0.05.

The proportion of Grade 1 Hispanic students enrolled at Los Altos Elementary School District in 2016-17 is significantly higher than the proportion enrolled at Bullis Charter School in 2016-17.
There is no significant difference between the proportion of Grade 1 English Learners enrolled at Los Altos Elementary School District and at Bullis Charter School in 2016-17.

Table 2. Comparison of Bullis Charter School (BCS) and Los Altos Elementary School District (LASD) Grade 1 Enrollment in 2021-22 for Select Student Groups

	BCS		LASD					
Student Group	**Count**	**%**	**Count**	**%**	**Difference**	**Z-Score**	**p-value**	**Result**
Hispanic	3	2.24%	27	9.15%	6.91%	**2.6023**	**0.009**	Significant difference
English Learners	13	9.70%	58	19.66%	9.96%	**2.5725**	**0.010**	Significant difference
Socio-Economically Disadvantaged*	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities*	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 1 Enrollment	**134**		**295**					

Notes: Z-Score proportion difference tests are two-tailed with *a priori* alpha level set at 0.05.

The proportion of Grade 1 Hispanic students enrolled at Los Altos Elementary School District in 2021-22 is significantly higher than the proportion enrolled at Bullis Charter School in 2021-22.
The proportion of Grade 1 English Learners enrolled at Los Altos Elementary School District in 2021-22 is significantly higher than the proportion enrolled at Bullis Charter School in 2021-22.

Table 3. Comparison of Bullis Charter School (BCS) and Los Altos Elementary School District (LASD) Grade 1 Enrollment in 2022-23 for Select Student Groups

	BCS		LASD					
Student Group	**Count**	**%**	**Count**	**%**	**Difference**	**Z-Score**	**p-value**	**Result**
Hispanic	9	7.03%	24	7.82%	0.79%	**0.2823**	**0.778**	No significant difference
English Learners	9	7.03%	51	16.61%	9.58%	**2.6409**	**0.008**	Significant difference
Socio-Economically Disadvantaged*	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities*	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 1 Enrollment	**128**		**307**					

Notes: Z-Score proportion difference tests are two-tailed with *a priori* alpha level set at 0.05.

There is no significant difference between the proportion of Grade 1 Hispanic students enrolled at Los Altos Elementary School District and at Bullis Charter School in 2022-23.
The proportion of Grade 1 English Learners enrolled at Los Altos Elementary School District in 2021-22 is significantly higher than the proportion enrolled at Bullis Charter School in 2021-22.

Table 4. Comparison of Bullis Charter School (BCS) and Los Altos Elementary School District (LASD) Grade 1 Enrollment in 2023-24 for Select Student Groups

	BCS		LASD					
Student Group	**Count**	**%**	**Count**	**%**	**Difference**	**Z-Score**	**p-value**	**Result**
Hispanic	4	3.60%	24	8.45%	4.85%	**1.6873**	**0.092**	No significant difference
English Learners	12	10.81%	53	18.66%	7.85%	**1.8916**	**0.059**	No significant difference
Socio-Economically Disadvantaged*	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities*	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 1 Enrollment	**111**		**284**					

Notes: Z-Score proportion difference tests are two-tailed with *a priori* alpha level set at 0.05.

There is no significant difference between the proportion of Grade 1 Hispanic students enrolled at Los Altos Elementary School District and at Bullis Charter School in 2023-24.
There is no significant difference between the proportion of Grade 1 English Learners enrolled at Los Altos Elementary School District and at Bullis Charter School in 2023-24.

Documentary Record 001447

Bullis Charter School Petition

	BCS - ALL Students						LASD- All Students Excluding Interdistrict Transfers					
	2021-22		2022-23		2023-24		2021-22		2022-23		2023-24	
Total Enrollment	**1071**		**1031**		**1025**		**3185**		**3202**		**3214**	
Hispanic	47	4.39%	44	4.27%	42	4.10%	299	9.39%	300	9.37%	305	9.49%
English Learners	61	5.70%	61	5.92%	92	8.98%	339	10.64%	340	10.62%	343	10.67%
Socio-Economically Disadvantaged	13	1.21%	20	1.94%	33	3.22%	230	7.22%	249	7.78%	245	7.62%
Students with Disabilities	85	7.94%	74	7.18%	74	7.22%	298	9.36%	291	9.09%	325	10.11%

BCS Notes: Socio-economically disadvantaged was calculated from meeting any of the following criteria:
2021-22: Title I Part C, Homeless, Socioeconomically, FRL
2022-23: Title I Part C, Homeless, Socioeconomically, Parent High School Graduate
2023-24: Title I Part C, Homeless, Socioeconomically, FRL
2016-17 data was pulled from DataQuest only.

LASD Notes: Socio-economically disadvantaged was calculated from meeting any of the following criteria:
2021-22, 2022-23, 2023-24: Title I Part C, Homeless, Socioeconomically, Parent High School Graduate
2016-17 data was pulled from DataQuest only.

Table 2. Comparison of Bullis Charter School (BCS) and Los Altos Elementary School District (LASD) Total Student Enrollment in 2021-22 for Select Student Groups, Excluding Interdistrict Transfers

	BCS		LASD		Difference		Variance		Z		
	Count	%	Count	%	Difference	*Numerator : Difference in Proportions*	*Pooled Proportion*	*Denominator*	Z-Score	p-value	Result
Hispanic	47	4.39%	299	9.39%	5.00%	0.0500	0.081296992	0.009653308	**5.1789**	**<0.0001**	Significant difference
English Learners	61	5.70%	339	10.64%	4.95%	0.0495	0.093984962	0.010307379	**4.8005**	**<0.0001**	Significant difference
Socio-Economically Disadvantaged	13	1.21%	230	7.22%	6.01%	0.0601	0.057095865	0.008195726	**7.3301**	**<0.0001**	Significant difference
Students with Disabilities	85	7.94%	298	9.36%	1.42%	0.0142	0.089990602	0.010108178	**1.4047**	**0.160**	No significant difference
Total Enrollment	**1071**		**3185**	100.00%							

Notes: Z-Score proportion difference tests are two-tailed with *a priori* alpha level set at 0.05.

The proportion of Hispanic students enrolled at Los Altos Elementary School District in 2021-22 is significantly higher than the proportion enrolled at Bullis Charter School in 2021-22.
The proportion of English Learners enrolled at Los Altos Elementary School District in 2021-22 is significantly higher than the proportion enrolled at Bullis Charter School in 2021-22.
The proportion of socio-economically disadvantaged students enrolled at Los Altos Elementary School District in 2021-22 is significantly higher than the proportion enrolled at Bullis Charter School in 2021-22.
There is no significant difference between the proportion ofstudents with disabilities enrolled at Los Altos Elementary School District and the proportion enrolled at Bullis Charter School in 2021-22.

Table 3. Comparison of Bullis Charter School (BCS) and Los Altos Elementary School District (LASD) Total Student Enrollment in 2022-23 for Select Student Groups, Excluding Interdistrict Transfers

	BCS		LASD		Difference		Variance		Z		
	Count	%	Count	%	Difference	*Numerator : Difference in Proportions*	*Pooled Proportion*	*Denominator*	Z-Score	p-value	Result
Hispanic	44	4.27%	300	9.37%	5.10%	0.0510	0.081266241	0.009784397	**5.2139**	**<0.0001**	Significant difference
English Learners	61	5.92%	340	10.62%	4.70%	0.0470	0.094731869	0.010486264	**4.4837**	**<0.0001**	Significant difference
Socio-Economically Disadvantaged	20	1.94%	249	7.78%	5.84%	0.0584	0.063548311	0.00873532	**6.6815**	**<0.0001**	Significant difference
Students with Disabilities	74	7.18%	291	9.09%	1.91%	0.0191	0.086227262	0.010051376	**1.9008**	**0.057**	No significant difference
Total Enrollment	**1031**		**3202**								

Notes: Z-Score proportion difference tests are two-tailed with *a priori* alpha level set at 0.05.

The proportion of Hispanic students enrolled at Los Altos Elementary School District in 2022-23 is significantly higher than the proportion enrolled at Bullis Charter School in 2022-23.
The proportion of English Learners enrolled at Los Altos Elementary School District in 2022-23 is significantly higher than the proportion enrolled at Bullis Charter School in 2022-23.
The proportion of socio-economically disadvantaged students enrolled at Los Altos Elementary School District in 2022-23 is significantly higher than the proportion enrolled at Bullis Charter School in 2022-23.
There is no significant difference between the proportion of students with disabilities enrolled at Los Altos Elementary School District and the proportion enrolled at Bullis Charter School in 2022-23.

Table 4. Comparison of Bullis Charter School (BCS) and Los Altos Elementary School District (LASD) Total Student Enrollment in 2023-24 for Select Student Groups, Excluding Interdistrict Transfers

	BCS		2023-24		Difference		Variance		Z		
	Count	%	Count	%	Difference	*Numerator : Difference in Proportions*	*Pooled Proportion*	*Denominator*	Z-Score	p-value	Result
Hispanic	42	4.10%	305	9.49%	5.39%	0.0539	0.081858929	0.009834099	**5.4831**	**<0.0001**	Significant difference
English Learners	92	8.98%	343	10.67%	1.70%	0.0170	0.102618542	0.010885498	**1.5584**	**0.119**	No significant difference
Socio-Economically Disadvantaged	33	3.22%	245	7.62%	4.40%	0.0440	0.065581505	0.00887903	**4.9588**	**<0.0001**	Significant difference
Students with Disabilities	74	7.22%	325	10.11%	2.89%	0.0289	0.094125973	0.010474553	**2.7615**	**0.006**	Significant difference
Total Enrollment	**1025**	100.00%	**3214**	100.00%							

Notes: Z-Score proportion difference tests are two-tailed with *a priori* alpha level set at 0.05.

The proportion of Hispanic students enrolled at Los Altos Elementary School District in 2023-24 is significantly higher than the proportion enrolled at Los Altos Elementary School District in 2023-24.
There is no significant difference between the proportion of English Learners enrolled at Los Altos Elementary School District and the proportion enrolled at Bullis Charter School in 2023-24.
The proportion of socio-economically disadvantaged students enrolled at Los Altos Elementary School District in 2023-24 is significantly higher than the proportion enrolled at Los Altos Elementary School District in 2023-24.
The proportion of students with disabilities enrolled at Los Altos Elementary School District in 2023-24 is significantly higher than the proportion enrolled at Los Altos Elementary School District in 2023-24.

Documentary Record 001448

Bullis Charter School Petition

	BCS - ALL Students Enrolled in TK/K								LASD - All Students Enrolled in TK/K							
Student Group	**2016-17**		**2021-22**		**2022-23**		**2023-24**		**2016-17**		**2023-24**		**2022-23**		**2023-24**	
TK/K Enrollment	**105**		**137**		**126**		**126**		**451**		**316**		**345**		**406**	
Hispanic	5	4.76%	7	5.11%	2	1.59%	4	3.17%	47	10.42%	28	8.86%	25	7.25%	41	10.10%
English Learners	28	26.67%	22	16.06%	34	26.98%	54	42.86%	111	24.61%	53	16.77%	68	19.71%	82	20.20%
Socio-Economically Disadvantaged*	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	31	6.87%	14	4.43%	25	7.25%	36	8.87%
Students with Disabilities*	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	18	3.99%	18	5.70%	21	6.09%	36	8.87%

Source: CDE DataQuest, Annual Enrollment Data Reports

Notes *: Counts for 2016-17, 2021-22, and 2022-23 are from Grade K enrollment.*

** Grade level subgroup comparison for socioeconomically disadvantaged and students with disabilities unavailable due to small sample size at BCS.*

Table 1. Comparison of Bullis Charter School (BCS) and Los Altos Elementary School District (LASD) Total Student Enrollment in 2016-17 for Select Student Groups

	BCS		LASD					
Student Group	**Count**	**%**	**Count**	**%**	**Difference**	**Z-Score**	**p-value**	**Result**
Hispanic	5	4.76%	47	10.42%	5.66%	**1.7938**	**0.073**	No significant difference
English Learners	28	26.67%	111	24.61%	-2.05%	**-0.4379**	**0.661**	No significant difference
Socio-Economically Disadvantaged*	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities*	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
TK/K Enrollment	**105**		**451**					

Notes: Z-Score proportion difference tests are two-tailed with *a priori* alpha level set at 0.05.

There is no significant difference between the proportion of TK/K Hispanic students enrolled at Los Altos Elementary School District and at Bullis Charter School in 2016-17.
There is no significant difference between the proportion of TK/K English Learners enrolled at Los Altos Elementary School District and at Bullis Charter School in 2016-17.

Table 2. Comparison of Bullis Charter School (BCS) and Los Altos Elementary School District (LASD) TK - K Enrollment in 2021-22 for Select Student Groups

	BCS		LASD					
Student Group	**Count**	**%**	**Count**	**%**	**Difference**	**Z-Score**	**p-value**	**Result**
Hispanic	7	5.11%	28	8.86%	3.75%	**1.3734**	**0.170**	No significant difference
English Learners	22	16.06%	53	16.77%	0.71%	**0.1877**	**0.851**	No significant difference
Socio-Economically Disadvantaged*	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities*	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
TK/K Enrollment	**137**		**316**					

Notes: Z-Score proportion difference tests are two-tailed with *a priori* alpha level set at 0.05.

There is no significant difference between the proportion of TK/K Hispanic students enrolled at Los Altos Elementary School District and at Bullis Charter School in 2021-22.
There is no significant difference between the proportion of TK/K English Learners enrolled at Los Altos Elementary School District and at Bullis Charter School in 2021-22.

Table 3. Comparison of Bullis Charter School (BCS) and Los Altos Elementary School District (LASD) TK - K Enrollment in 2022-23 for Select Student Groups

	BCS		LASD					
Student Group	**Count**	**%**	**Count**	**%**	**Difference**	**Z-Score**	**p-value**	**Result**
Hispanic	2	1.59%	25	7.25%	5.66%	**2.3387**	**0.019**	Significant difference
English Learners	34	26.98%	68	19.71%	-7.27%	**-1.6965**	**0.090**	No significant difference
Socio-Economically Disadvantaged*	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities*	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
TK/K Enrollment	**126**		**345**					

Notes: Z-Score proportion difference tests are two-tailed with *a priori* alpha level set at 0.05.

The proportion of TK/K Hispanic students enrolled at Los Altos Elementary School District in 2022-23 is significantly higher than the proportion enrolled at Bullis Charter School in 2022-23.
There is no significant difference between the proportion of TK/K English Learners enrolled at Los Altos Elementary School District and at Bullis Charter School in 2022-23.

Table 4. Comparison of Bullis Charter School (BCS) and Los Altos Elementary School District (LASD) TK - K Enrollment in 2023-24 for Select Student Groups

	BCS		LASD					
Student Group	**Count**	**%**	**Count**	**%**	**Difference**	**Z-Score**	**p-value**	**Result**
Hispanic	4	3.17%	41	10.10%	6.92%	**2.4400**	**0.015**	Significant difference
English Learners	54	42.86%	82	20.20%	-22.66%	**-5.0939**	**< 0.001**	Significant difference
Socio-Economically Disadvantaged*	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities*	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
TK/K Enrollment	**126**		**406**					

Notes: Z-Score proportion difference tests are two-tailed with *a priori* alpha level set at 0.05.

The proportion of TK/K Hispanic students enrolled at Los Altos Elementary School District in 2023-24 is significantly higher than the proportion enrolled at Bullis Charter School in 2023-24.
The proportion of TK/K English Learners enrolled at Bullis Charter School in 2023-24 is significantly higher than the proportion enrolled at Los Altos Elementary School District in 2023-24.

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Bullis Charter School Petition

	BCS - ALL Students Enrolled in TK/K						LASD- ALL Students in TK/K Excluding Interdistrict Transfers					
	2021-22		2022-23*		2023-24		2021-22		2022-23*		2023-24	
Total Enrollment	137		110		126		293		327		382	
Hispanic	7	5.11%	2	1.82%	2	1.59%	25	8.53%	26	7.95%	37	9.69%
English Learners	22	16.06%	30	27.27%	54	42.86%	52	17.75%	68	20.80%	82	21.47%
Socio-Economically Disadvantaged	0	0.00%	5	4.55%	4	3.17%	14	4.78%	24	7.34%	35	9.16%
Students with Disabilities	3	2.19%	5	4.55%	6	4.76%	17	5.80%	21	6.42%	36	9.42%

BCS Notes: Socio-economically disadvantaged was calculated from meeting any of the following criteria:
2021-22: Title I Part C, Homeless, Socioeconomically, FRL
2022-23: Title I Part C, Homeless, Socioeconomically, Parent High School Graduate
2023-24: Title I Part C, Homeless, Socioeconomically, FRL
2016-17 data was pulled from DataQuest only.
**** Enrollment counts determined from 'KN' enrollment.***

LASD Notes: Socio-economically disadvantaged was calculated from meeting any of the following criteria:
2021-22, 2022-23, 2023-24: Title I Part C, Homeless, Socioeconomically, Parent High School Graduate
2016-17 data was pulled from DataQuest only.
**** Enrollment counts determined from 'KN' enrollment.***

Table 1. Comparison of Bullis Charter School (BCS) and Los Altos Elementary School District (LASD) TK/K Student Enrollment in 2021-22 for Select Student Groups, Excluding Interdistrict Transfers

	BCS		LASD		Difference		Variance		Z		
	Count	%	Count	%	Difference	*Numerator: Difference in Proportions*	*Pooled Proportion*	*Denominator*	Z-Score	p-value	Result
Hispanic	7	5.11%	25	8.53%	3.42%	0.0342	0.074418605	0.027163655	**1.2601**	**0.208**	No significant difference
English Learners	22	16.06%	52	17.75%	1.69%	0.0169	0.172093023	0.039067223	**0.4323**	**0.665**	No significant difference
Socio-Economically Disadvantaged	0	0.00%	14	4.78%	4.78%	0.0478	0.03255814	0.018368867	**2.6012**	**0.009**	Significant difference
Students with Disabilities	3	2.19%	17	5.80%	3.61%	0.0361	0.046511628	0.021796091	**1.6573**	**0.097**	No significant difference
Total Enrollment	**137**	100.00%	**293**								

Notes: Z-Score proportion difference tests are two-tailed with *a priori* alpha level set at 0.05. Enrollment counts determined from 'KN' enrollment.

There is no significant difference between the proportion of TK/K Hispanic students enrolled at Los Altos Elementary School District and at Bullis Charter School in 2021-22.
There is no significant difference between the proportion of TK/K English Learners enrolled at Los Altos Elementary School District and at Bullis Charter School in 2021-22.
The proportion of TK/K socio-economically disadvantaged students enrolled at Los Altos Elementary School District in 2021-22 is significantly higher than the proportion enrolled at Bullis Charter School in 2021-22.
There is no significant difference between the proportion of TK/K students with disabilities enrolled at Los Altos Elementary School District and at Bullis Charter School in 2021-22.

Table 2. Comparison of Bullis Charter School (BCS) and Los Altos Elementary School District (LASD) TK/K Student Enrollment in 2022-23 for Select Student Groups, Excluding Interdistrict Transfers

	BCS*		LASD*		Difference		Variance		Z		
	Count	%	Count	%	Difference	*Numerator: Difference in Proportions*	*Pooled Proportion*	*Denominator*	Z-Score	p-value	Result
Hispanic	2	1.82%	26	7.95%	6.13%	0.0613	0.064073227	0.026991669	**2.2721**	**0.023**	Significant difference
English Learners	30	27.27%	68	20.80%	-6.48%	-0.0648	0.224256293	0.045972905	**-1.4090**	**0.159**	No significant difference
Socio-Economically Disadvantaged	5	4.55%	24	7.34%	2.79%	0.0279	0.066361556	0.027435833	**1.0184**	**0.309**	No significant difference
Students with Disabilities	5	4.55%	21	6.42%	1.88%	0.0188	0.059496568	0.026073339	**0.7197**	**0.472**	No significant difference
Total Enrollment	**110**	100.00%	**327**								

Notes: Z-Score proportion difference tests are two-tailed with *a priori* alpha level set at 0.05. Enrollment counts determined from 'KN' enrollment.

The proportion of TK/K Hispanic students enrolled at Los Altos Elementary School District in 2022-23 is significantly higher than the proportion enrolled at Bullis Charter School in 2022-23.
There is no significant difference between the proportion of TK/K English learners enrolled at Los Altos Elementary School District and at Bullis Charter School in 2022-23.
There is no significant difference between the proportion of TK/K socio-economically disadvantaged students enrolled at Los Altos Elementary School District and at Bullis Charter School in 2022-23.
There is no significant difference between the proportion of TK/K students with disabilities enrolled at Los Altos Elementary School District and at Bullis Charter School in 2022-23.

Table 3. Comparison of Bullis Charter School (BCS) and Los Altos Elementary School District (LASD) TK/K Student Enrollment in 2023-24 for Select Student Groups, Excluding Interdistrict Transfers

	BCS		LASD		Difference		Variance		Z		
	Count	%	Count	%	Difference	*Numerator: Difference in Proportions*	*Pooled Proportion*	*Denominator*	Z-Score	p-value	Result
Hispanic	2	1.59%	37	9.69%	8.10%	0.0810	0.076771654	0.027350793	**2.9610**	**0.003**	Significant difference
English Learners	54	42.86%	82	21.47%	-21.39%	-0.2139	0.267716535	0.045487505	**-4.7026**	**<0.0001**	Significant difference
Socio-Economically Disadvantaged	4	3.17%	35	9.16%	5.99%	0.0599	0.076771654	0.027350793	**2.1892**	**0.029**	Significant difference
Students with Disabilities	6	4.76%	36	9.42%	4.66%	0.0466	0.082677165	0.028292335	**1.6479**	**0.099**	No significant difference
Total Enrollment	**126**	100.00%	**382**								

Notes: Z-Score proportion difference tests are two-tailed with *a priori* alpha level set at 0.05.

The proportion of TK/K Hispanic students enrolled at Los Altos Elementary School District in 2023-24 is significantly higher than the proportion enrolled at Bullis Charter School in 2023-24.
The proportion of TK/K English Learners enrolled at Los Altos Elementary School District in 2023-24 is significantly higher than the proportion enrolled at Bullis Charter School in 2023-24.
The proportion of TK/K socio-economically disadvantaged students enrolled at Los Altos Elementary School District in 2023-24 is significantly higher than the proportion enrolled at Bullis Charter School in 2023-24.
There is no significant difference between the proportion of TK/K students with disabilities enrolled at Los Altos Elementary School District and at Bullis Charter School in 2023-24.

Documentary Record 001450

Bullis Charter School Petition

	BCS - ALL Students Enrolled in Grade 1								LASD - All Students Enrolled in Grade 1							
Student Group	**2016-17**		**2021-22**		**2022-23**		**2023-24**		**2016-17**		**2023-24**		**2022-23**		**2023-24**	
Grade 1 Enrollment	**105**		**134**		**128**		**111**		**414**		**295**		**307**		**284**	
Hispanic	0	0.00%	3	2.24%	9	7.03%	4	3.60%	36	8.70%	27	9.15%	24	7.82%	24	8.45%
English Learners	26	24.76%	13	9.70%	9	7.03%	12	10.81%	95	22.95%	58	19.66%	51	16.61%	53	18.66%
Socio-Economically Disadvantaged*	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	29	7.00%	24	8.14%	13	4.23%	18	6.34%
Students with Disabilities*	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	29	7.00%	26	8.81%	20	6.51%	24	8.45%

Source: CDE DataQuest, Annual Enrollment Data Reports

** Grade level subgroup comparison for socioeconomically disadvantaged and students with disabilities unavailable due to small sample size at BCS.*

Table 1. Comparison of Bullis Charter School (BCS) and Los Altos Elementary School District (LASD) Grade 1 Enrollment in 2016-17 for Select Student Groups

	BCS		LASD					
Student Group	**Count**	**%**	**Count**	**%**	**Difference**	**Z-Score**	**p-value**	**Result**
Hispanic	0	0.00%	36	8.70%	8.70%	**3.1322**	**0.002**	Significant difference
English Learners	26	24.76%	95	22.95%	-1.82%	**-0.3929**	**0.694**	No significant difference
Socio-Economically Disadvantaged*	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities*	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 1 Enrollment	**105**		**414**					

Notes: Z-Score proportion difference tests are two-tailed with *a priori* alpha level set at 0.05.

The proportion of Grade 1 Hispanic students enrolled at Los Altos Elementary School District in 2016-17 is significantly higher than the proportion enrolled at Bullis Charter School in 2016-17.
There is no significant difference between the proportion of Grade 1 English Learners enrolled at Los Altos Elementary School District and at Bullis Charter School in 2016-17.

Table 2. Comparison of Bullis Charter School (BCS) and Los Altos Elementary School District (LASD) Grade 1 Enrollment in 2021-22 for Select Student Groups

	BCS		LASD					
Student Group	**Count**	**%**	**Count**	**%**	**Difference**	**Z-Score**	**p-value**	**Result**
Hispanic	3	2.24%	27	9.15%	6.91%	**2.6023**	**0.009**	Significant difference
English Learners	13	9.70%	58	19.66%	9.96%	**2.5725**	**0.010**	Significant difference
Socio-Economically Disadvantaged*	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities*	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 1 Enrollment	**134**		**295**					

Notes: Z-Score proportion difference tests are two-tailed with *a priori* alpha level set at 0.05.

The proportion of Grade 1 Hispanic students enrolled at Los Altos Elementary School District in 2021-22 is significantly higher than the proportion enrolled at Bullis Charter School in 2021-22.
The proportion of Grade 1 English Learners enrolled at Los Altos Elementary School District in 2021-22 is significantly higher than the proportion enrolled at Bullis Charter School in 2021-22.

Table 3. Comparison of Bullis Charter School (BCS) and Los Altos Elementary School District (LASD) Grade 1 Enrollment in 2022-23 for Select Student Groups

	BCS		LASD					
Student Group	**Count**	**%**	**Count**	**%**	**Difference**	**Z-Score**	**p-value**	**Result**
Hispanic	9	7.03%	24	7.82%	0.79%	**0.2823**	**0.778**	No significant difference
English Learners	9	7.03%	51	16.61%	9.58%	**2.6409**	**0.008**	Significant difference
Socio-Economically Disadvantaged*	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities*	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 1 Enrollment	**128**		**307**					

Notes: Z-Score proportion difference tests are two-tailed with *a priori* alpha level set at 0.05.

There is no significant difference between the proportion of Grade 1 Hispanic students enrolled at Los Altos Elementary School District and at Bullis Charter School in 2022-23.
The proportion of Grade 1 English Learners enrolled at Los Altos Elementary School District in 2021-22 is significantly higher than the proportion enrolled at Bullis Charter School in 2021-22.

Table 4. Comparison of Bullis Charter School (BCS) and Los Altos Elementary School District (LASD) Grade 1 Enrollment in 2023-24 for Select Student Groups

	BCS		LASD					
Student Group	**Count**	**%**	**Count**	**%**	**Difference**	**Z-Score**	**p-value**	**Result**
Hispanic	4	3.60%	24	8.45%	4.85%	**1.6873**	**0.092**	No significant difference
English Learners	12	10.81%	53	18.66%	7.85%	**1.8916**	**0.059**	No significant difference
Socio-Economically Disadvantaged*	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities*	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 1 Enrollment	**111**		**284**					

Notes: Z-Score proportion difference tests are two-tailed with *a priori* alpha level set at 0.05.

There is no significant difference between the proportion of Grade 1 Hispanic students enrolled at Los Altos Elementary School District and at Bullis Charter School in 2023-24.
There is no significant difference between the proportion of Grade 1 English Learners enrolled at Los Altos Elementary School District and at Bullis Charter School in 2023-24.

Documentary Record 001451

Bullis Charter School Petition

	BCS - ALL Students Enrolled in Grade 1						LASD- ALL Students in Grade 1 Excluding Interdistrict Transfers					
	2021-22		2022-23		2023-24		2021-22		2022-23		2023-24	
Total Enrollment	**134**		**124**		**111**		**281**		**283**		**267**	
Hispanic	3	2.24%	9	7.26%	4	3.60%	26	9.25%	21	7.42%	23	8.61%
English Learners	13	9.70%	9	7.26%	12	10.81%	58	20.64%	49	17.31%	53	19.85%
Socio-Economically Disadvantaged	2	1.49%	1	0.81%	7	6.31%	23	8.19%	13	4.59%	18	6.74%
Students with Disabilities	9	6.72%	3	2.42%	3	2.70%	25	8.90%	19	6.71%	23	8.61%

BCS Notes: Socio-economically disadvantaged was calculated from meeting any of the following criteria:
2021-22: Title I Part C, Homeless, Socioeconomically, FRL
2022-23: Title I Part C, Homeless, Socioeconomically, Parent High School Graduate
2023-24: Title I Part C, Homeless, Socioeconomically, FRL
2016-17 data was pulled from DataQuest only.

LASD Notes: Socio-economically disadvantaged was calculated from meeting any of the following criteria:
2021-22, 2022-23, 2023-24: Title I Part C, Homeless, Socioeconomically, Parent High School Graduate
2016-17 data was pulled from DataQuest only.

Table 2. Comparison of Bullis Charter School (BCS) and Los Altos Elementary School District (LASD) Grade 1 Student Enrollment in 2021-22 for Select Student Groups, Excluding Interdistrict Transfers

	BCS		*LASD*		Difference		Variance		Z		
	Count	%	Count	%	Difference	*Numerator : Difference in Proportions*	*Pooled Proportion*	*Denominator*	Z-Score	p-value	Result
Hispanic	3	2.24%	26	9.25%	7.01%	0.0701	0.069879518	0.026764741	**2.6206**	**0.009**	Significant difference
English Learners	13	9.70%	58	20.64%	10.94%	0.1094	0.171084337	0.039534731	**2.7670**	**0.006**	Significant difference
Socio-Economically Disadvantaged	2	1.49%	23	8.19%	6.69%	0.0669	0.060240964	0.024978865	**2.6793**	**0.007**	Significant difference
Students with Disabilities	9	6.72%	25	8.90%	2.18%	0.0218	0.081927711	0.028792033	**0.7573**	**0.449**	No significant difference
Total Enrollment	**134**	100.00%	**281**								

Notes: Z-Score proportion difference tests are two-tailed with *a priori* alpha level set at 0.05.

The proportion of Grade 1 Hispanic students enrolled at Los Altos Elementary School District in 2021-22 is significantly higher than the proportion enrolled at Bullis Charter School in 2021-22.
The proportion of Grade 1 English learners enrolled at Los Altos Elementary School District in 2021-22 is significantly higher than the proportion enrolled at Bullis Charter School in 2021-22.
The proportion of Grade 1 socio-economically disadvantaged students enrolled at Los Altos Elementary School District in 2021-22 is significantly higher than the proportion enrolled at Bullis Charter School in 2021-22.
There is no significant difference between the proportion of Grade 1 students with disabilities enrolled at Los Altos Elementary School District and at Bullis Charter School in 2021-22.

Table 3. Comparison of Bullis Charter School (BCS) and Los Altos Elementary School District (LASD) Grade 1 Student Enrollment in 2022-23 for Select Student Groups, Excluding Interdistrict Transfers

	BCS		*LASD*		Difference		Variance		Z		
	Count	%	Count	%	Difference	*Numerator : Difference in Proportions*	*Pooled Proportion*	*Denominator*	Z-Score	p-value	Result
Hispanic	9	7.26%	21	7.42%	0.16%	0.0016	0.073710074	0.028140385	**0.0577**	**0.954**	No significant difference
English Learners	9	7.26%	49	17.31%	10.06%	0.1006	0.142506143	0.037646573	**2.6713**	**0.008**	Significant difference
Socio-Economically Disadvantaged	1	0.81%	13	4.59%	3.79%	0.0379	0.034398034	0.019627231	**1.9296**	**0.054**	No significant difference
Students with Disabilities	3	2.42%	19	6.71%	4.29%	0.0429	0.054054054	0.024352326	**1.7635**	**0.078**	No significant difference
Total Enrollment	**124**	100.00%	**283**								

Notes: Z-Score proportion difference tests are two-tailed with *a priori* alpha level set at 0.05.

There is no significant difference between the proportion of Grade 1 Hispanic students enrolled at Los Altos Elementary School District and at Bullis Charter School in 2022-23.
The proportion of Grade 1 English learners enrolled at Los Altos Elementary School District in 2022-23 is significantly higher than the proportion enrolled at Bullis Charter School in 2022-23.
There is no significant difference between the proportion of Grade 1 socio-economically disadvantaged students enrolled at Los Altos Elementary School District and at Bullis Charter School in 2022-23.
There is no significant difference between the proportion of Grade 1 students with disabilities enrolled at Los Altos Elementary School District and at Bullis Charter School in 2022-23.

Table 4. Comparison of Bullis Charter School (BCS) and Los Altos Elementary School District (LASD) Grade 1 Student Enrollment in 2023-24 for Select Student Groups, Excluding Interdistrict Transfers

	BCS		*LASD*		Difference		Variance		Z		
	Count	%	Count	%	Difference	*Numerator : Difference in Proportions*	*Pooled Proportion*	*Denominator*	Z-Score	p-value	Result
Hispanic	4	3.60%	23	8.61%	5.01%	0.0501	0.071428571	0.029085224	**1.7227**	**0.085**	No significant difference
English Learners	12	10.81%	53	19.85%	9.04%	0.0904	0.171957672	0.042615327	**2.1212**	**0.034**	Significant difference
Socio-Economically Disadvantaged	7	6.31%	18	6.74%	0.44%	0.0044	0.066137566	0.028066893	**0.1551**	**0.877**	No significant difference
Students with Disabilities	3	2.70%	23	8.61%	5.91%	0.0591	0.068783069	0.028582156	**2.0683**	**0.039**	Significant difference
Total Enrollment	**111**	100.00%	**267**								

Notes: Z-Score proportion difference tests are two-tailed with *a priori* alpha level set at 0.05.

There is no significant difference between the proportion of Grade 1 Hispanic students enrolled at Los Altos Elementary School District and at Bullis Charter School in 2023-24.
The proportion of Grade 1 English learners enrolled at Los Altos Elementary School District in 2023-24 is significantly higher than the proportion enrolled at Bullis Charter School in 2023-24.
There is no significant difference between the proportion of Grade 1 socio-economically disadvantaged students enrolled at Los Altos Elementary School District and at Bullis Charter School in 2023-24.
The proportion of Grade 1 students with disabilities enrolled at Los Altos Elementary School District in 2023-24 is significantly higher than the proportion enrolled at Bullis Charter School in 2023-24.

Documentary Record 001452

EXHIBIT B

BULLIS CHARTER

Documentary Record 001453

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

RECEIVED

JUN 03 2024

CHARTER SCHOOLS DEPARTMENT

Documentary Record 001454

RECEIVED

JUN 03 2024

Santa Clara County Office of Education

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.	☑ YES ☐ 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.	☑ YES ☐ 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.	☐ YES ☑ 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.	☑ YES ☐ 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: Bullis Charter School

Name & Title of Lead Petitioner	DATE	Signature of Lead Petitioner
Maureen Israel - Superintendent/Principal	6/3/24	

Name & Title of County Personnel Receiving Petition	DATE	Signature of County Personnel Receiving Petition
Mefula Fairley, Exec. Dir. CSD	6/3/24	

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Appendix C **California Dashboard Data 2022-2023**
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Appendix G **Employee Handbook 2023-2024**
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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)]

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- 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

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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

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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 Code[1] 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.

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	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.

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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.

Charter School Performance Category Data File - 2023

California Department of Education, March 12, 2024

CDS: County District School, N/A: Not Applicable.

CDS	Scode	Dashboard_ Schooltyp	Charter_ Type	School	District	County	School_Type	Performance_Level	Criteria
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/perfcat24.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:

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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

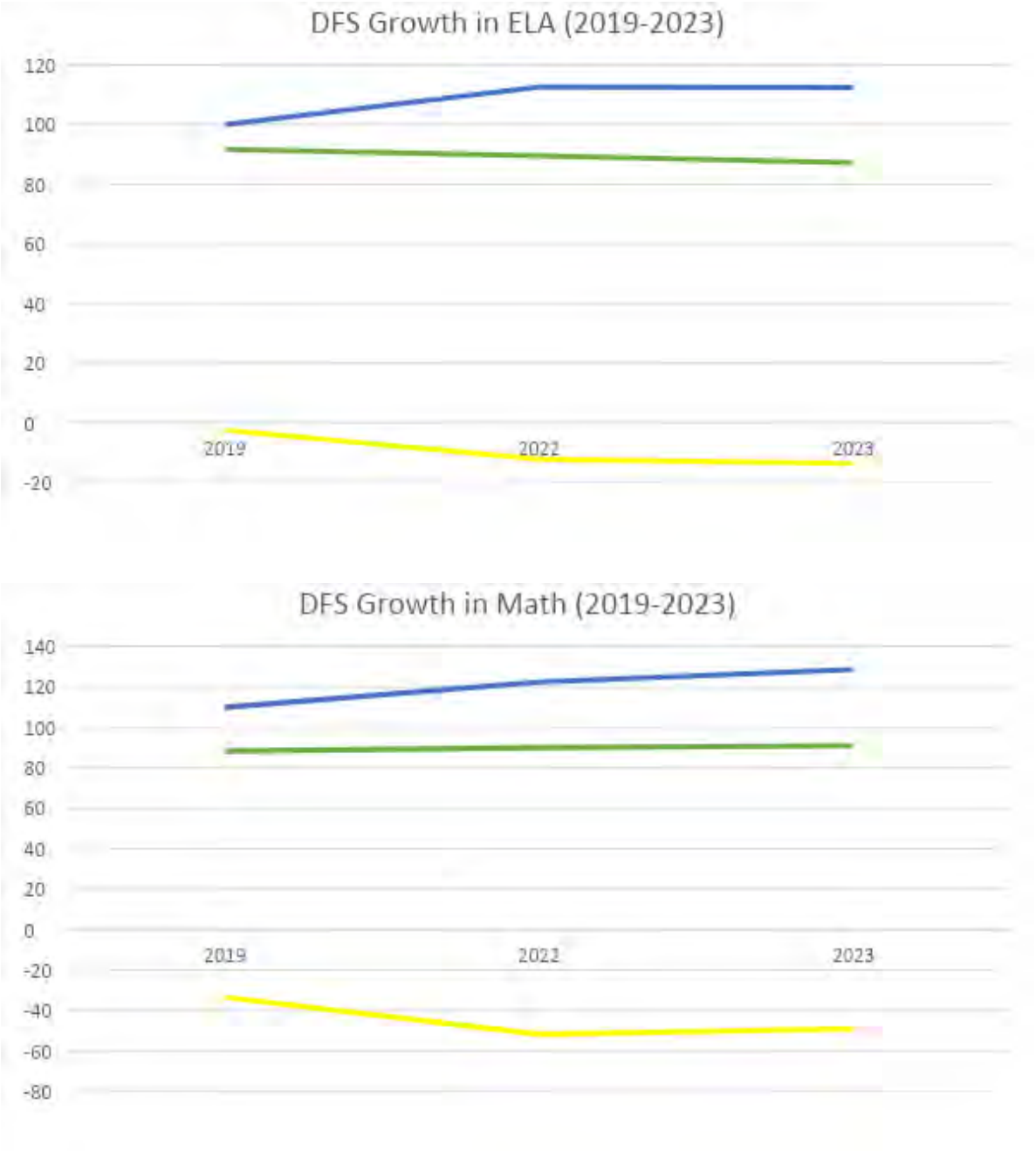
Rank	School	DFS
1	Bullis Charter School	128.5
2	Covington Elementary	113.7
3	Georgina P. Blach Junior High	108.2
4	Springer Elementary	107
5	Oak Avenue Elementary	101.4
6	Almond Elementary	87.1
7	Loyola Elementary	85.5
8	Ardis G. Egan Junior High	81.4
9	Gardner Bullis Elementary	77.6
10	Santa Rita Elementary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

Documentary Record 001465

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

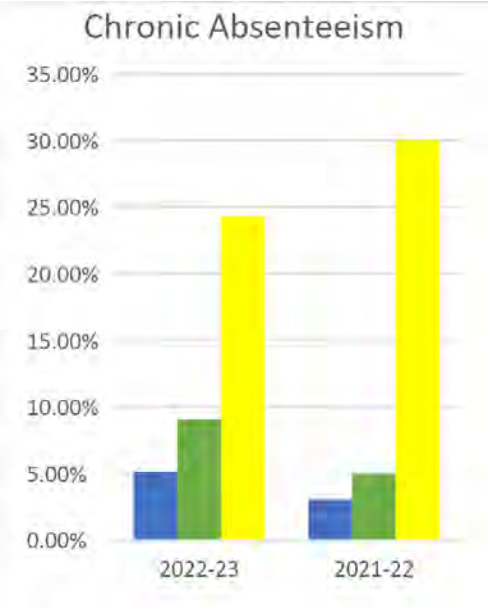
Further, Bullis has not only achieved high levels of academic performance in the most recent two Dashboards, Bullis has grown in its academic performance even through the challenges and disruption through the 2020 COVID-19 pandemic:

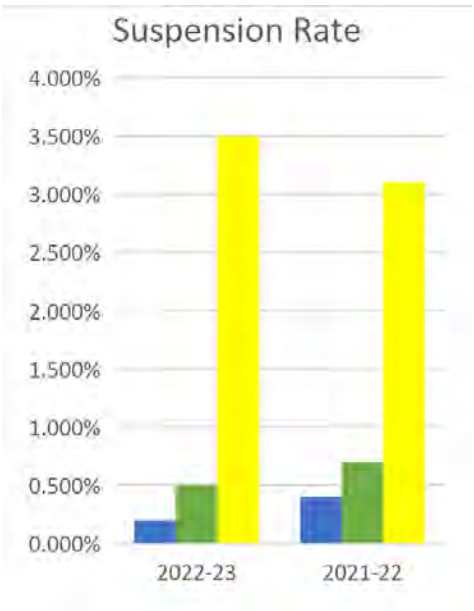


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Further, while not legally determinative of Bullis' classification as a "High Performing – Criteria 2" charter school, on nonacademic Dashboard measures addressing chronic absenteeism and suspension rate, Bullis also outperformed both the State and 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

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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

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2022 Subgroups

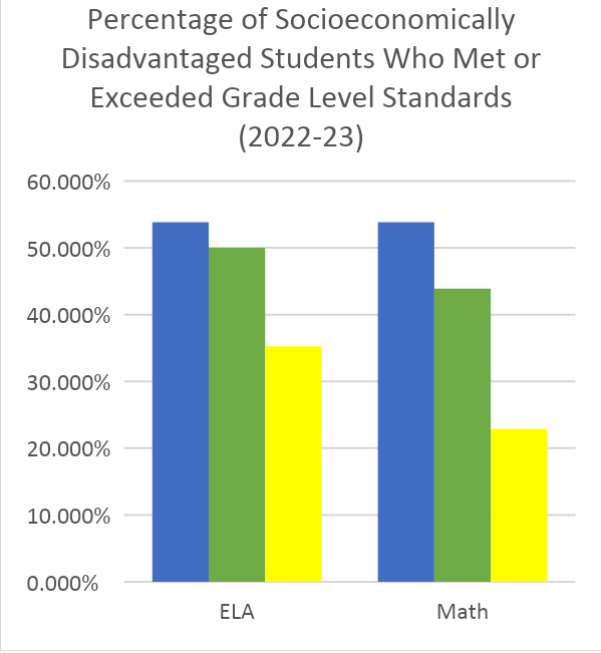
ELA – Performance Level and DFS

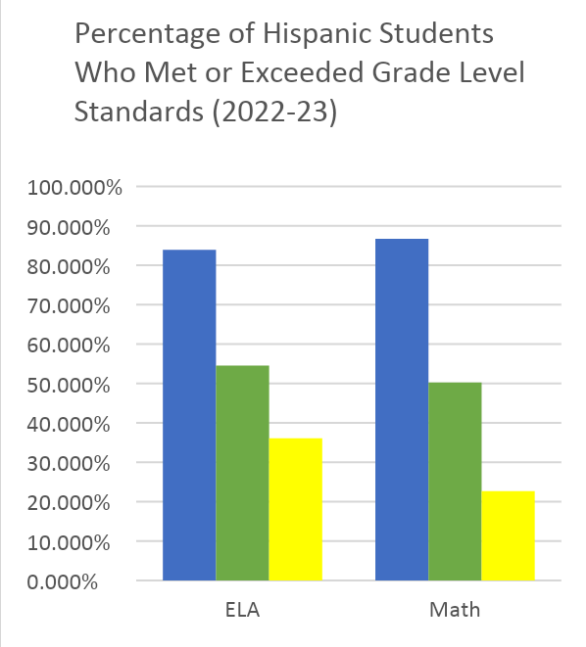
	Bullis	LASD	State
English Learners	(Very high) 90.5	(High) 20.9	(Low) -61.2
Students With Disabilities	(High) 31.8	(Low) -12.6	(Very low) -97.3
Hispanic	109.6^	(Medium) 7.8	(Low) 38.6

Math – Performance Level and DFS

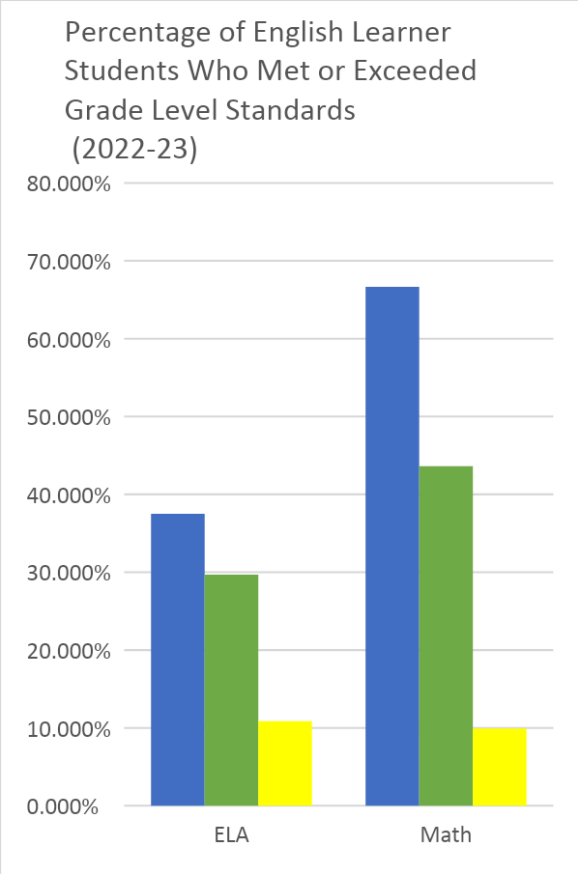
	Bullis	LASD	State
English Learners	(Very high) 108.3	(High) 23.2	(Low) -92
Students With Disabilities	(Very high) 48.9	(Medium) -17.3	(Very low) -130.8
Hispanic	107.9^	(Medium) -16.6	(Low) -83.4

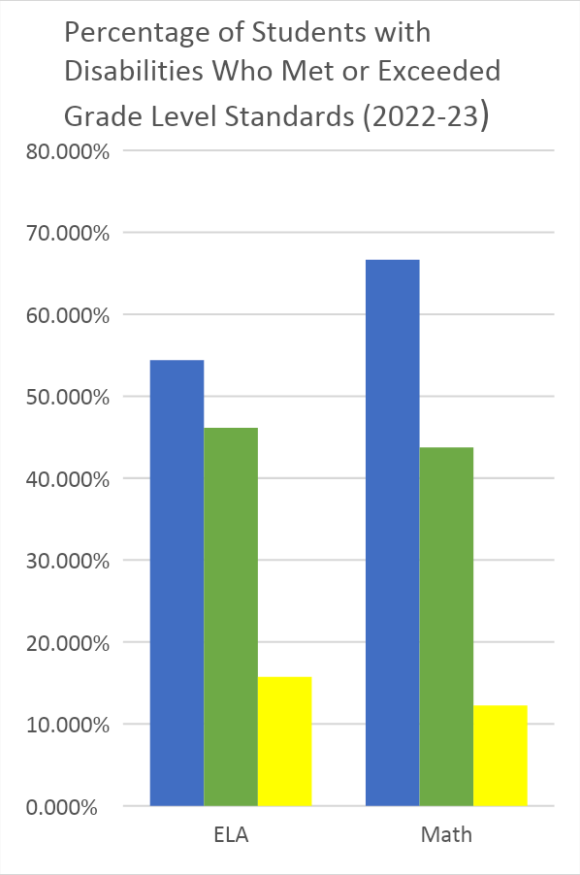
Furthermore, as to just those students classified as socioeconomically disadvantaged, Hispanic, disabled, and English learners, Bullis outperformed both the State and the District in the 2022-23 school year, as measured by the percentage of students who met or exceeded grade level standards in ELA and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





Documentary Record 001469





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

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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.

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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).

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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

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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.

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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.

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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.		

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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

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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					
M	T	W	Th	F	
1	2	3	4	5	Independence Day – 7/4
8	9	10	11	12	
15	16	17	18	19	
22	23	24	25	26	0 Instructional Days
29	30	31			

August 2024					
M	T	W	Th	F	
			1	2	New Staff Development – 8/1-8/2
5	6	7	8	9	Staff Development – 8/5-8/13
12	13	14	15	16	First Instructional Day – 8/14
19	20	21	22	23	13 Instructional Days
26	27	28	29	30	20/22 Work Days

September 2024					
M	T	W	Th	F	
2	3	4	5	6	Labor Day – 9/2
9	10	11	12	13	Data Day - Half Day - 9/20
16	17	18	19	20	FLG Conferences - Half Day - 9/26
23	24	25	26	27	FLG Conferences - Full Day - 9/27
30					19 Instructional Days
					20 Work Days

October 2024					
M	T	W	Th	F	
	1	2	3	4	Data Day - Half Day - 10/25
7	8	9	10	11	
14	15	16	17	18	
21	22	23	24	25	23 Instructional Days
28	29	30	31		23 Work Days

November 2024					
M	T	W	Th	F	
				1	Veterans Day – 11/11
4	5	6	7	8	Thanksgiving Day – 11/28
11	12	13	14	15	Thanksgiving Break – 11/25-11/29
18	19	20	21	22	15 Instructional Days
25	26	27	28	29	15 Work Days

December 2024					
M	T	W	Th	F	
2	3	4	5	6	Winter Recess – 12/23-12/31
9	10	11	12	13	Christmas Day – 12/25
16	17	18	19	20	
23	24	25	26	27	15 Instructional Days
30	31				15 Work Days

January 2025					
M	T	W	Th	F	
		1	2	3	New Years Day (Observed) – 1/1
6	7	8	9	10	Winter Recess, con. – 1/2-1/3
13	14	15	16	17	Staff Development – 1/6
20	21	22	23	24	First Instructional Day – 1/7
27	28	29	30	31	MLK Jr. Day – 1/20
					18 Instructional Days
					19 Work Days

February 2025					
M	T	W	Th	F	
3	4	5	6	7	Washington's Day (Observed) – 2/17
10	11	12	13	14	Lincoln's Day (Observed) – 2/18
17	18	19	20	21	Mid-Winter Break – 2/19-2/21
24	25	26	27	28	Data Day - Half Day - 2/7
					15 Instructional Day
					15 Work Days

March 2025					
M	T	W	Th	F	
3	4	5	6	7	FLG Conferences - Half Day - 3/20
10	11	12	13	14	FLG Conferences - Full Day - 3/21
17	18	19	20	21	Data Day - Half Day - 3/28
24	25	26	27	28	20 Instructional Days
31					22 Work Days

April 2025					
M	T	W	Th	F	
	1	2	3	4	Spring Break – 4/7-4/11
7	8	9	10	11	
14	15	16	17	18	
21	22	23	24	25	17 Instructional Days
28	29	30			17 Work Days

May 2025					
M	T	W	Th	F	
			1	2	Memorial Day – 5/26
5	6	7	8	9	
12	13	14	15	16	
19	20	21	22	23	21 Instructional Days
26	27	28	29	30	21 Work Days

June 2025					
M	T	W	Th	F	
2	3	4	5	6	Last Instructional Day – Half Day - 6/5
9	10	11	12	13	Last Work Day for Teachers – 6/6
16	17	18	19	20	Junteenth Independence Day – 6/19
23	24	25	26	27	4 Instructional Days
30					5 Work Days

11	Legal Holiday (no school for students or staff)
20	Local Holiday (no school for students or staff)
11	Staff Development (no school for students)

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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

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- 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

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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.

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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

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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:

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(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; "Intersession" (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 Marzano[4] and Schmoker[5] 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.

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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.

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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

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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 Glatthorn[7] 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.

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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

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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 relations[10]. 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.

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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.

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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

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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	**Tier 1/2/3 Curriculum** Used for individualized learning, reteaching and differentiation. Specific standards can be assigned to individual students through NWEA integration. A PreK-8 visual instructional program that leverages the brain's innate spatial-temporal reasoning ability to solve mathematical problems.
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	**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.
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	**Tier 1 ELA Curriculum** This continues as the Tier 1 curriculum for the 24-25 year with shifts

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		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.

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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

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		comprehension.

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, 3rd Edition, Volume 1	TK-5 6-8	**Core Curriculum**
Health Teen Talk, Health Connected	5th, 8th	**Core Curriculum**
Visual and Performing Arts 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 then 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.

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[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.

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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.

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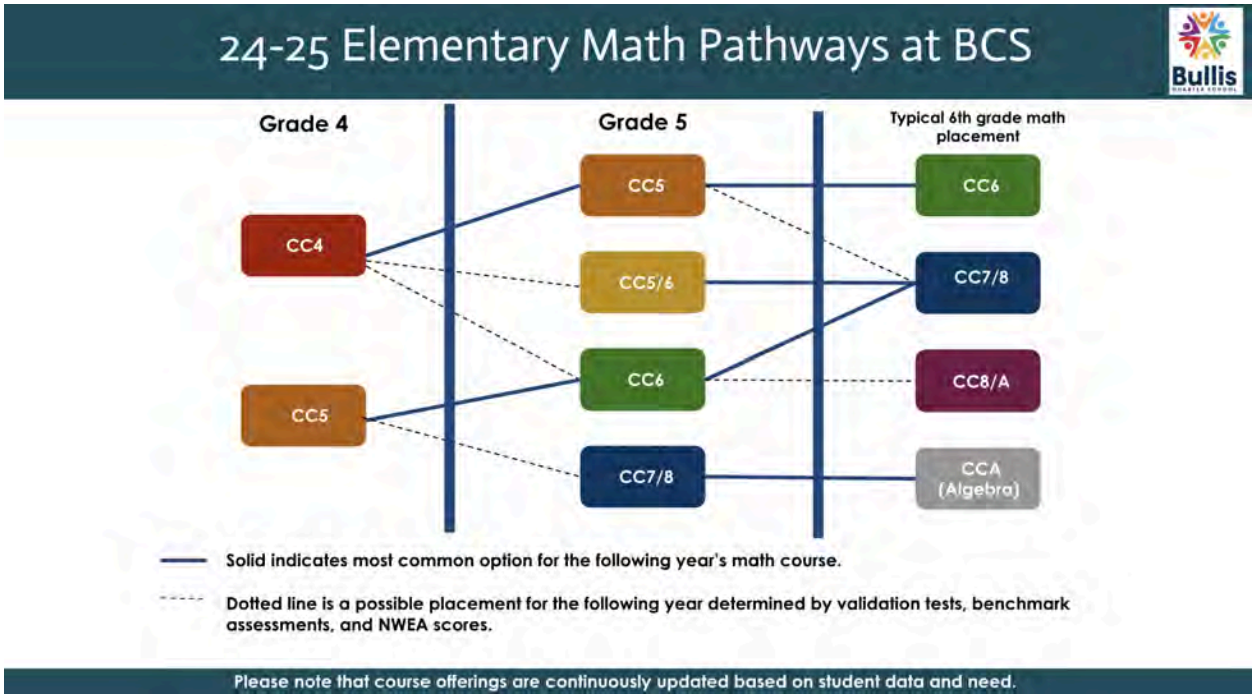
Both are adopted programs through the State of California and both share a philosophy grounded in problem-based learning that scaffolds learning in an experiential environment that results in mastery of core concepts and skills over time. Teachers are able to provide students multiple learning opportunities 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.

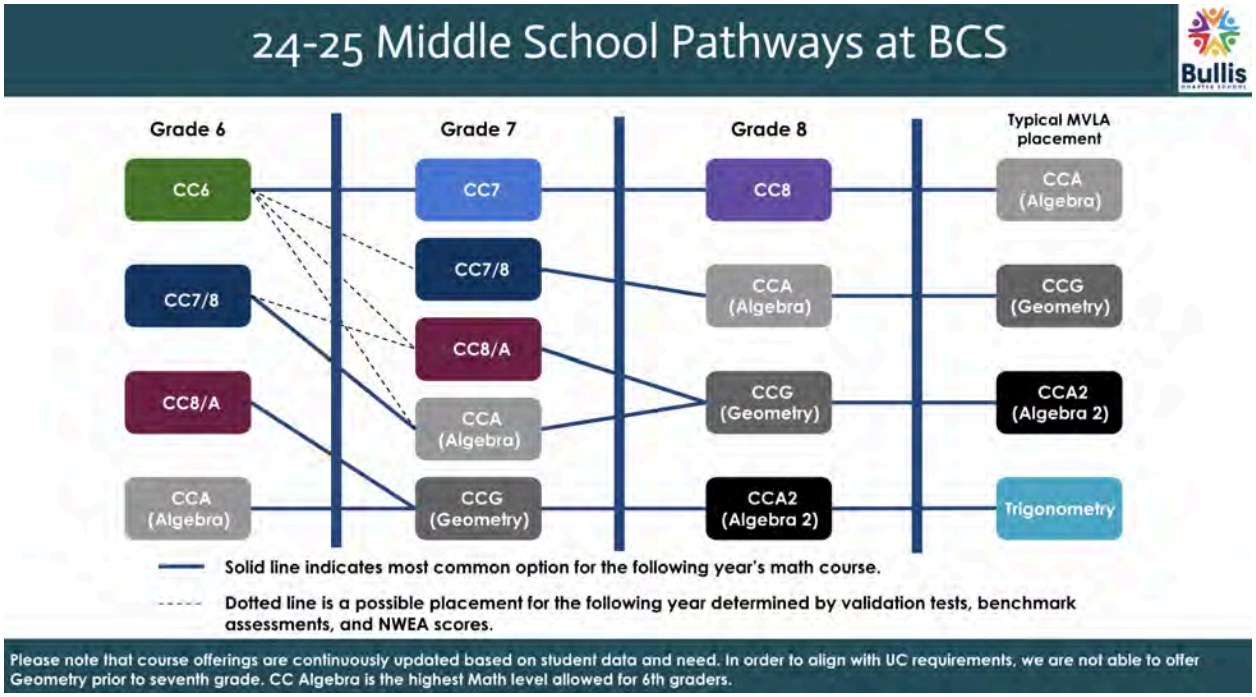
Programs alone are not enough to meet the rigor of CCSSM. Investment in supplementary math resources such as Zearn, ST Math, and a National Council of Teachers of Mathematics ("NCTM") membership help keep students' engagement in math high and rich with quality standards-based materials. Students' learnings 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.

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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

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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

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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

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(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 Stands 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

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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"

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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,

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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.

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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:

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	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	*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?*
1	*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?*

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

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,

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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 mindset[13] 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/

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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
[redacted]- CC7/8 Standard Assessment Tracking Document	Typing Club Record [redacted]LG 2023-24	[redacted]Personal FLG 2023-24

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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

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promote 21st century skill building. The World Economic Forum's Future of Jobs Report[14] and the National Association of Colleges and Employers[15] 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

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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.

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Intersession 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

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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

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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

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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.

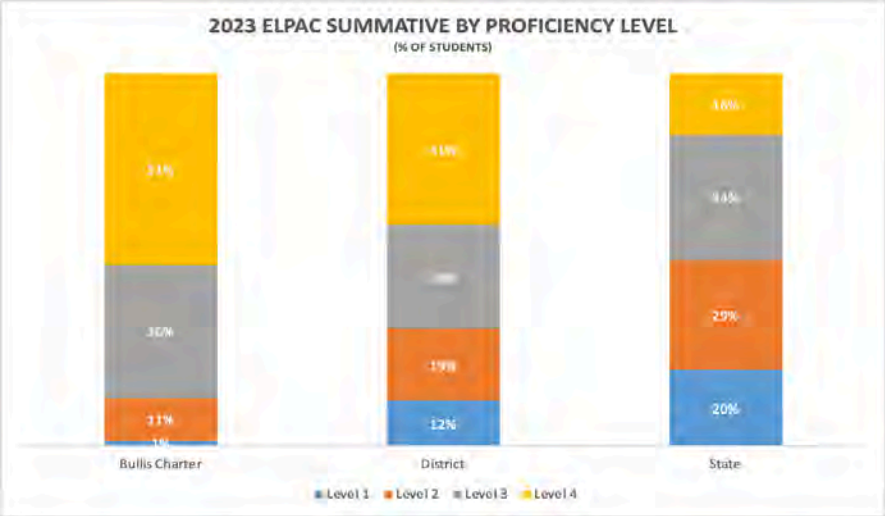
The Charter School will meet all applicable legal requirements for English Learners ("EL"), including long-term English Learners or English Learners at risk of becoming long-term English Learners, as they pertain to annual notification to parents, student identification, placement, program options, EL 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.

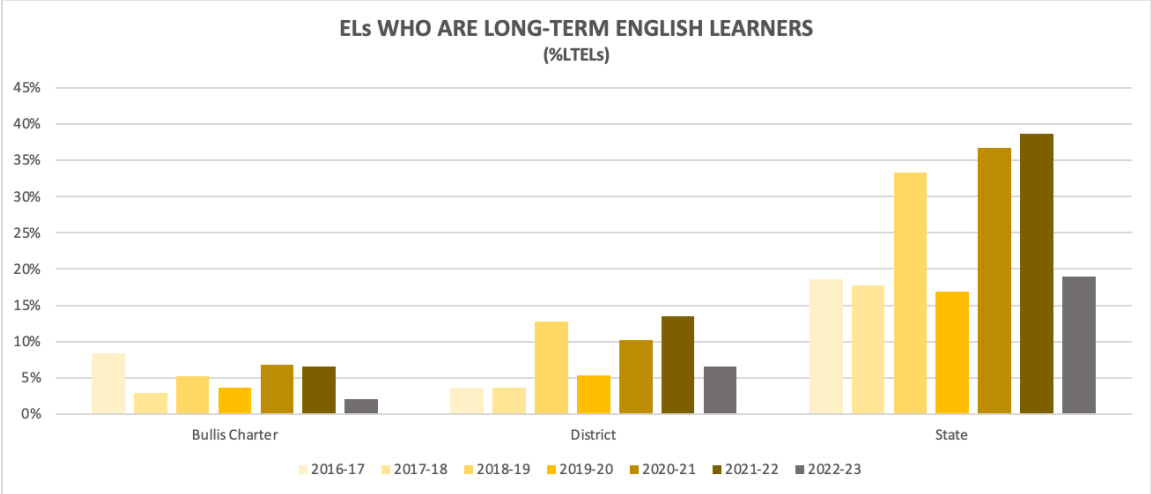
Bullis Charter School has been successful in their English Learner program and shows 87% of all Learners tested in the ELPAC 2023 in Level 3 and Level 4, another 11% of Learners in Level

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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

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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)

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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.

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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:
    - To meet the state's proficiency level of achievement (as determined by state and school assessments);
    - To effectively attain a course of study standards in the classroom; or
    - 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

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- 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

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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

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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:

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- 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.

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- 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).

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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

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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.

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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.

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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

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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

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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

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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.

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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 though 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.

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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

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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

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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.

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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

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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

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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.

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Priority Area 2: Foundational training around Science of Reading (K-2)	
Professional Learning: 10 PD hours around foundational literacy skills 10 *optional* 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.

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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

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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

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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.

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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

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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

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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.

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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.

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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** *Counselor* *Chief of Academics* *Reading Specialist* *MTSS Coordinator* *Principals*	Homeroom teacher Principal *T3 Specialist *Counselor	**Homeroom teacher and specialist if needed** *Counselor* *Chief of Academics* *Reading Specialist* *MTSS Coordinator* *Principals*	Homeroom teacher Principal *T3 Specialist *Counselor	**Homeroom teacher and specialist if needed** *Counselor* *Chief of Academics* *Reading Specialist* *MTSS Coordinator* *Principals*

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	***As needed as a diagnostic follow-up assessment.***		

Kindergarten				
Subject	**Assessment**	**Fall Window**	**Winter Window**	**Spring Window**

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

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

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

GRADES 3-5				
Subject	**Assessment**	**Fall Window**	**Winter Window**	**Spring Window**
ELA	DRA	***As needed as a diagnostic follow-up assessment.***		
	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	*Optional*	By 5/5
	Eureka Math Embedded Formative Task-Based	*Four per unit, in accordance with Scope and Sequence*		

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

GRADES 6-8				
Subject	**Assessment**	**Fall Window**	**Winter Window**	**Spring Window**
ELA	DRA	***As needed as a diagnostic follow-up assessment.***		
	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

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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	*In accordance with PBL units*		
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.

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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.

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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, 3026

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.

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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

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- 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:
    - Managing the day-to-day operations of the Charter School

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  - Providing leadership expertise to the Executive Director in areas such as enrollment, teacher evaluation, special education and curriculum adoption
  - 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
  - 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

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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.

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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.

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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.

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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:
    - Personalized Learning
    - Project-Based Learning
    - Design Thinking
    - Are experienced with or interested in a STEAM focus
    - Environmental education

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- 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.

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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

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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

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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
    - Responds to communication promptly
    - Collaborates with faculty on lesson plans and objectives
    - Keeps individual contact with parents
    - Communicates with students in an effective and appropriate manner
    - Builds positive relationships with parents
    - 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

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- 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

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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.

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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

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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

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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.

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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.

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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

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- 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.

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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.

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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.

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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

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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)
    - Flyers/registration packets distributed at local businesses and daycares/preschools
    - Flyers and applications distributed by door to door outreach at residences NEC
- Dedicated email address for registration/school information questions

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- Visits and info sessions offered to daycares and nonprofit organizations such as HeadStart
- Signage/Advertising in local papers both in English and Spanish
    - Flyers/posters in downtown Los Altos and Mountain View locations
    - Flyers/posters in Los Altos and Mountain View libraries
    - Flyers posted in apartment building lobbies North of El Camino
    - 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.
    - Signage in Los Altos School District wherever permitted
    - 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.

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	% 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%**

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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

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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 applicable[16].

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.

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- 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.

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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

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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.

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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

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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

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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.

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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.

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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),

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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

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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.

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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:

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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.

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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

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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.

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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.

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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;

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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.

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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.

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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

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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

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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.

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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.

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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.

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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.

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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.

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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.

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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

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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.

Documentary Record 001619

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.

Documentary Record 001620

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.

Documentary Record 001621

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.

Documentary Record 001622

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.

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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

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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.

Documentary Record 001625

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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Documentary Record 001626

Prepared by EdTec, Bullis Charter School consultant

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

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Total LCFF Entitlement	12,091,738	12,477,334	12,960,448	13,385,602	13,789,351

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.

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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

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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.

Documentary Record 001630

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.

Documentary Record 001631

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
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

Documentary Record 001632

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
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%

Documentary Record 001633

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
	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					

Documentary Record 001634

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
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**

Documentary Record 001635

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
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

Documentary Record 001636

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
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**

Documentary Record 001637

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**

Documentary Record 001638

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

Documentary Record 001639

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%	

Documentary Record 001640

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
ELOP Rate 1	2,750	2,750	2,750	2,750	2,750	
ELOP Rate 2	1,803	1,803	1,803	1,803	1,803	
AMS Enrollment Rate	111	111	111	111	111	
AMS FRPM Rate	78	78	78	78	78	
Fees						
Authorizer Fees	1.00%	1.00%	1.00%	1.00%	1.00%	% of LCFF
Special Education Encroachment Fees	700,000.00	700,000.00	700,000.00	700,000.00	700,000.00	Flat Rate (R)

Payroll						
Annual Pay Increase						
Certificated	3.00%	3.00%	2.00%	2.00%	2.00%	
Classified	3.00%	3.00%	2.00%	2.00%	2.00%	
Benefits						
STRS	19.10%	19.10%	19.10%	19.10%	19.10%	% of eligible payroll
PERS	27.60%	28.00%	29.20%	29.00%	28.80%	% of eligible payroll
PARS	3.75%	3.75%	3.75%	3.75%	3.75%	% of eligible payroll
Social Security	6.20%	6.20%	6.20%	6.20%	6.20%	% of eligible payroll
Medicare	1.45%	1.45%	1.45%	1.45%	1.45%	% of total payroll
Health & Welfare Benefits						Annual rate per employee
Yes	$10,312	$11,137	$12,028	$12,990	$14,030	
H&W average annual increase	8.00%	8.00%	8.00%	8.00%	8.00%	
In Lieu Medical Stipend	$0	$0	$0	$0	$0	Annual stipend
SUTA %	2.70%	2.70%	2.70%	2.70%	2.70%	% of eligible payroll
SUTA Tax Base	$7,000	$7,000	$7,000	$7,000	$7,000	
ETT (part of SUTA)	$7	$7	$7	$7	$7	Annual rate per employee
Workers Comp	0.79%	0.79%	0.79%	0.79%	0.79%	% of total payroll

Documentary Record 001641

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.

Documentary Record 001642

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.

Documentary Record 001643

FCMAT
FISCAL CRISIS & MANAGEMENT ASSISTANCE TEAM

LCFF Calculator Navigation

v.25.1a 5/24/2024

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 ALL 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.

Documentary Record 001644

FCMAT
FISCAL CRISIS & MANAGEMENT ASSISTANCE TEAM

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/fg/aa/pa/exhibitguides.asp
CDE Exhibit Guide:	www.cde.ca.gov/fg/aa/pa/exhibitguides.asp
CDE Funding Rates and Information:	www.cde.ca.gov/fg/aa/pa/lcffcola.asp

Documentary Record 001645

Data Entry Tab

LCFF CALCULATOR

106534	5 digit District code or 7 digit School code *(from the CDS code)*	LEA:	Bullis Charter
NO	Is this calculation for a new charter school? (select from drop down list)	Projection Title:	Charter Renewal Petition
Charter	Projection Type	Created by:	Sabrina Silver
		Email:	ssilver@edtec.com
5/31/2024	Projection Date	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 *(prefilled as calculated by the Department of Finance, DOF)*	**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 (*2022-23 forward*)	$ -	$ 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	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -

Documentary Record 001646

Data Entry Tab

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:**								
	Year that charter starts operation (select from drop down list):					**2022-23**			
(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	$ -	$ -	$ -					

Documentary Record 001647

Data Entry Tab

Bullis Charter (106534)		2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
(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%

Documentary Record 001648

Data Entry Tab

Bullis Charter (106534)		2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
(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.									
	Current Year ADA: (P-2, Necessary Small Schools, Annual for Special Day Class Extended Year)								
B-1, D-5	**Grades TK-3**	-	-	-					
	Grades 4-6	-	-	-					
	Grades 7-8	-	-	-					
	Grades 9-12	-	-	-					
	TOTAL CURRENT YEAR ADA	-	-	-	-	-	-	-	-
	Nonpublic School, NPS-Licensed Children Institutions, Community Day School: (Annual)								
D-9, E-1	**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 district-sponsored 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.

	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
A-19	**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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Data Entry Tab

Bullis Charter (106534)	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
Grades 9-12	-	-	-					
	-	-	-	-	-	-	-	-
Net increase/(decrease) to prior year ADA	-	-	-	-	-	-	-	-

Documentary Record 001650

Data Entry Tab

Bullis Charter (106534)			2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
(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

Documentary Record 001651

Data Entry Tab

Bullis Charter (106534)			2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
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

Documentary Record 001652

Data Entry Tab

Bullis Charter (106534)	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
(5) IN-LIEU OF PROPERTY TAX CALCULATION FOR CHARTER SCHOOLS								
Complete either 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 total 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	-	-	-	-	-	-	-	-

Documentary Record 001653

Data Entry Tab

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	-	-	-	-	-	-	-	-

Documentary Record 001654

Data Entry Tab

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	-	-	-	-	-	-	-	-

Documentary Record 001655

Data Entry Tab

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	-	-	-	-	-	-	-	-

Documentary Record 001656

Data Entry Tab

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	-	-	-	-	-	-	-	-

Documentary Record 001657

Data Entry Tab

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	-	-	-	-	-	-	-	-

Documentary Record 001658

Data Entry Tab

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	-	-	-	-	-	-	-	-

Documentary Record 001659

Data Entry Tab

Bullis Charter (106534)		2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
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	-	-	-	-	-	-	-	-

Documentary Record 001660

Data Entry Tab

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	-	-	-	-	-	-	-	-

Documentary Record 001661

Data Entry Tab

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	-	-	-	-	-	-	-	-

Documentary Record 001662

Data Entry Tab

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	-	-	-	-	-	-	-	-

Documentary Record 001663

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 Increase	1,017.23 Increase	987.91 Increase	1,000.32 Increase	1,060.80 Increase	1,060.80 Increase	1,066.56 Increase	1,066.56 Increase

Documentary Record 001664

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

Documentary Record 001665

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%	
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			
LCFF Entitlement Per ADA (excluding Categorical MSA)						$ 8,781						10,016	
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**

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**
LCFF ENTITLEMENT CALCULATION													
		COLA & Augmentation	Base Grant Proration	Unduplicated Pupil Percentage				COLA & Augmentation	Base Grant Proration	Unduplicated Pupil Percentage			
Calculation Factors		8.22%	0.00%	8.57%	8.57%			1.07%	0.00%	10.50%	10.50%		
	Current Yr ADA	Base	Grade Span	Supplemental	Concentration	Total	Current Yr ADA	Base	Grade Span	Supplemental	Concentration	Total	
Grades TK-3	487.71	$ 9,919	$ 1,032	$ 188	$ -	$ 5,432,455	477.12	$ 10,025	$ 1,043	$ 232	$ -	$ 5,391,660	
Grades 4-6	359.20	10,069		173	-	3,678,777	360.96	10,177		214	-	3,750,633	
Grades 7-8	141.00	10,367		178	-	1,486,801	162.24	10,478		220	-	1,735,650	
Grades 9-12	-	12,015	312	211	-	-	-	12,144	316	262	-	-	
Subtract Necessary Small School ADA and Funding	-	-	-			-	-	-	-			-	
Total Base, Supplemental, and Concentration Grant		$ 9,916,127	$ 503,317	$ 178,589	$ -	$ 10,598,033		$ 10,156,569	$ 497,636	$ 223,738	$ -	$ 10,877,943	
NSS Allowance		-				-		-				-	
TOTAL BASE	987.91	$ 9,916,127	$ 503,317	$ 178,589	$ -	$ 10,598,033	1,000.32	$ 10,156,569	$ 497,636	$ 223,738	$ -	$ 10,877,943	
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	TK ADA	38.40	TK Add-on rate	$ 3,077.00		118,157	
ECONOMIC RECOVERY TARGET PAYMENT						**37,632**						**37,632**	
LCFF Entitlement Before Adjustments						$ 10,748,963						$ 11,033,732	
Miscellaneous Adjustments						-						-	
ADJUSTED LCFF ENTITLEMENT						**$ 10,748,963**						**$ 11,033,732**	
Local Revenue (including RDA)						(10,419,444)						(10,550,335)	
Gross State Aid						**$ 329,519**						**$ 483,397**	
Education Protection Account Entitlement						(197,582)						(200,064)	
Net State Aid						**$ 131,937**						**$ 283,333**	
MINIMUM STATE AID CALCULATION													
			12-13 Rate	2023-24 ADA		N/A			12-13 Rate	2024-25 ADA		N/A	
2012-13 RL/Charter Gen BG adjusted for ADA			$ 5,170.64	987.91		$ 5,108,127			$ 5,170.64	1,000.32		$ 5,172,295	
2012-13 NSS Allowance (deficited)			$ -			-			$ -			-	
Minimum State Aid Adjustments						-						-	
Less Current Year Property Taxes/In-Lieu						(10,419,444)						(10,550,335)	
Less Education Protection Account Entitlement						(197,582)						(200,064)	
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	987.91		423,478			428.66	1,000.32		428,797	
Minimum State Aid Guarantee Before Proration Factor						**$ 637,820**						**$ 643,139**	
Proration Factor						0.00%						0.00%	
Minimum State Aid Guarantee						**$ 637,820**						**$ 643,139**	
CHARTER SCHOOL MINIMUM STATE AID OFFSET													
LCFF Entitlement						10,598,033						10,877,943	
Minimum State Aid plus Property Taxes including RDA						11,057,264						11,193,474	
Offset						(459,231)						(315,531)	
Minimum State Aid Prior to Offset						637,820						643,139	
Total Minimum State Aid with Offset						178,589						327,608	
State Aid Before Additional State Aid						**$ 178,589**						**$ 327,608**	
ADDITIONAL STATE AID						**$ 46,652**						**$ 44,275**	
LCFF State Aid, Adjusted for Minimum State Aid Guarantee						**$ 178,589**						**$ 327,608**	
LCFF Entitlement, excludes Categorical MSA and before COE transfer, Choice & Charter Supplem						**$ 10,748,963**						**$ 11,033,732**	
Change Over Prior Year			5.50%	560,280					2.65%	284,769			
LCFF Entitlement Per ADA (excluding Categorical MSA)						10,881						11,030	
Per-ADA Change Over Prior Year			8.64%	865					1.37%	149			
Basic Aid Status (school districts only)						-						-	
LCFF SOURCES INCLUDING EXCESS TAXES													
				Increase		2023-24				Increase		2023-24	
State Aid			10.64%	17,179		$ 178,589			83.44%	149,019		$ 327,608	
Education Protection Account						197,582						200,064	
Property Taxes Net of In-Lieu Transfers			0.00%	-		-			0.00%	-		-	
Charter In-Lieu Taxes			5.09%	504,854		10,419,444			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 ADA	Base	Grade Span	Supplemental	Concentration	Total	Current Yr 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%	13.13%	
	Current Yr ADA	Base	Grade Span	Supplemental	Concentration	Total	Current Yr 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**						**37,632**
LCFF Entitlement Before Adjustments						$ 12,960,478						$ 13,385,634
Miscellaneous Adjustments						-						-
ADJUSTED LCFF ENTITLEMENT						**$ 12,960,478**						**$ 13,385,634**
Local Revenue (including RDA)						(11,248,966)						(11,248,966)
Gross State Aid						**$ 1,711,512**						**$ 2,136,668**
Education Protection Account Entitlement						(213,312)						(213,312)
Net State Aid						**$ 1,498,200**						**$ 1,923,356**
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 (deficited)			$ -			-			$ -			-
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**

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FISCAL CRISIS & MANAGEMENT ASSISTANCE TEAM

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 issuan LEA when it is overpaid. EPA State Aid offsets LCFF State Aid (object 8011). It is calculated a single time at P2.*

Documentary Record 001674

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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 iss*

Documentary Record 001675

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) (P-2 plus Current Year Accrual)	$ 207,134	$ 203,446	$ 197,582	$ 200,064	$ 212,160	$ 212,160	$ 213,312	$ 213,312
EPA, Prior Year Adjustment (Resource 1400, Object Code 8019) (P-A less Prior Year Accrual)	$ -	$ 1,260	$ (132)	$ -	$ -	$ -	$ -	$ -
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								

Documentary Record 001676

FCMAT
FISCAL CRISIS & MANAGEMENT ASSISTANCE TEAM

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

Documentary Record 001677

FCMAT
FISCAL CRISIS & MANAGEMENT ASSISTANCE TEAM

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%

Documentary Record 001678

FCMAT
FISCAL CRISIS & MANAGEMENT ASSISTANCE TEAM

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	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -

Documentary Record 001679

FCMAT
FISCAL CRISIS & MANAGEMENT ASSISTANCE TEAM

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 -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
ADA	-	-	-	-	-	-	-	-
1 In-Lieu at Property tax/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2 In-Lieu at LCFF Adj Base grant/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2 -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
ADA	-	-	-	-	-	-	-	-
1 In-Lieu at Property tax/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2 In-Lieu at LCFF Adj Base grant/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
3 -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
ADA	-	-	-	-	-	-	-	-
1 In-Lieu at Property tax/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2 In-Lieu at LCFF Adj Base grant/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
4 -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
ADA	-	-	-	-	-	-	-	-
1 In-Lieu at Property tax/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2 In-Lieu at LCFF Adj Base grant/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
5 -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
ADA	-	-	-	-	-	-	-	-
1 In-Lieu at Property tax/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2 In-Lieu at LCFF Adj Base grant/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -

Documentary Record 001680

NSS Calculation Tab

Bullis Charter (106534) - Charter Renewal Petition

NECESSARY SMALL SCHOOLS (NSS)

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.

SECTION 1: DATA NEEDED TO CALCULATE FUNDING

RATES 2021-22			12/13 deficited rate
ADA	Level / # FTE	Allowance	
Elementary			
1 - 24	1	172,200	131,300
25 - 48	2	344,400	262,600
49 - 72	3	516,600	393,900
73 - 96	4	688,800	525,200
High School			
1 - 19	1	139,795	106,575
1 - 19	2	279,590	213,150
1 - 19	3	621,060	473,400
20 - 38	4	760,855	579,975
39 - 57	5	900,650	686,550
58 - 71	6	1,040,445	793,125
72 - 86	7	1,180,240	899,700
87 - 100	8	1,320,035	1,006,275
101 - 114	9	1,459,830	1,112,850
115 - 129	10	1,599,625	1,219,425
130 - 143	11	1,739,420	1,326,000
144 - 171	12	1,879,215	1,432,575
172 - 210	13	2,019,010	1,539,150
211 - 248	14	2,158,805	1,645,725
249 - 286	15	2,298,600	1,752,300
NSS Add-on per ADA		-	-

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.

Statutory COLA 2020-21	1.70%
Funded COLA 2021-22	11.37%
Proration Factor	0.00%

LCFF Rates per ADA

	Base	Gr Span	Supp	Concen
Grades TK-3	8,093	842	138	-
Grades 4-6	8,215	-	127	-
Grades 7-8	8,458	-	131	-
Grades 9-12	9,802	255	155	-

ADA & NSS FTE — 2021-22

		DISTRICT	NSS 1	NSS 2	NSS 3	NSS 4	NSS 5	NPS, CDS, & COE operated
Third PY ADA (net of charter shift)								
2018-19	Grades TK-3							
	Grades 4-6							
	Grades 7-8							
	Grades 9-12							
	Third PRIOR YEAR ADA							
Third PY NUMBER OF FTE								
Second PY ADA (net of charter shift)								
2019-20	Grades TK-3							
	Grades 4-6							
	Grades 7-8							
	Grades 9-12							
	Second PRIOR YEAR ADA							
Second PY NUMBER OF FTE								
PRIOR YEAR ADA (net of charter shift)								
A-1	Grades TK-3	-	-	-	-	-	-	
A-2	Grades 4-6	-	-	-	-	-	-	
A-3	Grades 7-8	-	-	-	-	-	-	
A-4, B-1	Grades 9-12	-	-	-	-	-	-	
	PRIOR YEAR ADA	-	-	-	-	-	-	
A-5, B-2	PRIOR YEAR NUMBER OF FTE		-	-	-	-	-	
THREE PRIOR YEAR AVERAGE (net of charter shift)								
	Grades TK-3	-					-	
	Grades 4-6	-					-	
	Grades 7-8	-					-	
	Grades 9-12	-	-	-	-	-	-	
	3 PY AVERAGE ADA	-	-	-	-	-	-	
3 PRIOR YEAR NUMBER OF FTE			-	-	-	-	-	
CURRENT YEAR ADA (before charter shift)								
2021-22	Grades TK-3	-	-	-	-	-	-	-
	Grades 4-6	-	-	-	-	-	-	-
	Grades 7-8	-	-	-	-	-	-	-
	Grades 9-12	-	-	-	-	-	-	-
	CURRENT YEAR ADA	-	-	-	-	-	-	
	CURRENT YEAR NUMBER OF FTE		-	-	-	-	-	

Placeholder - to be used starting in 22/23

To be used starting in 22/23 calculations

Documentary Record 001681

NSS Calculation Tab

Bullis Charter (106534) - Charter Renewal Petition

NECESSARY SMALL SCHOOLS (NSS)

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.

SECTION 1: DATA NEEDED TO CALCULATE FUNDING

NSS FUNDING CALCULATIONS	NSS 1	NSS 2	NSS 3	NSS 4	NSS 5
Eligibility as a NSS	Eligible	Eligible	Eligible	Eligible	Eligible
Type of NSS school	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS
NSS Allowance if funded as NSS & on prior year					
NSS allowance level	-	-	-	-	-
NSS Allowance using PY	-	-	-	-	-
NSS Add-on using PY	-	-	-	-	-
Total NSS Allowance using PY	-	-	-	-	-
NSS Allowance if funded as NSS & on 3 PY average					
NSS allowance level	-	-	-	-	-
NSS Allowance using 3 PY average					
NSS Add-on using 3 PY average					
Total NSS Allowance using 3 PY average					
NSS Allowance if funded as NSS & on current year					
NSS allowance level	-	-	-	-	-
NSS Allowance using CY	-	-	-	-	-
NSS Add-on using CY	-	-	-	-	-
Total NSS Allowance using CY	-	-	-	-	-
NSS allowance level >0?	NO	NO	NO	NO	NO
NSS Allowance if funded as NSS is based on	Current Yr	Current Yr	Current Yr	Current Yr	Current Yr
NSS Funding	-	-	-	-	-
NSS ADA Grades TK-3	-	-	-	-	-
Grades 4-6					-
Grades 7-8					-
Grades 9-12					-
Total	-	-	-	-	-
NSS allowance Level	-	-	-	-	-

To be used starting in 22/23 calculations

To be used starting in 22/23 calculations

To be used starting in 22/23 calculations

2021-22						2021-22
Funded P2 NSS ADA and NSS Allowances	NSS 1	NSS 2	NSS 3	NSS 4	NSS 5	TOTAL
Best funding option calculated is:	LCFF	LCFF	LCFF	LCFF	LCFF	
Selected funding method:	LCFF	LCFF	LCFF	LCFF	LCFF	
NSS Allowance						
Third Prior Year 2018-19						
NSS ADA						
Grades TK-3	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-
P2 NSS ADA					-	-
Second Prior Year 2019-20						
NSS ADA						
Grades TK-3	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-
P2 NSS ADA	-	-	-	-	-	-
Prior Year 2020-21						
NSS ADA						
Grades TK-3	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-
P2 NSS ADA	-	-	-	-	-	-
NSS Allowances	-	-	-	-	-	-
Current Year 2021-22						
NSS ADA						
Grades TK-3	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-
P2 NSS ADA	-	-	-	-	-	-
NSS Allowances	-	-	-	-	-	-

Documentary Record 001682

NSS Calculation Tab

Bullis Charter (106534) - Charter Renewal Petition

NECESSARY SMALL SCHOOLS (NSS)

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.

SECTION 1: DATA NEEDED TO CALCULATE FUNDING

Funded	**NSS allowance Level**	-	-	-	-	-	
	NSS ADA						
	Grades TK-3					-	-
	Grades 4-6					-	-
	Grades 7-8					-	-
	Grades 9-12	-	-	-	-	-	-
	P2 NSS ADA	-	-	-	-	-	-
	NSS Allowances	-	-	-	-	-	-

To be used starting in 22/23 calculations

	Current Yr
Funding based on	
TOTAL Funded ADA	0
Total NSS Allowance	-

Exclude: LCFF Adjusted Base Funding for NSS ADA	NSS ADA	Rates		Amounts		Total
		Base	**Grade Span**	**Base**	**Grade Span**	
Grades TK-3	-	8,093	842	-	-	-
Grades 4-6	-	8,215	-	-	-	-
Grades 7-8	-	8,458	-	-	-	-
Grades 9-12	-	9,802	255	-	-	-
Total Exclusion: LCFF Adjusted Base Funding for NSS ADA	-			-	-	-

Adjusted NSS Allowance (Deficited) for EPA	NSS 1	NSS 2	NSS 3	NSS 4	NSS 5	
Funding at 12-13 levels (deficited)						
NSS Allowances	-	-	-	-	-	-
NSS Add-on						
NSS Add-on per ADA	-	-	-	-	-	
Funded ADA	-	-	-	-	-	
NSS Add-on	-	-	-	-	-	-
TOTAL Adjusted NSS Allowance (Deficited) for EPA						-

Documentary Record 001683

NSS Calculation Tab

Bullis Charter (106534) - Charter Renewal Petition

NECESSARY SMALL SCHOOLS (NSS)

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.

SECTION 1: DATA NEEDED TO CALCULATE FUNDING

RATES 2022-23			12/13 deficited rate
ADA	Level / # FTE	Allowance	
Elementary			
1 - 24	1	247,965	139,913
25 - 48	2	490,709	279,827
49 - 72	3	733,666	419,740
73 - 96	4	976,409	559,653
High School			
1 - 19	1	208,964	113,566
1 - 19	2	297,931	227,133
1 - 19	3	661,802	504,455
20 - 38	4	810,767	618,021
39 - 57	5	959,733	731,588
58 - 71	6	1,108,698	845,154
72 - 86	7	1,257,664	958,720
87 - 100	8	1,406,629	1,072,287
101 - 114	9	1,555,595	1,185,853
115 - 129	10	1,704,560	1,299,419
130 - 143	11	1,853,526	1,412,986
144 - 171	12	2,002,492	1,526,552
172 - 210	13	2,397,701	1,640,118
211 - 248	14	2,830,601	1,753,685
249 - 286	15	3,263,507	1,867,251
NSS Add-on per ADA		-	-

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.

Funded COLA 2021-22	6.56%
Proration Factor	0.00%

LCFF Rates per ADA

	Base	Gr Span	Supp	Concen
Grades TK-3	9,166	953	165	-
Grades 4-6	9,304	-	151	-
Grades 7-8	9,580	-	156	-
Grades 9-12	11,102	289	185	-

Documentary Record 001684

NSS Calculation Tab

Bullis Charter (106534) - Charter Renewal Petition

NECESSARY SMALL SCHOOLS (NSS)

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.

SECTION 1: DATA NEEDED TO CALCULATE FUNDING

ADA & NSS FTE		2022-23						
		DISTRICT	NSS 1	NSS 2	NSS 3	NSS 4	NSS 5	NPS, CDS, & COE operated
Third PY ADA (net of charter shift)								
2019-20	Grades TK-3	-	-	-	-	-	-	
	Grades 4-6	-	-	-	-	-	-	
	Grades 7-8	-	-	-	-	-	-	
	Grades 9-12	-	-	-	-	-	-	
	Third PRIOR YEAR ADA	-	-	-	-	-	-	
Third PY NUMBER OF FTE			-	-	-	-	-	
Second PY ADA (net of charter shift)								
2020-21	Grades TK-3	-	-	-	-	-	-	
	Grades 4-6	-	-	-	-	-	-	
	Grades 7-8	-	-	-	-	-	-	
	Grades 9-12	-	-	-	-	-	-	
	Second PRIOR YEAR ADA	-	-	-	-	-	-	
Second PY NUMBER OF FTE			-	-	-	-	-	
PRIOR YEAR ADA (net of charter shift)								
2021-22	Grades TK-3	-	-	-	-	-	-	
	Grades 4-6	-	-	-	-	-	-	
	Grades 7-8	-	-	-	-	-	-	
	Grades 9-12	-	-	-	-	-	-	
	PRIOR YEAR ADA	-	-	-	-	-	-	
	PRIOR YEAR NUMBER OF FTE		-	-	-	-	-	
THREE PRIOR YEAR AVERAGE (net of charter shift)								
	Grades TK-3	-	-	-	-	-	-	
	Grades 4-6	-	-	-	-	-	-	
	Grades 7-8	-	-	-	-	-	-	
	Grades 9-12	-	-	-	-	-	-	
	3 PY AVERAGE ADA	-	-	-	-	-	-	
3 PRIOR YEAR NUMBER OF FTE			-	-	-	-	-	
CURRENT YEAR ADA (before charter shift)								
2022-23	Grades TK-3	-	-	-	-	-	-	-
	Grades 4-6	-	-	-	-	-	-	-
	Grades 7-8	-	-	-	-	-	-	-
	Grades 9-12	-	-	-	-	-	-	-
	CURRENT YEAR ADA	-	-	-	-	-	-	-
	CURRENT YEAR NUMBER OF FTE		-	-	-	-	-	

NSS FUNDING CALCULATIONS		NSS 1	NSS 2	NSS 3	NSS 4	NSS 5
Eligibility as a NSS		Eligible	Eligible	Eligible	Eligible	Eligible
Type of NSS school		Not NSS	Not NSS	Not NSS	Not NSS	Not NSS
NSS Allowance if funded as NSS & on prior year						
	NSS allowance level	-	-	-	-	-
	NSS Allowance using PY	-	-	-	-	-
	NSS Add-on using PY	-	-	-	-	-
	Total NSS Allowance using PY	-	-	-	-	-
NSS Allowance if funded as NSS & on 3 PY average						
	NSS allowance level	-	-	-	-	-
	NSS Allowance using 3 PY average	-	-	-	-	-
	NSS Add-on using 3 PY average	-	-	-	-	-
	Total NSS Allowance using 3 PY average	-	-	-	-	-
NSS Allowance if funded as NSS & on current year						
	NSS allowance level	-	-	-	-	-
	NSS Allowance using CY	-	-	-	-	-
	NSS Add-on using CY	-	-	-	-	-
	Total NSS Allowance using CY	-	-	-	-	-
	NSS allowance level >0?	NO	NO	NO	NO	NO
NSS Allowance if funded as NSS is based on		Current Yr	Current Yr	Current Yr	Current Yr	Current Yr
	NSS Funding	-	-	-	-	-
	NSS ADA Grades TK-3	-	-	-	-	-
	Grades 4-6	-	-	-	-	-
	Grades 7-8	-	-	-	-	-
	Grades 9-12	-	-	-	-	-
	Total	-	-	-	-	-
	NSS allowance Level	-	-	-	-	-

Documentary Record 001685

NSS Calculation Tab

Bullis Charter (106534) - Charter Renewal Petition

NECESSARY SMALL SCHOOLS (NSS)

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.

SECTION 1: DATA NEEDED TO CALCULATE FUNDING

256	2022-23			2022-23			
257	**Funded P2 NSS ADA and NSS Allowances**	NSS 1	NSS 2	NSS 3	NSS 4	NSS 5	TOTAL
258	Best funding option calculated is:	LCFF	LCFF	LCFF	LCFF	LCFF	
259	Selected funding method:	LCFF	LCFF	LCFF	LCFF	LCFF	
260	**NSS Allowance**						
261	**Third Prior Year** 2019-20						
262	**NSS ADA**						
263	Grades TK-3	-	-	-	-	-	-
264	Grades 4-6	-	-	-	-	-	-
265	Grades 7-8	-	-	-	-	-	-
266	Grades 9-12	-	-	-	-	-	-
267	**P2 NSS ADA**	-	-	-	-	-	-
268	**Second Prior Year** 2020-21						
269	**NSS ADA**						
270	Grades TK-3	-	-	-	-	-	-
271	Grades 4-6	-	-	-	-	-	-
272	Grades 7-8	-	-	-	-	-	-
273	Grades 9-12	-	-	-	-	-	-
274	**P2 NSS ADA**	-	-	-	-	-	-
275	**Prior Year** 2021-22						
276	**NSS ADA**						
277	Grades TK-3	-	-	-	-	-	-
278	Grades 4-6	-	-	-	-	-	-
279	Grades 7-8	-	-	-	-	-	-
280	Grades 9-12	-	-	-	-	-	-
281	**P2 NSS ADA**	-	-	-	-	-	-
282	**NSS Allowances**	**-**	**-**	**-**	**-**	**-**	**-**
283	**Current Year** 2022-23						
284	**NSS ADA**						
285	Grades TK-3	-	-	-	-	-	-
286	Grades 4-6	-	-	-	-	-	-
287	Grades 7-8	-	-	-	-	-	-
288	Grades 9-12	-	-	-	-	-	-
289	**P2 NSS ADA**	-	-	-	-	-	-
290	**NSS Allowances**	**-**	**-**	**-**	**-**	**-**	**-**
291	**Funded NSS allowance Level**	**-**	**-**	**-**	**-**	**-**	
292	**NSS ADA**						
293	Grades TK-3	-	-	-	-	-	-
294	Grades 4-6	-	-	-	-	-	-
295	Grades 9-12	-	-	-	-	-	-
296	Grades 9-12	-	-	-	-	-	-
297	**P2 NSS ADA**	-	-	-	-	-	-
298	**NSS Allowances**	**-**	**-**	**-**	**-**	**-**	**-**
299	**Exclude: LCFF Adjusted Base Funding for NSS ADA**	NSS ADA	Rates		Amounts		Total
300			**Base**	**Grade Span**	**Base**	**Grade Span**	
301	Grades TK-3	-	9,166	953	-	-	-
302	Grades 4-6	-	9,304	-	-	-	-
303	Grades 7-8	-	9,580	-	-	-	-
304	Grades 9-12	-	11,102	289	-	-	-
305	**Total Exclusion: LCFF Adjusted Base Funding for NSS ADA**	**-**			**-**	**-**	**-**
306	**Adjusted NSS Allowance (Deficited) for EPA**	NSS 1	NSS 2	NSS 3	NSS 4	NSS 5	
307	Funding at 12-13 levels (deficited)						
308	NSS Allowances	-	-	-	-	-	-
309	NSS Add-on						
310	NSS Add-on per ADA	-	-	-	-	-	
311	Funded ADA	-	-	-	-	-	
312	NSS Add-on	-	-	-	-	-	-
313	**TOTAL Adjusted NSS Allowance (Deficited) for EPA**						**-**
314							
315							

Documentary Record 001686

NSS Calculation Tab

Bullis Charter (106534) - Charter Renewal Petition

NECESSARY SMALL SCHOOLS (NSS)

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.

SECTION 1: DATA NEEDED TO CALCULATE FUNDING

RATES 2023-24			12/13 deficited rate
ADA	Level / # FTE	Allowance	(adj. for COLA)
Elementary			
1 - 24	1	268,348	151,414
25 - 48	2	531,045	302,829
49 - 72	3	793,973	454,243
73 - 96	4	1,056,670	605,656
High School			
1 - 19	1	226,141	122,901
1 - 19	2	322,421	245,803
1 - 19	3	716,202	545,921
20 - 38	4	877,412	668,822
39 - 57	5	1,038,623	791,725
58 - 71	6	1,199,833	914,626
72 - 86	7	1,361,044	1,037,527
87 - 100	8	1,522,254	1,160,429
101 - 114	9	1,683,465	1,283,330
115 - 129	10	1,844,675	1,406,231
130 - 143	11	2,005,886	1,529,133
144 - 171	12	2,167,097	1,652,035
172 - 210	13	2,594,792	1,774,936
211 - 248	14	3,063,276	1,897,838
249 - 286	15	3,531,767	2,020,739
NSS Add-on per ADA		-	-

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.

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	-

Documentary Record 001687

NSS Calculation Tab

Bullis Charter (106534) - Charter Renewal Petition

NECESSARY SMALL SCHOOLS (NSS)

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.

SECTION 1: DATA NEEDED TO CALCULATE FUNDING

ADA & NSS FTE — **2023-24**

		DISTRICT	NSS 1	NSS 2	NSS 3	NSS 4	NSS 5	NPS, CDS, & COE operated
Third PY ADA (net of charter shift)								
2020-21	Grades TK-3	-	-	-	-	-	-	
	Grades 4-6	-	-	-	-	-	-	
	Grades 7-8	-	-	-	-	-	-	
	Grades 9-12	-	-	-	-	-	-	
	Third PRIOR YEAR ADA	-	-	-	-	-	-	
Third PY NUMBER OF FTE			-	-	-	-	-	
Second PY ADA (net of charter shift)								
2021-22	Grades TK-3	-	-	-	-	-	-	
	Grades 4-6	-	-	-	-	-	-	
	Grades 7-8	-	-	-	-	-	-	
	Grades 9-12	-	-	-	-	-	-	
	Second PRIOR YEAR ADA	-	-	-	-	-	-	
Second PY NUMBER OF FTE			-	-	-	-	-	
PRIOR YEAR ADA (net of charter shift)								
2022-23	Grades TK-3	-	-	-	-	-	-	
	Grades 4-6	-	-	-	-	-	-	
	Grades 7-8	-	-	-	-	-	-	
	Grades 9-12	-	-	-	-	-	-	
	PRIOR YEAR ADA	-	-	-	-	-	-	
PRIOR YEAR NUMBER OF FTE			-	-	-	-	-	
THREE PRIOR YEAR AVERAGE (net of charter shift)								
	Grades TK-3	-	-	-	-	-	-	
	Grades 4-6	-	-	-	-	-	-	
	Grades 7-8	-	-	-	-	-	-	
	Grades 9-12	-	-	-	-	-	-	
	3 PY AVERAGE ADA	-	-	-	-	-	-	
3 PRIOR YEAR NUMBER OF FTE			-	-	-	-	-	
CURRENT YEAR ADA (before charter shift)								
2023-24	Grades TK-3	-	-	-	-	-	-	-
	Grades 4-6	-	-	-	-	-	-	-
	Grades 7-8	-	-	-	-	-	-	-
	Grades 9-12	-	-	-	-	-	-	-
	CURRENT YEAR ADA	-	-	-	-	-	-	-
CURRENT YEAR NUMBER OF FTE			-	-	-	-	-	

NSS FUNDING CALCULATIONS		NSS 1	NSS 2	NSS 3	NSS 4	NSS 5
Eligibility as a NSS		Eligible	Eligible	Eligible	Eligible	Eligible
Type of NSS school		Not NSS	Not NSS	Not NSS	Not NSS	Not NSS
NSS Allowance if funded as NSS & on prior year						
	NSS allowance level	0	0	0	0	0
	NSS Allowance using PY	-	-	-	-	-
	NSS Add-on using PY	-	-	-	-	-
	Total NSS Allowance using PY	-	-	-	-	-
NSS Allowance if funded as NSS & on 3 PY average						
	NSS allowance level	-	-	-	-	-
	NSS Allowance using 3 PY average	-	-	-	-	-
	NSS Add-on using 3 PY average	-	-	-	-	-
	Total NSS Allowance using 3 PY average	-	-	-	-	-
NSS Allowance if funded as NSS & on current year						
	NSS allowance level	0	0	0	0	0
	NSS Allowance using CY	-	-	-	-	-
	NSS Add-on using CY	-	-	-	-	-
	Total NSS Allowance using CY	-	-	-	-	-
	NSS allowance level >0?	NO	NO	NO	NO	NO
NSS Allowance if funded as NSS is based on		Current Yr	Current Yr	Current Yr	Current Yr	Current Yr
	NSS Funding	-	-	-	-	-
	NSS ADA Grades TK-3	-	-	-	-	-
	Grades 4-6	-	-	-	-	-
	Grades 7-8	-	-	-	-	-
	Grades 9-12	-	-	-	-	-
	Total	-	-	-	-	-
	NSS allowance Level	-	-	-	-	-

Documentary Record 001688

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							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													

Documentary Record 001689

NSS Calculation Tab

Bullis Charter (106534) - Charter Renewal Petition

NECESSARY SMALL SCHOOLS (NSS)

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.

SECTION 1: DATA NEEDED TO CALCULATE FUNDING

RATES 2024-25			12/13 def. rate + COLA for EPA
ADA	Level / # FTE	Allowance	
Elementary			
1 - 24	1	271,219	153,034
25 - 48	2	536,727	306,069
49 - 72	3	802,469	459,103
73 - 96	4	1,067,976	612,137
High School			
1 - 19	1	228,561	124,216
1 - 19	2	325,871	248,433
1 - 19	3	723,865	551,762
20 - 38	4	886,800	675,978
39 - 57	5	1,049,736	800,196
58 - 71	6	1,212,671	924,412
72 - 86	7	1,375,607	1,048,629
87 - 100	8	1,375,607	1,172,846
101 - 114	9	1,701,478	1,297,062
115 - 129	10	1,864,413	1,421,278
130 - 143	11	2,027,349	1,545,495
144 - 171	12	2,190,285	1,669,712
172 - 210	13	2,622,556	1,793,928
211 - 248	14	3,096,053	1,918,145
249 - 286	15	3,569,557	2,042,361
NSS Add-on per ADA		-	-

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.

COLA	1.07%
Proration Factor	0.00%

LCFF Rates per ADA

	Base	Gr Span	Supp	Concen
Grades TK-3	10,025	1,043	232	-
Grades 4-6	10,177	-	214	-
Grades 7-8	10,478	-	220	-
Grades 9-12	12,144	316	262	-

Documentary Record 001690

NSS Calculation Tab

Bullis Charter (106534) - Charter Renewal Petition

NECESSARY SMALL SCHOOLS (NSS)

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.

SECTION 1: DATA NEEDED TO CALCULATE FUNDING

ADA & NSS FTE — **2024-25**

		DISTRICT	NSS 1	NSS 2	NSS 3	NSS 4	NSS 5	NPS, CDS, & COE operated
Third PY ADA (net of charter shift)								
2021-22	Grades TK-3	-	-	-	-	-	-	
	Grades 4-6	-	-	-	-	-	-	
	Grades 7-8	-	-	-	-	-	-	
	Grades 9-12	-	-	-	-	-	-	
	Third PRIOR YEAR ADA	-	-	-	-	-	-	
Third PY NUMBER OF FTE			-	-	-	-	-	
Second PY ADA (net of charter shift)								
2022-23	Grades TK-3	-	-	-	-	-	-	
	Grades 4-6	-	-	-	-	-	-	
	Grades 7-8	-	-	-	-	-	-	
	Grades 9-12	-	-	-	-	-	-	
	Second PRIOR YEAR ADA	-	-	-	-	-	-	
Second PY NUMBER OF FTE			-	-	-	-	-	
PRIOR YEAR ADA (net of charter shift)								
2023-24	Grades TK-3	-	-	-	-	-	-	
	Grades 4-6	-	-	-	-	-	-	
	Grades 7-8	-	-	-	-	-	-	
	Grades 9-12	-	-	-	-	-	-	
	PRIOR YEAR ADA	-	-	-	-	-	-	
PRIOR YEAR NUMBER OF FTE			-	-	-	-	-	
THREE PRIOR YEAR AVERAGE (net of charter shift)								
	Grades TK-3	-	-	-	-	-	-	
	Grades 4-6	-	-	-	-	-	-	
	Grades 7-8	-	-	-	-	-	-	
	Grades 9-12	-	-	-	-	-	-	
	3 PY AVERAGE ADA	-	-	-	-	-	-	
3 PRIOR YEAR NUMBER OF FTE			-	-	-	-	-	
CURRENT YEAR ADA (before charter shift)								
2024-25	Grades TK-3	-	-	-	-	-	-	-
	Grades 4-6	-	-	-	-	-	-	-
	Grades 7-8	-	-	-	-	-	-	-
	Grades 9-12	-	-	-	-	-	-	-
	CURRENT YEAR ADA	-	-	-	-	-	-	-
CURRENT YEAR NUMBER OF FTE			-	-	-	-	-	

NSS FUNDING CALCULATIONS		NSS 1	NSS 2	NSS 3	NSS 4	NSS 5
Eligibility as a NSS		Eligible	Eligible	Eligible	Eligible	Eligible
Type of NSS school		Not NSS	Not NSS	Not NSS	Not NSS	Not NSS
NSS Allowance if funded as NSS & on prior year						
	NSS allowance level	-	-	-	-	-
	NSS Allowance using PY	-	-	-	-	-
	NSS Add-on using PY	-	-	-	-	-
	Total NSS Allowance using PY	-	-	-	-	-
NSS Allowance if funded as NSS & on 3 PY average						
	NSS allowance level	-	-	-	-	-
	NSS Allowance using 3 PY average	-	-	-	-	-
	NSS Add-on using 3 PY average	-	-	-	-	-
	Total NSS Allowance using 3 PY average	-	-	-	-	-
NSS Allowance if funded as NSS & on current year						
	NSS allowance level	-	-	-	-	-
	NSS Allowance using CY	-	-	-	-	-
	NSS Add-on using CY	-	-	-	-	-
	Total NSS Allowance using CY	-	-	-	-	-
	NSS allowance level >0?	NO	NO	NO	NO	NO
NSS Allowance if funded as NSS is based on		Current Yr	Current Yr	Current Yr	Current Yr	Current Yr
	NSS Funding	-	-	-	-	-
	NSS ADA Grades TK-3	-	-	-	-	-
	Grades 4-6	-	-	-	-	-
	Grades 7-8	-	-	-	-	-
	Grades 9-12	-	-	-	-	-
	Total	-	-	-	-	-
	NSS allowance Level	-	-	-	-	-

Documentary Record 001691

NSS Calculation Tab

Bullis Charter (106534) - Charter Renewal Petition

NECESSARY SMALL SCHOOLS (NSS)

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.

SECTION 1: DATA NEEDED TO CALCULATE FUNDING

562	2024-25						2024-25				
563	**Funded P2 NSS ADA and NSS Allowances**				NSS 1	NSS 2	NSS 3	NSS 4	NSS 5	TOTAL
564	Best funding option calculated is:				LCFF	LCFF	LCFF	LCFF	LCFF	
565	Selected funding method:				Select method	Select method	Select method	Select method	Select 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**				NSS ADA	Rates		Amounts		Total
606						**Base**	**Grade Span**	**Base**	**Grade Span**	
607		Grades TK-3			-	10,025	1,043	-	-	-
608		Grades 4-6			-	10,177	-	-	-	-
609		Grades 7-8			-	10,478	-	-	-	-
610		Grades 9-12			-	12,144	316	-	-	-
611	**Total Exclusion: LCFF Adjusted Base Funding for NSS ADA**				**-**			**-**	**-**	**-**
612	**Adjusted NSS Allowance (Deficited) for EPA**				NSS 1	NSS 2	NSS 3	NSS 4	NSS 5	
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										

Documentary Record 001692

NSS Calculation Tab

Bullis Charter (106534) - Charter Renewal Petition

NECESSARY SMALL SCHOOLS (NSS)

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.

SECTION 1: DATA NEEDED TO CALCULATE FUNDING

RATES 2025-26			12/13 def. rate + COLA for EPA
ADA	Level / # FTE	Allowance	
Elementary			
1 - 24	1	279,166	157,518
25 - 48	2	552,453	315,037
49 - 72	3	825,981	472,555
73 - 96	4	1,099,268	630,073
High School			
1 - 19	1	235,258	127,856
1 - 19	2	335,419	255,712
1 - 19	3	745,074	567,929
20 - 38	4	912,783	695,784
39 - 57	5	1,080,493	823,642
58 - 71	6	1,248,202	951,497
72 - 86	7	1,415,912	1,079,354
87 - 100	8	1,415,912	1,207,210
101 - 114	9	1,751,331	1,335,066
115 - 129	10	1,919,040	1,462,921
130 - 143	11	2,086,750	1,590,778
144 - 171	12	2,254,460	1,718,635
172 - 210	13	2,699,397	1,846,490
211 - 248	14	3,186,767	1,974,347
249 - 286	15	3,674,145	2,102,202
NSS Add-on per ADA		-	-

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.

COLA	2.93%
Proration Factor	0.00%

LCFF Rates per ADA

	Base	Gr Span	Supp	Concen
Grades TK-3	10,319	1,073	281	-
Grades 4-6	10,475	-	258	-
Grades 7-8	10,785	-	266	-
Grades 9-12	12,500	325	316	-

Documentary Record 001693

NSS Calculation Tab

Bullis Charter (106534) - Charter Renewal Petition

NECESSARY SMALL SCHOOLS (NSS)

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.

SECTION 1: DATA NEEDED TO CALCULATE FUNDING

ADA & NSS FTE — **2025-26**

		DISTRICT	NSS 1	NSS 2	NSS 3	NSS 4	NSS 5	NPS, CDS, & COE operated
Third PY ADA (net of charter shift)								
2022-23	Grades TK-3	-	-	-	-	-	-	
	Grades 4-6	-	-	-	-	-	-	
	Grades 7-8	-	-	-	-	-	-	
	Grades 9-12	-	-	-	-	-	-	
	Third PRIOR YEAR ADA	-	-	-	-	-	-	
Third PY NUMBER OF FTE			-	-	-	-	-	
Second PY ADA (net of charter shift)								
2023-24	Grades TK-3	-	-	-	-	-	-	
	Grades 4-6	-	-	-	-	-	-	
	Grades 7-8	-	-	-	-	-	-	
	Grades 9-12	-	-	-	-	-	-	
	Second PRIOR YEAR ADA	-	-	-	-	-	-	
Second PY NUMBER OF FTE			-	-	-	-	-	
PRIOR YEAR ADA (net of charter shift)								
2024-25	Grades TK-3	-	-	-	-	-	-	
	Grades 4-6	-	-	-	-	-	-	
	Grades 7-8	-	-	-	-	-	-	
	Grades 9-12	-	-	-	-	-	-	
	PRIOR YEAR ADA	-	-	-	-	-	-	
PRIOR YEAR NUMBER OF FTE			-	-	-	-	-	
THREE PRIOR YEAR AVERAGE (net of charter shift)								
	Grades TK-3	-	-	-	-	-	-	
	Grades 4-6	-	-	-	-	-	-	
	Grades 7-8	-	-	-	-	-	-	
	Grades 9-12	-	-	-	-	-	-	
	3 PY AVERAGE ADA	-	-	-	-	-	-	
3 PRIOR YEAR NUMBER OF FTE			-	-	-	-	-	
CURRENT YEAR ADA (before charter shift)								
2025-26	Grades TK-3	-	-	-	-	-	-	-
	Grades 4-6	-	-	-	-	-	-	-
	Grades 7-8	-	-	-	-	-	-	-
	Grades 9-12	-	-	-	-	-	-	-
	CURRENT YEAR ADA	-	-	-	-	-	-	-
CURRENT YEAR NUMBER OF FTE			-	-	-	-	-	

NSS FUNDING CALCULATIONS		NSS 1	NSS 2	NSS 3	NSS 4	NSS 5
Eligibility as a NSS		Eligible	Eligible	Eligible	Eligible	Eligible
Type of NSS school		Not NSS	Not NSS	Not NSS	Not NSS	Not NSS
NSS Allowance if funded as NSS & on prior year						
	NSS allowance level	-	-	-	-	-
	NSS Allowance using PY	-	-	-	-	-
	NSS Add-on using PY	-	-	-	-	-
	Total NSS Allowance using PY	-	-	-	-	-
NSS Allowance if funded as NSS & on 3 PY average						
	NSS allowance level	-	-	-	-	-
	NSS Allowance using 3 PY average	-	-	-	-	-
	NSS Add-on using 3 PY average	-	-	-	-	-
	Total NSS Allowance using 3 PY average	-	-	-	-	-
NSS Allowance if funded as NSS & on current year						
	NSS allowance level	-	-	-	-	-
	NSS Allowance using CY	-	-	-	-	-
	NSS Add-on using CY	-	-	-	-	-
	Total NSS Allowance using CY	-	-	-	-	-
	NSS allowance level >0?	NO	NO	NO	NO	NO
NSS Allowance if funded as NSS is based on		Current Yr	Current Yr	Current Yr	Current Yr	Current Yr
	NSS Funding	-	-	-	-	-
	NSS ADA Grades TK-3	-	-	-	-	-
	Grades 4-6	-	-	-	-	-
	Grades 7-8	-	-	-	-	-
	Grades 9-12	-	-	-	-	-
	Total	-	-	-	-	-
	NSS allowance Level	-	-	-	-	-

Documentary Record 001694

NSS Calculation Tab

Bullis Charter (106534) - Charter Renewal Petition

NECESSARY SMALL SCHOOLS (NSS)

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.

SECTION 1: DATA NEEDED TO CALCULATE FUNDING

715	2025-26						2025-26				
716	**Funded P2 NSS ADA and NSS Allowances**				NSS 1	NSS 2	NSS 3	NSS 4	NSS 5	TOTAL	
717	Best funding option calculated is:				LCFF	LCFF	LCFF	LCFF	LCFF		
718	Selected funding method:				Select method	Select method	Select method	Select method	Select method		
719	**NSS Allowance**										
720	**Third Prior Year**	2022-23									
721		**NSS ADA**									
722		Grades TK-3			-	-	-	-	-	-	
723		Grades 4-6			-	-	-	-	-	-	
724		Grades 7-8			-	-	-	-	-	-	
725		Grades 9-12			-	-	-	-	-	-	
726		**P2 NSS ADA**			-	-	-	-	-	-	
727	**Second Prior Year**	2023-24									
728		**NSS ADA**									
729		Grades TK-3			-	-	-	-	-	-	
730		Grades 4-6			-	-	-	-	-	-	
731		Grades 7-8			-	-	-	-	-	-	
732		Grades 9-12			-	-	-	-	-	-	
733		**P2 NSS ADA**			-	-	-	-	-	-	
734	**Prior Year**	2024-25									
735		**NSS ADA**									
736		Grades TK-3			-	-	-	-	-	-	
737		Grades 4-6			-	-	-	-	-	-	
738		Grades 7-8			-	-	-	-	-	-	
739		Grades 9-12			-	-	-	-	-	-	
740		**P2 NSS ADA**			-	-	-	-	-	-	
741		**NSS Allowances**			**-**	**-**	**-**	**-**	**-**	**-**	
742	**Current Year**	2025-26									
743		**NSS ADA**									
744		Grades TK-3			-	-	-	-	-	-	
745		Grades 4-6			-	-	-	-	-	-	
746		Grades 7-8			-	-	-	-	-	-	
747		Grades 9-12			-	-	-	-	-	-	
748		**P2 NSS ADA**			-	-	-	-	-	-	
749		**NSS Allowances**			**-**	**-**	**-**	**-**	**-**	**-**	
750	**Funded**	**NSS allowance Level**			**-**	**-**	**-**	**-**	**-**		
751		**NSS ADA**									
752		Grades TK-3			-	-	-	-	-	-	
753		Grades 4-6			-	-	-	-	-	-	
754		Grades 7-8			-	-	-	-	-	-	
755		Grades 9-12			-	-	-	-	-	-	
756		**P2 NSS ADA**			-	-	-	-	-	-	
757		**NSS Allowances**			**-**	**-**	**-**	**-**	**-**	**-**	
758	**Exclude: LCFF Adjusted Base Funding for NSS ADA**				NSS ADA	Rates		Amounts		Total	
759						**Base**	**Grade Span**	**Base**	**Grade Span**		
760		Grades TK-3			-	10,319	1,073	-	-	-	
761		Grades 4-6			-	10,475	-	-	-	-	
762		Grades 7-8			-	10,785	-	-	-	-	
763		Grades 9-12			-	12,500	325	-	-	-	
764	**Total Exclusion: LCFF Adjusted Base Funding for NSS ADA**				**-**			**-**	**-**	**-**	
765	**Adjusted NSS Allowance (Deficited) for EPA**				NSS 1	NSS 2	NSS 3	NSS 4	NSS 5		
766	Funding at 12-13 levels (deficited)										
767	NSS Allowances				-	-	-	-	-	-	
768	NSS Add-on										
769	NSS Add-on per ADA				-	-	-	-	-		
770	Funded ADA				-	-	-	-	-		
771	NSS Add-on				-	-	-	-	-	-	
772	**TOTAL Adjusted NSS Allowance (Deficited) for EPA**									**-**	
773											
774											

Documentary Record 001695

NSS Calculation Tab

Bullis Charter (106534) - Charter Renewal Petition

NECESSARY SMALL SCHOOLS (NSS)

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.

SECTION 1: DATA NEEDED TO CALCULATE FUNDING

RATES 2026-27			12/13 def. rate + COLA for EPA
ADA	Level / # FTE	Allowance	
Elementary			
1 - 24	1	287,764	162,370
25 - 48	2	569,469	324,740
49 - 72	3	851,421	487,110
73 - 96	4	1,133,125	649,479
High School			
1 - 19	1	242,504	131,794
1 - 19	2	345,750	263,588
1 - 19	3	768,022	585,421
20 - 38	4	940,897	717,214
39 - 57	5	1,113,772	849,010
58 - 71	6	1,286,647	980,803
72 - 86	7	1,459,522	1,112,598
87 - 100	8	1,459,522	1,244,392
101 - 114	9	1,805,272	1,376,186
115 - 129	10	1,978,146	1,507,979
130 - 143	11	2,151,022	1,639,774
144 - 171	12	2,323,897	1,771,569
172 - 210	13	2,782,538	1,903,362
211 - 248	14	3,284,919	2,035,157
249 - 286	15	3,787,309	2,166,950
NSS Add-on per ADA		-	-

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.

COLA	3.08%
Proration Factor	0.00%

LCFF Rates per ADA

	Base	Gr Span	Supp	Concen
Grades TK-3	10,637	1,106	303	-
Grades 4-6	10,798	-	279	-
Grades 7-8	11,117	-	287	-
Grades 9-12	12,885	335	342	-

Documentary Record 001696

NSS Calculation Tab

Bullis Charter (106534) - Charter Renewal Petition

NECESSARY SMALL SCHOOLS (NSS)

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.

SECTION 1: DATA NEEDED TO CALCULATE FUNDING

ADA & NSS FTE — **2026-27**

		DISTRICT	NSS 1	NSS 2	NSS 3	NSS 4	NSS 5	NPS, CDS, & COE operated
Third PY ADA (net of charter shift)								
2023-24	Grades TK-3	-	-	-	-	-	-	
	Grades 4-6	-	-	-	-	-	-	
	Grades 7-8	-	-	-	-	-	-	
	Grades 9-12	-	-	-	-	-	-	
	Third PRIOR YEAR ADA	-	-	-	-	-	-	
Third PY NUMBER OF FTE			-	-	-	-	-	
Second PY ADA (net of charter shift)								
2024-25	Grades TK-3	-	-	-	-	-	-	
	Grades 4-6	-	-	-	-	-	-	
	Grades 7-8	-	-	-	-	-	-	
	Grades 9-12	-	-	-	-	-	-	
	Second PRIOR YEAR ADA	-	-	-	-	-	-	
Second PY NUMBER OF FTE			-	-	-	-	-	
PRIOR YEAR ADA (net of charter shift)								
2025-26	Grades TK-3	-	-	-	-	-	-	
	Grades 4-6	-	-	-	-	-	-	
	Grades 7-8	-	-	-	-	-	-	
	Grades 9-12	-	-	-	-	-	-	
	PRIOR YEAR ADA	-	-	-	-	-	-	
PRIOR YEAR NUMBER OF FTE			-	-	-	-	-	
THREE PRIOR YEAR AVERAGE (net of charter shift)								
	Grades TK-3	-	-	-	-	-	-	
	Grades 4-6	-	-	-	-	-	-	
	Grades 7-8	-	-	-	-	-	-	
	Grades 9-12	-	-	-	-	-	-	
	3 PY AVERAGE ADA	-	-	-	-	-	-	
3 PRIOR YEAR NUMBER OF FTE			-	-	-	-	-	
CURRENT YEAR ADA (before charter shift)								
2026-27	Grades TK-3	-	-	-	-	-	-	-
	Grades 4-6	-	-	-	-	-	-	-
	Grades 7-8	-	-	-	-	-	-	-
	Grades 9-12	-	-	-	-	-	-	-
	CURRENT YEAR ADA	-	-	-	-	-	-	-
CURRENT YEAR NUMBER OF FTE			-	-	-	-	-	

NSS FUNDING CALCULATIONS		NSS 1	NSS 2	NSS 3	NSS 4	NSS 5
Eligibility as a NSS		Eligible	Eligible	Eligible	Eligible	Eligible
Type of NSS school		Not NSS	Not NSS	Not NSS	Not NSS	Not NSS
NSS Allowance if funded as NSS & on prior year						
	NSS allowance level	-	-	-	-	-
	NSS Allowance using PY	-	-	-	-	-
	NSS Add-on using PY	-	-	-	-	-
	Total NSS Allowance using PY	-	-	-	-	-
NSS Allowance if funded as NSS & on 3 PY average						
	NSS allowance level	-	-	-	-	-
	NSS Allowance using 3 PY average	-	-	-	-	-
	NSS Add-on using 3 PY average	-	-	-	-	-
	Total NSS Allowance using 3 PY average	-	-	-	-	-
NSS Allowance if funded as NSS & on current year						
	NSS allowance level	-	-	-	-	-
	NSS Allowance using CY	-	-	-	-	-
	NSS Add-on using CY	-	-	-	-	-
	Total NSS Allowance using CY	-	-	-	-	-
	NSS allowance level >0?	NO	NO	NO	NO	NO
NSS Allowance if funded as NSS is based on		Current Yr	Current Yr	Current Yr	Current Yr	Current Yr
	NSS Funding	-	-	-	-	-
	NSS ADA Grades TK-3	-	-	-	-	-
	Grades 4-6	-	-	-	-	-
	Grades 7-8	-	-	-	-	-
	Grades 9-12	-	-	-	-	-
	Total	-	-	-	-	-
	NSS allowance Level	-	-	-	-	-

Documentary Record 001697

Graphs Tab

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.**

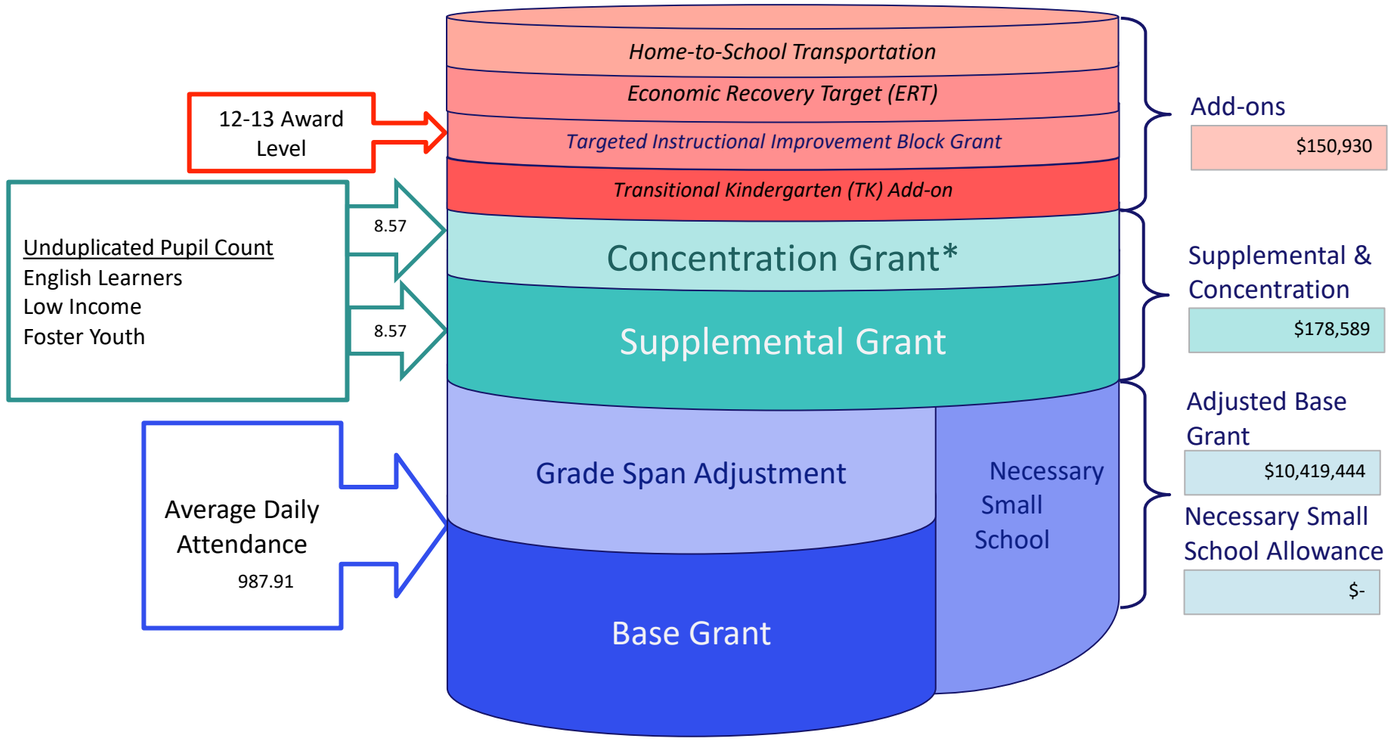
2023-24

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	

Total LCFF Funding: $10,748,963



*Unduplicated Pupil Percentage must be above 55% to receive Concentration Grant funding

Documentary Record 001698

Graphs Tab

Bullis Charter (106534) - Charter Renewal Petition	
Charts and Graphs	

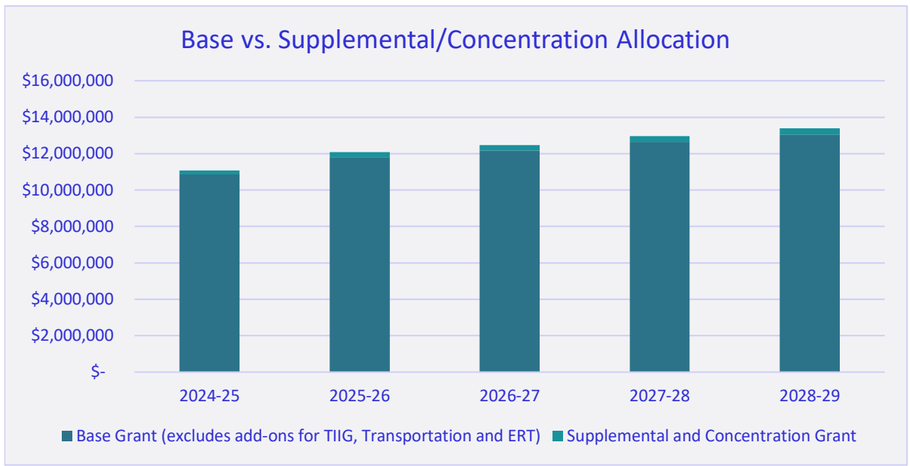
Documentary Record 001699

Graphs Tab

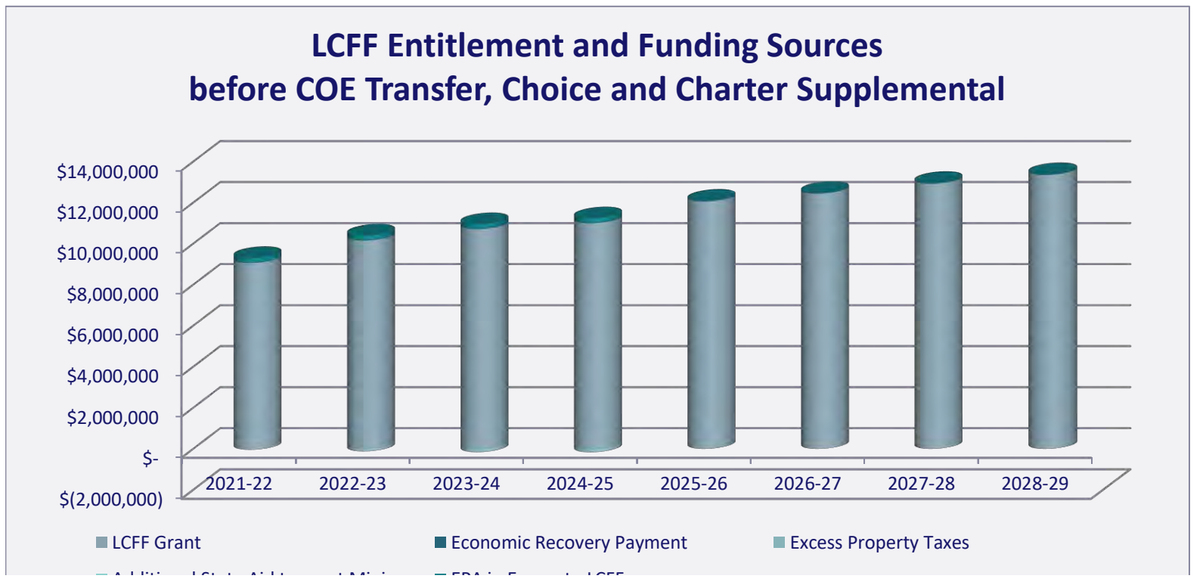
Bullis Charter (106534) - Charter Renewal Petition

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



Documentary Record 001700

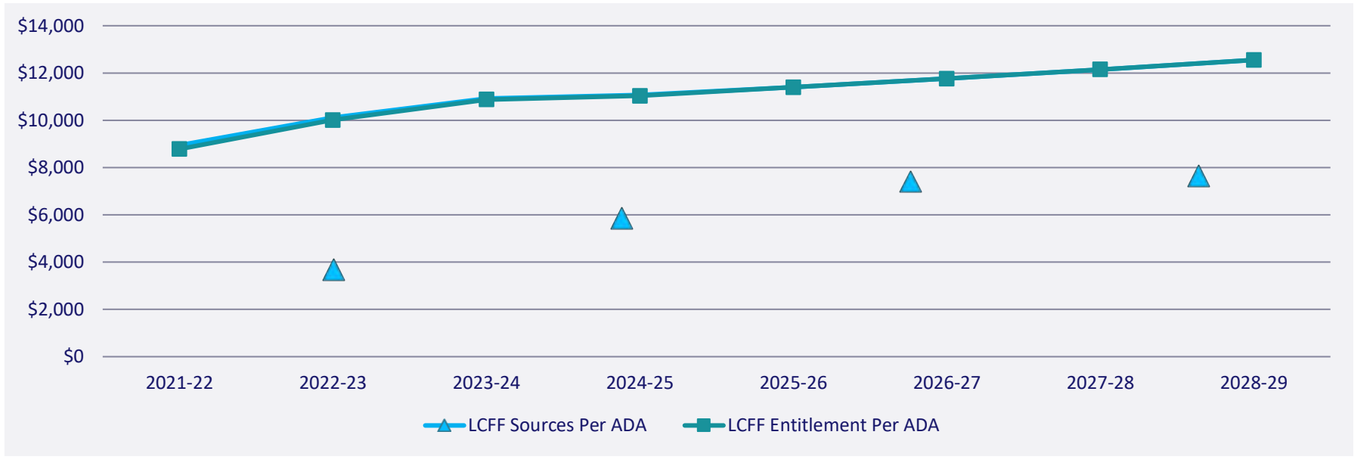
Graphs Tab

Bullis Charter (106534) - Charter Renewal Petition

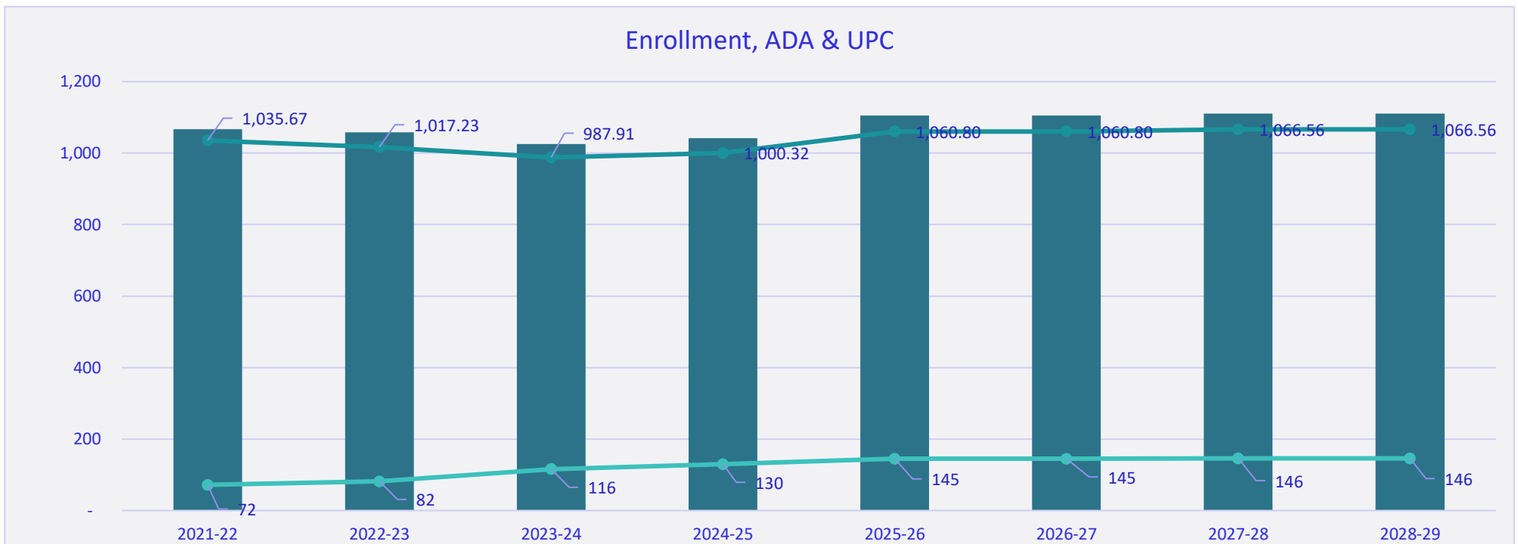
Charts and Graphs

Additional State Aid to meet Minimum EPA 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

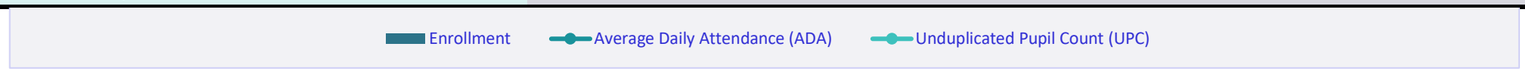


Documentary Record 001701

Graphs Tab

Bullis Charter (106534) - Charter Renewal Petition

Charts and Graphs



Documentary Record 001702

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		
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**		

Documentary Record 001703

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**		

Documentary Record 001704

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		
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	(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**		

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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**		

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Bullis Charter School
Monthly Cash Forecast
As of Apr FY2025

	2029-30 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	**1,634,726**	**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**		

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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

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Appendices

Appendix A	**Bylaws of the Bullis-Purissima Elementary School**
Appendix B	**Conflict of Interest Code**
Appendix C	**California Dashboard Data 2022-2023**
Appendix D	**WASC Self-Study and Visiting Committee Report 2022**
Appendix E	**LCAP 2023**
Appendix F	**Student and Family Handbook 2023-2024**
Appendix G	**Employee Handbook 2023-2024**
Appendix H	**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.

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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.

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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,

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declared of unsound mind by a court order, or found by final order or judgment of any court to have[258] 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.

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(2) All statements, questions, actions or votes were made by that director and not by another person not permitted to participate as a director.

(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.

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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.

Documentary Record 001715

Section 25. COMPLIANCE WITH LAWS COVERNING 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.

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Section 9. PRESIDENT. Subject to such supervisory powers as the Board may give to the 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

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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 CORORATE RECORDS

Documentary Record 001718

Section 1. MAINTENACE OF CORPORATE RECORDS. This corporation shall keep:

(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 of 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 funs, 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

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(f) An independent accountants' report or, if none, the certificate of an authorized officer 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 then $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

Documentary Record 001720

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.

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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

Designated Positions	**Disclosure Categories**
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

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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:

Documentary Record 001723

(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.

Documentary Record 001724

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.

Documentary Record 001725

Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
1,058	1.9%	6.1%	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

0 Red	0 Orange	0 Yellow
3 Green	2 Blue	

LEARN MORE

Mathematics



Blue

128.5 points above standard

Increased 6.1 Points ▲

EQUITY REPORT

Number of Student Groups in Each Level

0 Red	0 Orange	0 Yellow
2 Green	3 Blue	

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

Documentary Record 001726

See information that shows how well schools are engaging students in their learning.

LEARN MORE

Chronic Absenteeism



Orange

5.1% chronically absent

Increased 2.2% ▲

EQUITY REPORT

Number of Student Groups in Each Level

0	4	2	0	0
Red	Orange	Yellow	Green	Blue

Local Indicators

LEARN MORE

Access to a Broad Course of Study

STANDARD MET

BULLIS CHARTER

Conditions & Climate

View data related to how well schools are providing a healthy, safe and welcoming environment.

LEARN MORE

Suspension Rate



Blue

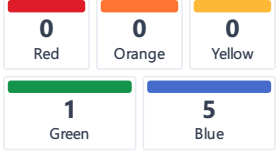
0.2% suspended at least one day

Maintained -0.2%

EQUITY REPORT

Number of Student Groups in Each Level

Documentary Record 001727



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

Documentary Record 001728

Academic Performance

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.

All Students



Blue

112.5 points above standard

Maintained -0.1 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

White



Blue

Asian

Two or More Races



No Performance Color

Filipino

Hispanic

Pacific Islander

Socioeconomically Disadvantaged

Documentary Record 001729

Filipino



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 10

Hispanic



No Performance Color

87.4 points above standard

Declined 22.3 Points ▼

Number of Students: 30

Pacific Islander

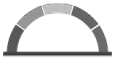


No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Socioeconomically Disadvantaged



No Performance Color

0.2 points above standard

Number of Students: 13

English Learners



Green

59.3 points above standard

Declined 31.1 Points ▼

Number of Students: 50

Students with Disabilities



Green

11.7 points above standard

Declined 20 Points ▼

Number of Students: 56

White



Green

88.1 points above standard

Declined 6.1 Points ▼

Number of Students: 127

Asian



Blue

121.3 points above standard

Maintained -0.3 Points

Number of Students: 372

Two or More Races



Blue

119.5 points above standard

Increased 3.7 Points ▲

Number of Students: 101

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.

Documentary Record 001730

Current English Learners	Recently Reclassified English Learners	English Only
24.8 points below standard	92.1 points above standard	109.6 points above standard
Number of Students: 14	Declined 10.1 Points ▼	Declined 3.7 Points ▼
	Number of Students: 36	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

Documentary Record 001731

Filipino



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 10

Hispanic



No Performance Color

86.3 points above standard

Declined 21.5 Points ▼

Number of Students: 30

Pacific Islander

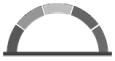


No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Socioeconomically Disadvantaged



No Performance Color

9.6 points above standard

Number of Students: 13

English Learners



Green

78.2 points above standard

Declined 30 Points ▼

Number of Students: 50

Students with Disabilities



Green

24.7 points above standard

Declined 24.2 Points ▼

Number of Students: 56

Asian



Blue

142.3 points above standard

Increased 3.5 Points ▲

Number of Students: 372

Two or More Races



Blue

128.5 points above standard

Increased 7.2 Points ▲

Number of Students: 101

White



Blue

98.6 points above standard

Increased 11.7 Points ▲

Number of Students: 127

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.

Documentary Record 001732

Current English Learners	Recently Reclassified English Learners	English Only
8.9 points below standard	112.1 points above standard	125.3 points above standard
Number of Students: 14	Declined 10.3 Points ▼	Increased 6.3 Points ▲
	Number of Students: 36	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

Documentary Record 001733

3	Initial Implementation
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

English Language Development (Aligned to English Language Arts Standards)

5 Full Implementation And Sustainability

Mathematics – Common Core State Standards for Mathematics

5 Full Implementation And Sustainability

Next Generation Science Standards

4 Full Implementation

History - Social Science

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

English Language Development (Aligned to English Language Arts Standards)

4 Full Implementation

Mathematics – Common Core State Standards for Mathematics

5 Full Implementation And Sustainability

Next Generation Science Standards

5 Full Implementation And Sustainability

History - Social Science

4 Full Implementation

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

English Language Development (Aligned to English Language Arts Standards)

4 Full Implementation

Mathematics – Common Core State Standards for Mathematics

4 Full Implementation

Next Generation Science Standards

4 Full Implementation

History - Social Science

3 Initial Implementation

Documentary Record 001734

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

Documentary Record 001735

Academic Engagement

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?agglevel=School&cds=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

Documentary Record 001736

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

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.

Documentary Record 001737

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.

Documentary Record 001738

Conditions and Climate

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.

All Students



Blue

0.2% suspended at least one day

Maintained -0.2%

Number of Students: 1,073

Student Group Details

All Student Groups by Performance Level

11 Total Student Groups



Red

No Student Groups



Orange

No Student Groups



Yellow

No Student Groups



Green

Two or More Races



Blue

Asian

English Learners

Hispanic

Students with Disabilities

White



No Performance Color

African American

American Indian

Filipino

Pacific Islander

Socioeconomically Disadvantaged

Documentary Record 001739

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

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%

Documentary Record 001740

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&cds=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.

Documentary Record 001741

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.

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.

STANDARD MET

Local Climate Survey

Documentary Record 001742

This measure addresses information regarding the school environment based on a local climate survey administered every other year on the topics of school safety and connectedness.

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.

Documentary Record 001743

BULLIS charter school
A CALIFORNIA K - 8 PUBLIC SCHOOL

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)

Documentary Record 001744

Bullis Charter School
Board of Directors and Leadership

BOARD OF DIRECTORS

Francis La Poll, Chair
Dorothy An
Andrea Eyring
Thomas Yih
Rob Chang
Ben Byon
Sanjeev Dutta
Sy Fahimi

ADMINISTRATION

Maureen Israel, Superintendent/Principal
Jessica Morgan, North K-5 Principal
Lisa Stone, South K-5 Principal
Daniel Gross, Middle School Principal

LEADERSHIP TEAM

Maureen Israel, Superintendent/Principal
Jessica Morgan, North K-5 Principal
Lisa Stone, South K-5 Principal
Daniel Gross, Middle School Principal
Jessica Corniffe, Director of Special Education
Savannah Lunsford, North K-2 Team Leader
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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WASC Visiting Committee

May 2-4, 2022

Mrs. Elisa McCutcheon, Chair
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

Jeff Kirchner, Member
Principal/Superintendent, Hume Lake Charter School

John Bosselman, Member
Director of Innovation and Rigor, Latitude 37.8 High School

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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

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Grade 4 Teacher	Amanda Marino
Grade 5 Teacher	Liz Staresnick
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

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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

<u>Category C:</u> 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

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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

Documentary Record 001751

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 Staresnick
Grades 7/8 Math Teacher	Liem Tran-Zwijsen
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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<u>Category E:</u> 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.

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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

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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, ~~t~~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.

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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

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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.

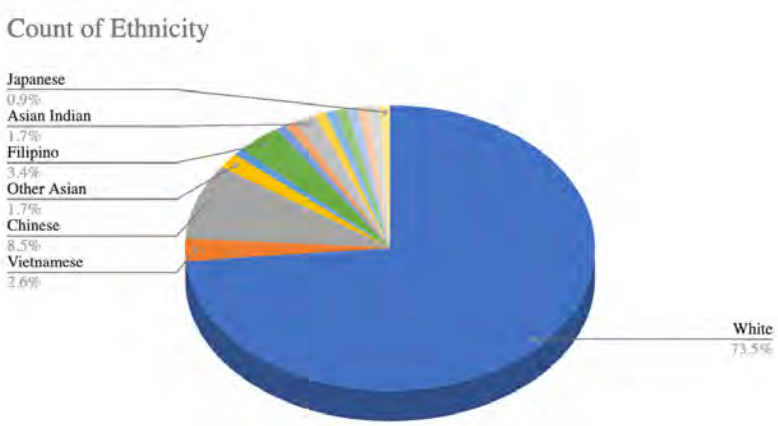
The administrative staff includes a full-time Superintendent/Principal and 3 full-time Principals: 1 K-5 Principal on each site and a Middle School Principal at the North site.

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**



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

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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.

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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

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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	A list of professional development content can be found in the attached documents*:* *2021-22 professional learning structure* *2020-21 professional learning structure* *2019-20 professional learning structure* 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

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

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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 Projected Growth	Winter20-Winter21 Observed Growth	Fall20-Spring21 Projected Growth	Fall20-Spring21 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 Projected Growth	Winter20-Winter21 Observed Growth	Fall20-Spring21 Projected Growth	Fall20-Spring21 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.		

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

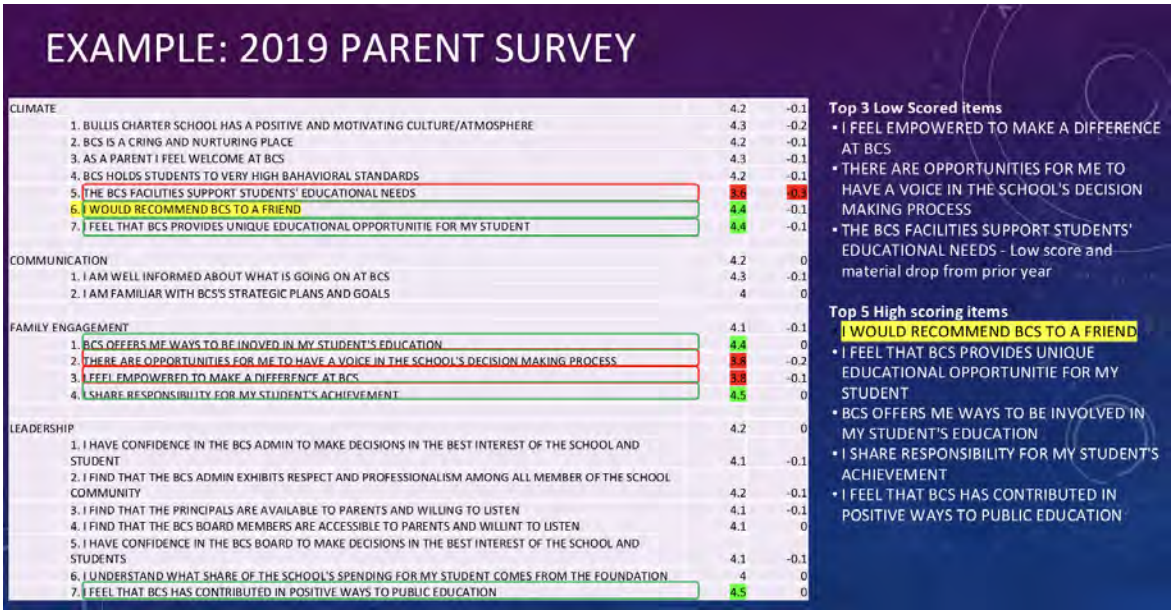
Funding is always a critical part of school operations, and BCS has a sub-committee of the board (the Finance Committee) that plays a critical role in helping support this process for the school. Though BCS does not receive Title I funds, BCS does have an external foundation (as noted above) that supports 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.

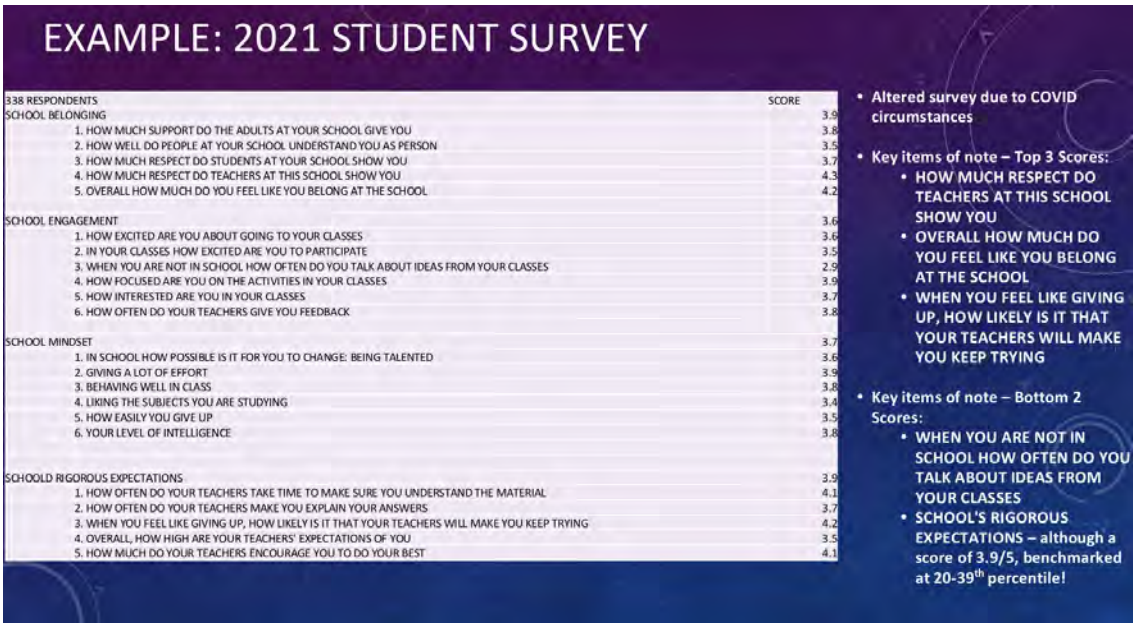
PERCEPTION DATA

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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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.



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

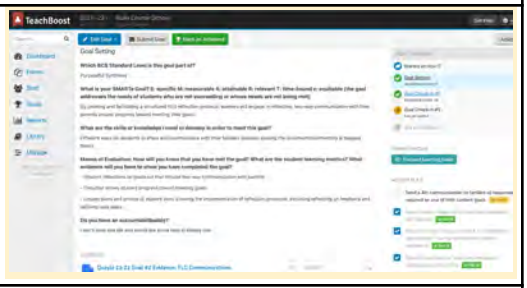
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	3-5 Team Agenda
Running record of professional learning and evaluation from 2013-2021	Professional Learning Feedback and Evaluation
We need more time at regular intervals across the year to analyze data and do planning as a staff	We often hear verbal 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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	Middle School Clubs **Multimedia Classroom** equipped with recording studio, video cameras, video editing programs, used in Intersessions, classroom projects, and Clubs **Cooking Classroom** equipped with six kitchen stations and cooktops
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	Anecdotal conversations Facilities agreement updates Parent survey responses (examples)

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: - 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

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 induction 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 s**omewhat 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.	

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	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 5th grade Digital Citizenship PBL integrates reading, writing, and digital citizenship skills 7th Grade Masters of the Renaissance PBL integrates history, art, research, and presentation skills

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 Intersession involves projects which are meant to benefit local community - including food drives, engineering, and sewing projects	2017-2018 Intersession 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,
BCS offers Intersession 3x a year to middle-school students as a way to apply learning to focus on real-world experiences	21-22 Intersession Intersession competencies Woodworking Project Student Slides
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: ● ELD Training folder of resources ● Kindergarten ● 1st grade: small group & 1-on-1 ELD

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	● 4th grade ELD strategies

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 Bulis 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
Intersession - Teachers facilitate learning that includes several methods of differentiation and the use of technology	**intersession work in middle school not linked to any folder 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.	

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

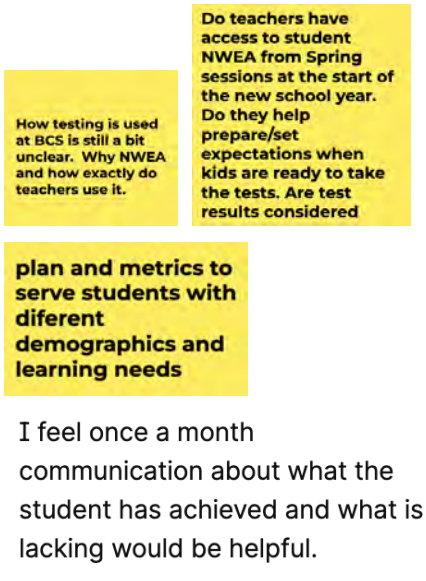
D1. Reporting and Accountability Process Criterion

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.	Comments from Parent Focus Group (screenshots below) 

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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.

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.	

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.	• Classroom Norms • 6 Pillars ○ Principal Awards ○ Caught Being Good tickets ○ Bullis Bucks ○ POW/ WOW • 2nd Step • No Bully Program ○ 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.	• 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.	Tier 1- Whole class interventions (classroom seating) Tier 2- Small group interventions (check ins, behavior charts) Tier 3- Individual support plan Tier 2 RtI Form on Intranet for teachers to refer for Rti 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
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) Classrooms are providing visual aids, manipulatives, and other support strategies to support student learning.	**Special Populations Evidence:** **Specialist Classes:** Art Drama Music PE Mandarin Spanish Makerspace **Homeroom Classes:** K 1 2 3 4 5 MS ELA/History MS Math MS Science

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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.	Math, reading, writing and personal goals are set by each student 2nd Grade FLGs on Seesaw 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 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 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. FLG Conferences with students and parents: Focused Learning Goal document with learner goals, student responsibilities, parent responsibilities, and teacher responsibilities Family Collaboration: Schedule sent to a family on a daily basis to prime a student who needs schedule in advance ● 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
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)
There is support from and collaboration w/ resource/SpEd team to support learners w/ IEPs	MS Math- plan w/ important vocab created after IEP meeting 4th- differentiated assessments (sample 1 / sample 2)

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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.	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 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 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. FLG Conferences with students and parents: Focused Learning Goal document with learner goals, student responsibilities, parent responsibilities, and teacher responsibilities Family Collaboration: Schedule sent to a family on a daily basis to prime a student who needs schedule in advance ● 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.	RtI team consists of superintendent, three principals, counselor, Dir. of SpEd, and two team leaders. RtI team discusses referrals made by teachers and other staff, both academic and behavioral. There have been 36 referrals to RtI this year. 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.

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	Intersession 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.	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 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 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. FLG Conferences with students and parents: Focused Learning Goal document with learner goals, student responsibilities, parent responsibilities, and teacher responsibilities
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)
There are lessons across grade levels focused on developing students' sense of self and knowledge of others around them.	Stories Around the World G3 Community Circle: Lesson plan for a community circle, designed to help build community and connection among students. beginning of the Year Family Surveys Google Form Survey for Parents: background

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	information from families about their child, their family background, and culture Equality vs. equity Connection Circle slideshow: Norms and guiding questions to promote empathy, active listening, and social emotional connections among students Holidays Around the World Unit/Grade Level Celebrations Dia de Los Muertos 8th Grade

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

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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.

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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	•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	•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	•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	•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.	•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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	year •Budget reviewed throughout spring & shared @ public Board meetings				
Growth Areas	•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	•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	•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.	•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	•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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	process •AT program not adequately staffed with one AT/grade level @ each campus •Site-based staff have limited involvement in budget-setting process				
Next Steps	•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	•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	•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	•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	•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

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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	**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 **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.	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	**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 **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. **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.	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	**LCAP Goal #1:** All students will achieve growth and academic success **Strategy III:** We will attract, support, and develop a diverse, world-class staff of professionals who are entrusted and	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.		Assessment data will show an increased level of student growth and achievement as a result of this work Evaluation tool will be utilized across all classrooms by Fall 2023

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.	**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. **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.	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.	**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. **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.	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.	**LCAP Goal #1:** All students will achieve growth and academic success **LCAP Goal # 4:** We will engage all parents in joyful, active partnership to support their children and the BCS mission. **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.	Review current system for 2022-23 school year and make adjustments Revisit each Fall and Spring thereafter	Review family survey data in the Winter and Spring each year to data to measure effectiveness of communication structure

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	**LCAP Goal #1:** All students will achieve growth and academic success **LCAP Goal # 4:** We will engage all parents in joyful, active partnership to support their children and the BCS mission. **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.	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	Students are tested within the first 30 days of school. Admin reaches out to families to participate in the first ELAC meeting in November.
Develop additional feedback loops for families to provide feedback on school programs	**LCAP Goal # 4:** We will engage all parents in joyful, active partnership to support their children and the BCS mission. **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.	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	**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	PD in August, starting in 2022 Trainings for leadership team each year, including school site visits	Specific tasks created for each grade-level/content area to align assessment CAASPP and NWEA sub-population metrics show an increase in growth and achievement
Build in regular times throughout the year to calibrate on assessing student work and collaborate on planning instruction to create more alignment between teachers	**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 **STRATEGY II:** We will define, measure, and promote student success consistent with the BCS mission.	Monthly, starting in 2022-23 school year	Team data and planning meetings will be scheduled and documented, including the results that come from them Observational data will indicate that plans based on assessment data are implemented
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)

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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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	the names of the Houses: North Campus: Monkeys, Wolves, Dolphins, Penguins, Tasmanian Devils Snow Leopards, Hawks South Campus: Monkeys, Wolves, Monkeys, Wolves, Dolphins, Penguins, Tasmanian Devils Snow Leopards
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.

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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

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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

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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

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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.

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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

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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.

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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

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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

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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

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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),

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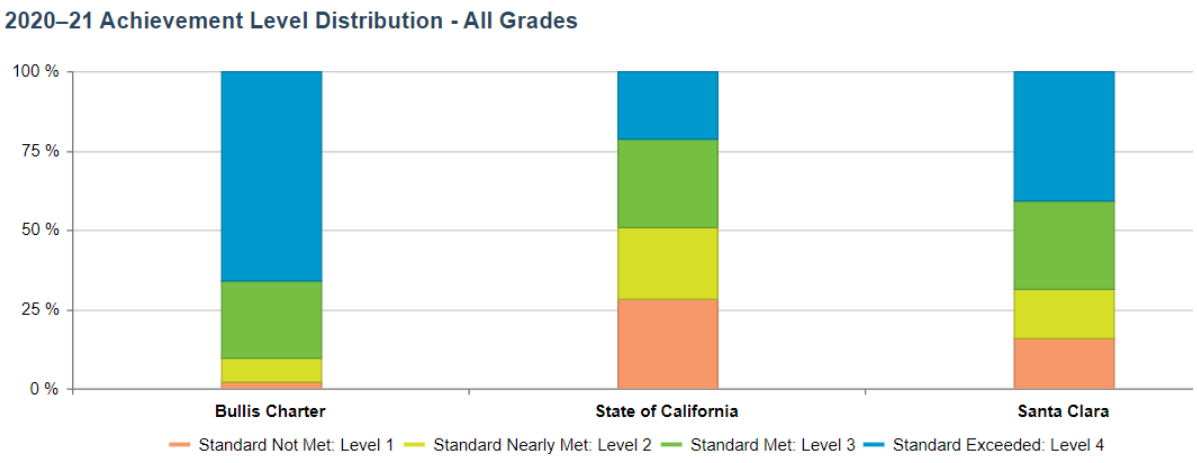
membership on the Finance Steering Committee, ELAC committee, and Strategic Planning Team.

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.

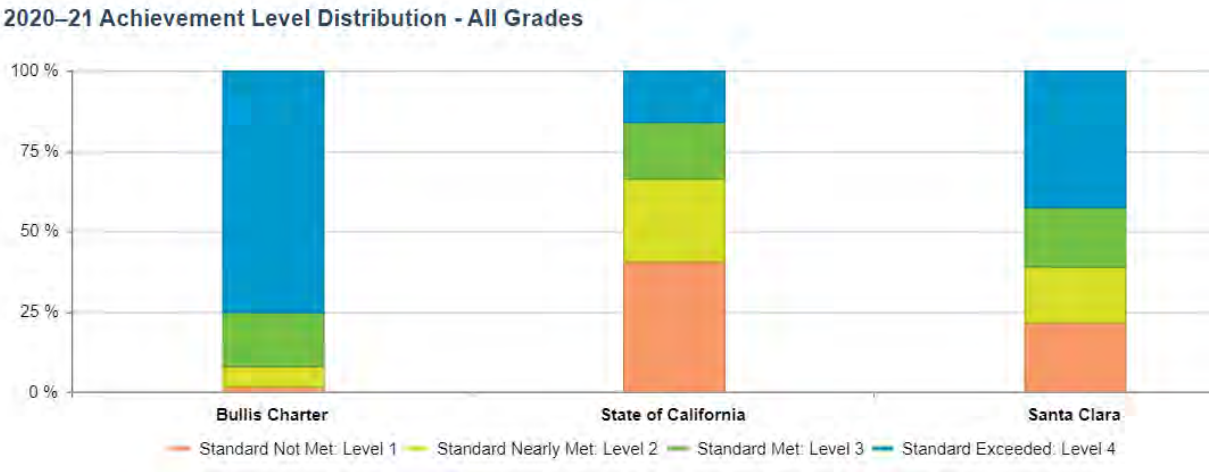
ENGLISH LANGUAGE ARTS/LITERACY

▼ Data Detail - All Students (accessible data)



MATHEMATICS

▼ Data Detail - All Students (accessible data)



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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%

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.

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NWEA Reading Growth Data

Grade	Winter20-Winter21 Projected Growth	Winter20-Winter21 Observed Growth	Fall20-Spring21 Projected Growth	Fall20-Spring21 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 Projected Growth	Winter20-Winter21 Observed Growth	Fall20-Spring21 Projected Growth	Fall20-Spring21 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

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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

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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

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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

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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

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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.

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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 adminstrators. 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

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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

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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.

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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

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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

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- 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

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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

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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

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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

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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

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Visiting Cmmittee 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,

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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.

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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.

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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.

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- 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

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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

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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

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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

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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:

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- 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

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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

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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

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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

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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.

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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

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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.

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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 <u>concurs</u> 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:

<u>Goal 1:</u> 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.

<u>Goal 2:</u> 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.

<u>Goal 3:</u> 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.

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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.

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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

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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.

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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			

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LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Bullis Charter School

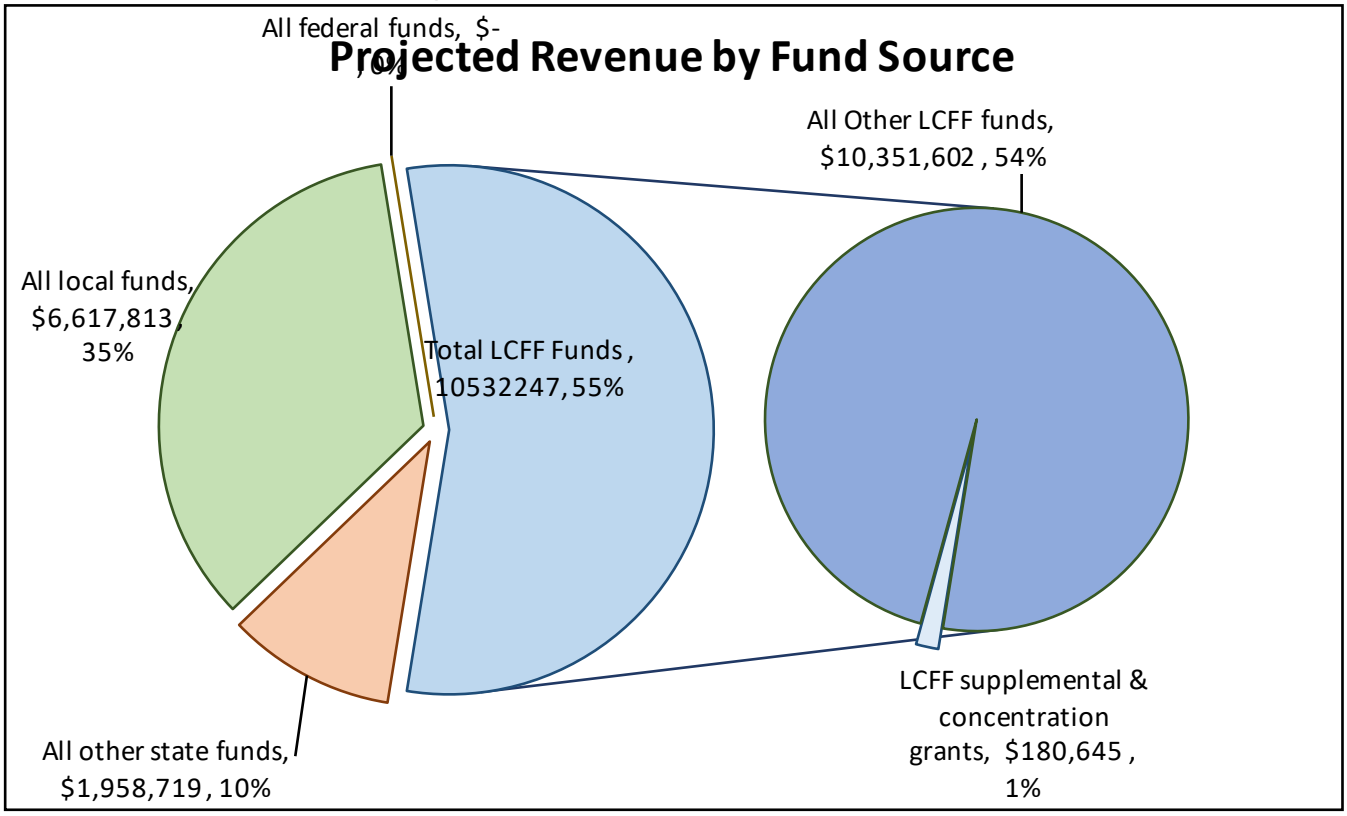
CDS Code: 43 10439 0106534

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



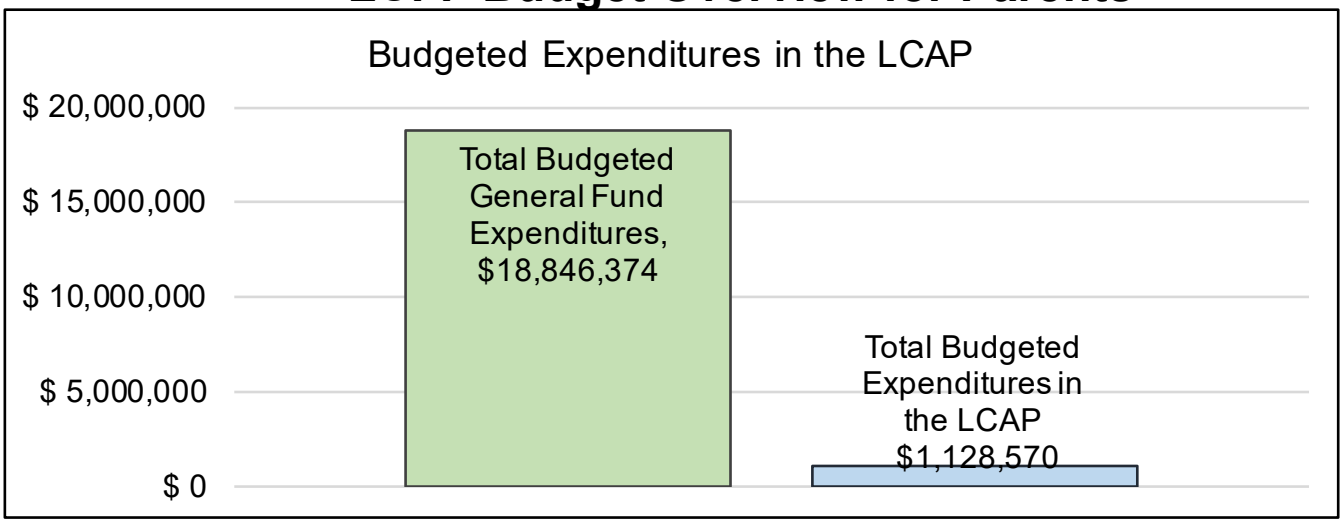
This chart shows the total general purpose revenue Bullis Charter School expects to receive in the coming y from all sources.

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, an low-income students).

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school distri must work with parents, educators, students, and the community to develop a Local Control and Accountabi Plan (LCAP) that shows how they will use these funds to serve students.

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LCFF Budget Overview for Parents



This chart provides a quick summary of how much Bullis Charter School plans to spend for 2022 – 23. It sho 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 fo 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 w be used for the following:

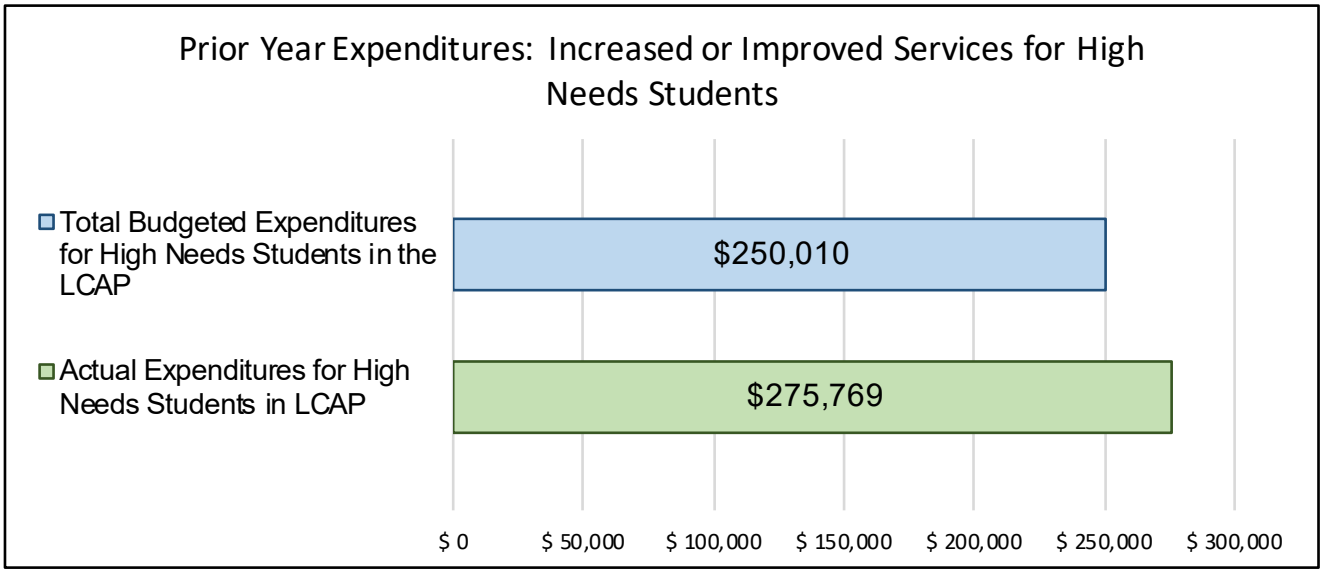
All additional general fund expenditures for the school year will contribute to teacher/staff salaries and to additional supplies/resources, professional learning, etc needed to keep the school operating on a daily bas

Increased or Improved Services for High Needs Students in the LCAP for the 2022 – 23 Sch Year

In 2022 – 23, Bullis Charter School is projecting it will receive $180,645.00 based on the enrollment of foste 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 th 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 Sch actually spent $275,769.00 for actions to increase or improve services for high needs students in 2021 – 22

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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.

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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.

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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.

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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.

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Overall English Results

Overall Achievement

Achievement Level	Bullis Charter	State of California
Mean Scale Score	N/A	N/A
Standard Exceeded: Level 4	65.86 %	21.42 %
Standard Met: Level 3	24.36 %	27.59 %
Standard Nearly Met: Level 2	7.52 %	22.69 %
Standard Not Met: Level 1	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	75.23 %	15.78 %
Standard Met: Level 3	16.67 %	17.98 %
Standard Nearly Met: Level 2	6.16 %	25.50 %
Standard Not Met: Level 1	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	33.33 %	4.42 %
Standard Met: Level 3	31.25 %	11.06 %
Standard Nearly Met: Level 2	25.00 %	20.55 %
Standard Not Met: Level 1	10.42 %	63.97 %

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Special Education Math Results

Overall Achievement

Achievement Level	Bullis Charter	State of California
Mean Scale Score	N/A	N/A
Standard Exceeded: Level 4	41.67 %	4.18 %
Standard Met: Level 3	25.00 %	6.61 %
Standard Nearly Met: Level 2	22.92 %	15.08 %
Standard Not Met: Level 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	9.09 %	2.01 %
Standard Met: Level 3	27.27 %	9.30 %
Standard Nearly Met: Level 2	31.82 %	23.41 %
Standard Not Met: Level 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	22.73 %	2.22 %
Standard Met: Level 3	36.36 %	6.19 %
Standard Nearly Met: Level 2	13.64 %	18.95 %
Standard Not Met: Level 1	27.27 %	72.64 %

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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.

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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

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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 receive 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.

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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	Data from 20-21: **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)

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	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

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# 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)

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*	*Instructional leaders are trained on observation best practices and observation cycles and revisiting norming opportunities on a yearly cadence.* ***(moved action to Goal #2)***	*10,000*	*N*
Action #3	*Instructional Observation*	*Instructional leaders observe implementation of standards-based instruction on a monthly cadence* ***(moved action to Goal #2)***	*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

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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.

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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.

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	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.

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		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

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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.

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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).

Documentary Record 001908

	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

Documentary Record 001909

		[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

Documentary Record 001910

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.

Documentary Record 001911

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.

Documentary Record 001912

	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

Documentary Record 001913

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.

Documentary Record 001914

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.

Documentary Record 001915

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.

Documentary Record 001916

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

Documentary Record 001917

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	$ -	$ -

Documentary Record 001918

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%

Documentary Record 001919

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

Documentary Record 001920

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	$ -	$ -	$ -	$ -	$ -

Documentary Record 001921

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%

Documentary Record 001922

Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

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]).

Documentary Record 001923

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.

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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.

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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

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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.

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Requirements and Instructions

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.

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Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics. 474

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.

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- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the schools(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.

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Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome 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.

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- 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).

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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

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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

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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.

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- 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.

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- **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.

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- **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.

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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%).
    - 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.

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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)

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  - 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 (%)
  - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
  - 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)
  - 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 %)
  - 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)
  - 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)
  - 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)
  - 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).

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BULLIS CHARTER SCHOOL
Family/Student Handbook

BULLIS
charter school

2023-2024 School Year

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BULLIS charter school

Superintendent/Principal	Maureen Israel
Elementary Principal - North Campus	Dr. Keri Montesino Stewart
Elementary Principal - South Campus	Lisa Stone
Middle School Principal - North Campus	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:	Grades 1-5:	Grades 6-8:
8:15 am - 3:05 pm	8:35 am - 3:15 pm	8:00 am - 3:29 pm
Breakfast: 8:00 am - 8:10 am	Breakfast: 8:10 am - 8:30 am	Breakfast: 7:50 am - 8:00 am
Lunch: 12:00 pm - 12:30 pm	Grs. 1-2 Lunch: 12:20 pm - 12:40 pm	Lunch: 12:55 pm - 1:25 pm
	Grs. 3-5 Lunch: 12:45 pm - 1:05 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.

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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.

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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.

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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

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Homework Policy

Homework at BCS is meant to provide additional learning opportunities connected to the standards and tasks occuring 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

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- 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.

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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

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- 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

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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 servery 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.

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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.

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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).

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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

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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.

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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 be 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

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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

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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.

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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.

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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

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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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Website: www.bullischarterschool.com

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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

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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.

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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 mean
- 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

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- 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

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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

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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

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("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 need not 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

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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.calcivilrights.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

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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.

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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.

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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

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- 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.

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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

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- 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

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- 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.

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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

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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.

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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

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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

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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

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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.

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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,

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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

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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

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- 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.

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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

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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.

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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

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- 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.

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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

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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.

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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

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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.

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- 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

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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:

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- 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

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- 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.

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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.

Documentary Record 002005

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).

Documentary Record 002006

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.

Documentary Record 002007

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:

Documentary Record 002008

- 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

Documentary Record 002009

- 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).)

Documentary Record 002010

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.

Documentary Record 002011

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

Documentary Record 002012

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.

Documentary Record 002013

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.

Documentary Record 002014

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

Documentary Record 002015

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

Documentary Record 002016

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

Documentary Record 002017

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.

Documentary Record 002018

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

Documentary Record 002019

- 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.

Documentary Record 002020

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? _____

Documentary Record 002021

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

Documentary Record 002022

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.

_____ Date: _____

Signature of Complainant

_____

Print Name

To be completed by School:

Signature: _____ Date: _____

_____

Print Name

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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: _____

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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

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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)

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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

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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

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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.

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Initial Charter Petition ☐
Charter Material Revision ☐
Charter Renewal ☒
Education Code §§ 47605.6
47607, 47607.2

Santa Clara County Office of Education

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
❒	The charter school presents a sound educational program?	☐	☐	☐	18-89
❒	The petitioners are demonstrably unlikely to successfully implement the program?	☐	☐	☐	N/A
❒	The petition contains the required signatures? (not required for renewals)	☐	☐	☐	N/A
❒	The petition contains an affirmation of each of the conditions described in Education Code § 47605(d) (1)?	☐	☐	☐	3
❒	The initial review finds that the petition has included all of the required elements (A-P)?	☐	☐	☐	
❒	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)?	☐	☐	☐	3
❒	The petition explains how the charter could not have been established in a single district.	☐	☐	☐	N/A

	REQUIRED PETITION SIGNATURES IF NOT CONVERSION OF EXISTING PUBLIC SCHOOL: Education Code § 47605.6(a)(1)	Yes	No	N/A	Page

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• 50% of parents/guardians of number of students expected to attend	☐	☐	☐	N/A
OR				
• 50% of the number of teachers expected to teach at the charter school during its 1st year	☐	☐	☐	N/A

	NOTIFICATION UPON APPROVAL: Education Code § 47605.6 (j)	Yes	No	N/A	Page
❒	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: • The department (California Department of Education) • State Board of Education	☐	☐	☐	N/A

	REQUIRED AFFIRMATIONS: Education Code § 47605.6(e)(1)	Yes	No	N/A	Page
❒	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.	☐	☐	☐	3

	CHARTER RENEWAL REQUIRED ELEMENTS: Evidence to Support Renewal or Material Revision (CCR) Title 5 Section 11966.4	Yes	No	Page
❒	Required fiscal reports and audits demonstrating past performance and likely future financial viability of the school	☐	☐	Budget Narrative
❒	Compliance with all state and federal laws applicable to charter schools and fulfilling the terms of the charter	☐	☐	
❒	Academic performance data reports showing increases in pupil academic achievement for all groups; Dashboard, CAASPP, LCAP and annual updates	☐	☐	Appendix E
❒	Annual visits and annual reports, including correcting and deficiencies identified curing annual reviews and visits.	☐	☐	
❒	Inspections or observations of any part of the charter school at any time	☐	☐	
❒	Documentation that charter has met minimum academic performance criteria per 47607(b) and 47607.2	☐	☐	Appendix C; Appendix E
❒	Past performance of academics and operations and future plans for improvement establish likelihood of success.	☐	☐	
❒	Includes updates to comply with all laws that have gone into effect since previous approval or renewal	☐	☐	
	Strengths:			
	Areas of Concerns:			
	Conclusions			

DETAILED REVIEW - REQUIRED ELEMENTS: Education Code § 47605.6(A-P)				
A	**Educational Program**	**Evidence**	**Addressed in Petition**	**Page**
❒	**1. Targeted School Populations**		☐	17

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Age, grade levels and number of students	☐		13-20
• Number of students per class room	☐		20
• Maximum enrollment predicted for school	☐		20
Type of desired student populations	☐		17-18
❒ **2. Attendance**		☐	20
• Describes whether multiple sites will be included	☐		17
• Indicates proposed opening date(s)	☐		24
❒ Attendance requirements		☐	20
• Includes length of school day and year	☐		21
• 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	☐		25
• 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.	☐		25
❒ **3. What it Means to be an Educated Person in the 21st Century**		☐	25
❒ Objective of enabling pupils to become self-motivated, competent, lifelong learners		☐	25-26
Clear list of general academic skills and qualities important for an educated person	☐		25-26
❒ **4. Description of How Learning Best Occurs**		☐	26
Persuasive instructional design	☐		26-42
• Broad outline (not entire scope and sequence) of the curriculum content	☐		26-36
• Description of instructional approaches and strategies	☐		36-42
• Description of learning environment (e.g. traditional, independent study)	☐		26-36
Proposed program strongly aligned to school's mission	☐		26-29
Affirmation or description of curriculum aligned to student performance standards	☐		30;42-60
Outline of plan or strategy to support students not meeting pupil outcomes	☐		78
Instructional design or strategies based upon successful practice or research	☐		30-33
Instructional strategies for special education, English learners, etc.	☐		64-83
Proposed program/curriculum reflects a focus on adopted CCSS and NGSS	☐		42-60
Educational Program describes professional development for teachers	☐		84-89
Minimal instructional time	☐		21
Includes school calendar	☐		24
❒ **5. Transitional Kindergarten program outlines developmentally appropriate learning outcomes, using modified curriculum, specialized instruction, and assessment for all students (Only if Charter offers Kindergarten)**		☐	63
❒ **6. English Learner Services**		☐	65-74
❒ All eligible students enrolled in the charter school will receive appropriate English Learner services in accordance with applicable state and federal law.		☐	65;67
❒ Staff members providing English Learner Services are appropriately credentialed.		☐	68
❒ A description of the manner in which students are identified as requiring English Learner Services		☐	69-70
❒ A description of the process for reclassification of English Leaners		☐	72-74

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❒	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.)		☐	67; 71-72
❒	References to curriculum and materials that will be utilized in the instruction of English Learners		☐	65, 68, 71-72
❒	Petition tells how English Learners will be reclassified and how English Learners will be monitored		☐	72-74
	Strengths:			
	Areas of Concerns			
	Conclusions			
❒	**7. LCFF/LCAP Annual Goals and Annual Actions to Achieve Goals for Subgroups in EC 52052**		☐	Appendix E
❒	Charter includes language that assures compliance with LCFF/LCAP		☐	Appendix E
❒	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.		☐	Appendix E
	❒ A. Conditions of Learning	☐		Appendix E
	(Priority 1) Basic Needs	☐		Appendix E
	(Priority 2) Implementation of State Standards	☐		Appendix E
	(Priority 7) Course Access	☐		Appendix E
	❒ B. Pupil Outcomes	☐		Appendix E
	(Priority 4) Pupil Achievement (College and Career)	☐		Appendix E
	(Priority 8) Other Pupil Outcomes	☐		Appendix E
	❒ C. Engagement	☐		Appendix E
	(Priority 3) Parental Involvement	☐		Appendix E
	(Priority 5) Pupil Engagement	☐		Appendix E
	(Priority 6) School Climate	☐		Appendix E
	Provides specific annual actions to achieve these goals for each of the subgroups listed below:	☐		Appendix E
	❒ Racial/Ethnic groups	☐		Appendix E
	❒ Low-income students, including homeless students	☐		Appendix E
	❒ English learners	☐		Appendix E
	❒ Students with disabilities	☐		Appendix E
	❒ Foster youth	☐		Appendix E
❒	**8. Transferability of High School Courses EC 47605.6 (b) (5) (A) (iii)**		☐	N/A
	If serving high school students, describes how district/charter school informs parents of:	☐		N/A
	❒ Transferability of courses to other public high schools; and	☐		N/A
	❒ Eligibility of courses to meet college entrance requirements	☐		N/A

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❒ 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)	☐		N/A

Strengths:

Areas of Concern:

Conclusions

i	Special Education/SELPA	Evidence	Addressed in Petition	Page
❒	Identifies whether or not in an independent LEA for special education purposes (with verifiable written assurances)		☐	75
❒	Consulted with the Santa Clara County SELPA Director		☐	77
	• Discussed special education responsibilities of charter	☐		77
	• Discussed application of SELPA policies	☐		77-83
❒	In writing explains how special education services will be provided consistent with SELPA plan and/or policies and procedures		☐	77-83
	• Includes fiscal allocation plan	☐		82
❒	If charter not an independent LEA (School of SCCOE for Special Ed):		☐	
	• Clarifies in charter the responsibilities of each party for service delivery	☐		
	❒ Referral	☐		78-79
	❒ Assessment	☐		79
	❒ Instruction	☐		79-80
	❒ Due Process	☐		81
	❒ Agreements describing allocation of actual and excess costs	☐		82
	❒ Charter fiscally responsible for fair share of any encroachment on general funds	☐		82
❒	If charter is own LEA		☐	N/A
	• Notified SELPA Director of intent prior to February 1st of the preceding school year	☐		N/A
	• Located within SELPA geographical boundaries	☐		N/A
	• Provides current operating budget in accordance with Ed Code § 42130 and § 42131	☐		N/A
	• Provides assurances that all will be instructed in safe environment	☐		N/A
	• Provides copy of original charter petition and any amendments to SELPA	☐		N/A
	• Responsible for any legal fees relating to application and assurances process	☐		N/A
	• Meets the terms of the "Agreement Regarding the Organization, Implementation, Administration and Operation of the SELPA (Section 12–13, Appendix A)	☐		N/A

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	• Meets the terms of all SELPA policies and procedures	☐		N/A
	• Charter fiscally responsible for fair share of any encroachment on general funds	☐		N/A
❒	Petition includes the following assurances:		☐	
	• The charter will comply with all provisions of IDEA and plan for how it will comply	☐		77
	• No student will be denied admission based on disability or lack of available services	☐		81
	• 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	☐		64-65; 78
❒	Staff members providing special education services are appropriately credentialed		☐	77
❒	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		☐	80-82
❒	The charter school will assume full responsibility for appropriate accommodation to address the needs of any student		☐	80
❒	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		☐	80-81
❒	Specialized instruction and services available at the school		☐	79
❒	The provision of Designated Instruction and Services (DIS)		☐	80
❒	Special transportation for students whose IEPs indicate that service is necessary for the provision of FAPE		☐	80
❒	The procedures for ensuring that students are referred, assessed and served in a timely manner		☐	64-65; 78
❒	A description of the school's "Search and Service" procedures		☐	78
❒	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.		☐	82
❒	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		☐	81
❒	Overview of how special education funding and services will be provided by:		☐	
	• Charter School	☐		82
	• Charter Granting Agency	☐		82
	• SELPA			82
❒	Petition describes the transition to or from a district when a student with an IEP enrolls in, or transfers out of, the charter school		☐	81
ii	**Implementation of Section 504 of the Rehabilitation Act**	**Evidence**	**Addressed in Petition**	**Page**
❒	All eligible enrolled students will receive appropriate accommodations and modifications consistent with Section 504 of the Rehabilitation Act	☐		82
❒	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	☐		82
❒	All staff members providing services to the student are familiar with the identified needs of the student	☐		83
❒	Any facility used by the school does not present physical barriers limiting eligible students' full participation in the educational and extracurricular program	☐		82
❒	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	☐		82-83
❒	Includes plan and appropriate staffing for 504 compliance	☐		83
iii	**Implementation of Americans with Disabilities Act (ADA)**	**Evidence**	**Addressed in Petition**	**Page**

Documentary Record 002035

❒	Affirms charter's obligations to comply with ADA		☐	74;82
❒	Any facility used by charter will be ADA compliant		☐	74;82

Strengths:

Areas of Concern:

Conclusions

B	Measurable Student Outcomes - "Exit Outcomes" or "Graduation Standards"	Evidence	Addressed in Petition	Page
❒	**Pupil outcomes are measurable, i.e. specific assessments listed for each exit outcome.**		☐	
	How pupil outcomes will address state content and performance standards in core academics.	☐		90-105
	Exit outcomes include acquisition of academic and non-academic skills.	☐		104-105
	Concise (one page) list of exit outcomes encompass specific skills, not too vague.	☐		N/A
	Affirmation that "benchmark" skills and specific classroom-level skills will be developed.	☐		64-85
	Affirmation/description that exit outcomes will align to mission, curriculum and assessments.	☐		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.	☐		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.	☐		Appendix E
	Acknowledges that exit outcomes and performance goals may need to be modified over time.	☐		105-107
	If high school, graduation requirements defined.	☐		N/A
	If high school, WASC accreditation standards addressed.	☐		N/A
❒	**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**		☐	Appendix E
❒	Statement that pupil achievement measurements will include the elements listed below:		☐	Appendix E
❒	Alignment with state priorities 52060 (d) and description of **how** the charter will address all 8 state priorities		☐	Appendix E
❒	(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.		☐	Appendix E
❒	(B) The Academic Performance Index, as described in Section 52052/alternative academic performance data and documentation during suspension of API		☐	Appendix E
❒	(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		☐	N/A

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	board-approved career technical educational standards and frameworks,		
❒	(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.	☐	Appendix E
❒	(E) The English learner reclassification rate.	☐	Appendix E
❒	(F) The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher.	☐	N/A
❒	(G) The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program.	☐	N/A
For Charter Renewal, EC 47607 (a)(3)(A) defines the most important factor is the increase in pupil academic achievement for all groups of students served by the charter school. The Minimum Threshold for Student Achievement:			
❒	Provided evidence (including data and documentation) establishing that students have increased their academic achievement schoolwide and for all numerically significant pupil subgroups	☐	Executive Summary
❒	Evidence that the charter school served all students who wished to attend the school should there be sufficient space	☐	Executive Summary
The High Achieving threshold for renewal per EC 47607(c)(2)(A):			
❒	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	☐	Executive Summary
❒	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.	☐	Executive Summary
The Low Achieving threshold for renewal per EC 47607.2(a)(1) - Denial:			
❒	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	☐	N/A
❒	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.	☐	N/A
❒	A charter may be renewed only if both of the following: the charter is making meaningful steps to address the underlying cause or causes of low performance and 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.	☐	N/A
The Mid-Achieving threshold for renewal per EC 47607.2(b)(1):			
❒	Review of dashboard state and local indicators, greater weight will be given to academic indicators	☐	N/A
❒	Verifiable data evidence of either: 1 year's growth per year in school or strong post-secondary outcomes	☐	N/A
Strengths:			
Areas of Concern:			

Documentary Record 002037

Conclusions:

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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	☐		99-104
	Assessments include multiple, valid and reliable measures using traditional/ alternative tools	☐		99-104
	Chosen assessments are appropriate for standards and skills they seek to measures	☐		90-104
	Affirmation/description of how assessments align to mission, exit outcomes, and curriculum	☐		90-104
	Describes minimal required performance level necessary to attain each standard	☐		90-104
	Outlines a plan for collecting, analyzing and reporting student/school performance data	☐		90-104
	Method of measuring outcomes aligns with SARC		☐	90-104
❒	**LCFF/LCAP Assurance that methods of assessment are aligned with measureable student outcomes**		☐	Appendix E
❒	(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.		☐	Appendix E
❒	(B) Include the annual assessment tools as required by state and federal assessments (CAASPP, ELPAC, etc.)		☐	Appendix E
❒	(C) Outlines a plan for collecting, analyzing, and reporting data continuously to monitor and improve the charter school's educational program.		☐	Appendix E
❒	(D) Presents a coherent plan for using student assessments data to evaluate and inform instruction on an on-going basis		☐	Appendix E
❒	(E) Committed plan to share performance information with students, families and public agencies		☐	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
❒	Describes the actual physical location/site for the school		☐	N/A
❒	Provides copy of notice given to school district in which it plans to operate at least 30 days prior to decision hearing		☐	N/A
❒	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		☐	N/A

Strengths:

Areas of Concern:

Conclusions

E	Governance Structure of School (Including Parental Involvement)	Evidence	Addressed in Petition	Page

Documentary Record 002039

❒	Describes what role parents have in the governance of the school		☐	112
❒	Describes key features of governing structure (usually a board of directors) such as:		☐	106-108
	• Size/composition of board	☐		106
	• Board committees or advisory councils	☐		107;114
	• Board's scope of authority/responsibility/conflict of interest	☐		106-108
❒	Status as a non-profit or public school		☐	106
❒	Tax exempt status	☐		106
❒	If non-profit, provisions for liability for debts		☐	106
❒	Has set of bylaws, policies or similar documents	☐		Appendix A
❒	Initial governing board members identified by name or the process used to select them and future board members	☐		106-107
❒	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	☐		106
❒	Demonstrates compliance with Brown Act		☐	5
❒	Annual Review and Revision of the Local Control Accountability Plan (LCAP).		☐	Appendix E
❒	Detailed description of any relationship with for profits, including CMO/EMO		☐	N/A
❒	Compliance with transparency and public accountability		☐	5
	• Public Records Act	☐		5
	• Political Reform Act of 1974	☐		5
	• Government Code 1090 et seq.	☐		5
	• Brown Act	☐		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…) • Job Descriptions for Positions • Identifies key staff positions with the charter school	☐		109; 116-120
	Process for staff selection	☐		116
	Procedure for adequate background checks	☐		122
	Salaries and benefits for all employees	☐		116
	Measures of assessment of performance	☐		Appendix G
❒	Describes specific key qualifications (knowledge, experience, education, certification, etc.) sufficient to ensure the health and safety of pupils and staff.	☐		123
❒	Defines "core, college preparatory" teachers/affirms they will hold appropriate credentials (Commission on Teacher Credentialing Certificate/Permit) • Identifies whether these teachers will teach only within the restrictions of their credentials		☐	117

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❒	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	☐		116
	The credentials/qualifications of other charter school staff (e.g., counselors, librarians, administrators, nurses and others)	☐		116
	Statement of acknowledgment that all employees, even if not public, are subject to state and federal employment laws	☐		122
	Explains how teachers will learn the curricula	☐		120-121

Strengths:

Areas of Concern:

Conclusions

G	Health and Safety Procedures	Evidence	Addressed in Petition	Page
❒	Affirms that each employee will furnish the school with a criminal record summary		☐	122
❒	Outlines specific health and safety practices addressing such key areas as:	☐		126; Appendix H
	• Seismic safety (structural integrity and earthquake preparedness)	☐		Appendix H
	• Natural disasters and emergencies	☐		Appendix H
	• Immunizations, health screenings, administration of medications, employee TB testing	☐		123
	• Tolerance for use of drugs and/or tobacco	☐		Appendix H
	• Staff training on emergency and first aid response	☐		Appendix H
	• Description of the charter school's safety plan and disaster preparedness plan	☐		Appendix H
	References/accompanied by more detailed set of health and safety related policies/procedures	☐		Appendix H
❒	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		☐	122-123

Strengths:

Areas of Concern:

Conclusions

H	Means to Achieve a Reflective Racial and Ethnic Balance	Evidence	Addressed in Petition	Page

Documentary Record 002041

❒	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	☐		130-137
	• 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	☐		130-137
❒	Renewal: Includes racial and ethnic make-up data and identifies means charter will use to address any underrepresented populations	☐		130-137

Strengths:

Areas of Concern:

Conclusions

I	Financial Audit	Evidence	Addressed in Petition	Page
❒	Procedure to select and retain independent auditor	☐		138-139
❒	Qualifications of independent auditor	☐		138-139
❒	Audit will employ generally accepted accounting procedures	☐		138-139
❒	Describe specific scope of audit	☐		138-139
❒	Timing of audit and to whom it will be sent	☐		138-139
❒	Process for resolving audit exceptions and deficiencies to satisfaction of granting agency	☐		138-139
❒	Describes manner in which the audit will be made public	☐		138-139
❒	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		☐	138-139
❒	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)		☐	138-139
❒	Describes services the charter intends to contract out to the district/SCCOE or another provider (if not included in a memorandum of understanding)	☐		N/A

Strengths:

Areas of Concern:

Conclusions

J	Pupil Suspension Expulsion	Evidence	Addressed in Petition	Page
❒	Includes new legal language in header and throughout the section	☐		
❒	Student code of conduct and process by which this information is given to students and parents/guardians	☐		141; Appendix F
❒	Procedure for involving parents, students and staff in designing and implementing a discipline policy	☐		140-141
❒	Detailed process by which student may be suspended or expelled or involuntarily removed for any reason		☐	142-149
❒	Describes disciplinary steps to be taken prior to suspension or expulsion	☐		Appendix F
❒	Identifies the offenses for which students in the charter school must (where non-discretionary) and may (where discretionary) be suspended and, separately, the	☐		142-149

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	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).			
❒	Identifies the detailed procedures by which pupils can be suspended or expelled.		☐	142-159
❒	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.		☐	150
❒	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.		☐	149;159
❒	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.	☐		141
❒	What educational alternative, if any, will be provided to students who were suspended or expelled	☐		155
❒	Describes who or what body will be responsible for final suspension/expulsion decisions	☐		154-155
❒	Describes appeal procedures	☐		155-157
❒	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		☐	4
❒	Outlines or describes strong understanding of relevant laws protecting constitution rights of students, generally, and of disabled and other protected classes of students	☐		140
❒	Policies balance students' rights to due process with responsibility to maintain a safe learning environment	☐		142-159
❒	Explains how the charter school will comply with federal and state constitutional procedural and substantive due process requirements consistent with: 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: 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.		☐	149-159
❒	Explains how resident school district or COE will be involved in disciplinary matters	☐		N/A

Strengths:

Areas of Concern:

Conclusions

K	Staff Retirement System	Evidence	Addressed in Petition	Page
❒	Statement of whether staff will participate in STRS, PERS, or Social Security (if STRS, then all teachers must do so)		☐	160
❒	Specifies which retirement system for each position		☐	160
❒	Identifies the position responsible for ensuring appropriate arrangements for coverage have been made and complied with		☐	160

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	Relationship between teachers and district/county bargaining unit	☐		N/A
	Process by which salaries, benefits, working conditions and items, i.e., calendars, holidays, vacations, work day and year will be determined	☐		Appendix G
	Labor procedures which will be applied to employees	☐		N/A
	Process for resolving complaints/grievances	☐		Appendix G
	Process for ensuring due process	☐		Appendix G
	Manner by which staff members will be covered by STRS, PERS, Social Security or Medicare	☐		Appendix G
	Process for staff recruitment, selection, evaluation and termination	☐		Appendix G
	Procedure for processing and monitoring credentials if required	☐		Appendix G
❒	Establish compliance with Ed Code 47611		☐	162

Strengths:

Areas of Concern:

Conclusions

L	Dispute Resolution Process	Evidence	Addressed in Petition	Page
❒	Outlines a simple process for charter and granting agency to settle disputes	☐		163-165
	Process indicates whether it is binding on school or granting agency/fair process	☐		163
	Step by step process for identifying/framing dispute points	☐		163-164
	• Whether internal charter disputes may be brought to granting agency	☐		165
	• Identifies specific parties to be involved at each step	☐		163-164
	• Basic rules at each step	☐		163-164
	• Which results are binding	☐		163-164
❒	Includes SCCOE's required dispute resolution process – should be updated for renewals to include SCCOE's process)	☐		163-164

Strengths:

Areas of Concern:

Conclusions

M	Admissions Policies and Procedures Consistent with 47605.6(e)	Evidence	Addressed in Petition	Page
❒	Mandatory assurances regarding non-discriminatory admission procedures		☐	134
❒	Clearly describes admissions procedures, including any preferences • 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 Preferences will not result in limiting access for students with disabilities, academically low-achieving, English Learners, neglected or delinquent pupils, homeless pupils,		☐	135-136

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	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	☐		Appendix F
❒	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.		☐	135
	Provides application and admission timelines	☐		135
❒	Specifies all information to be requested on any application		☐	135
❒	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		☐	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
❒	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		☐	161
❒	Specifies that attendance at charter does not grant right of attendance in district or SCCOE schools or programs		☐	161

Strengths:

Areas of Concern:

Conclusions

O	Description of Employee Rights	Evidence	Addressed in Petition	Page
❒	Description of employee rights upon leaving school district		☐	
	• Acknowledgment whether collective bargaining contract in sponsor district will be controlling	☐		N/A
	• Whether and how charter school staff may resume employment within the district	☐		162
	Sick/vacation leave (ability to carry it over to and from charter school)	☐		Appendix G
	• Whether charter school staff will continue to earn service credit (tenure) in district while at charter school	☐		Appendix G

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• How employees will be paid (e.g. salaried, hourly, etc.)	☐		Appendix G
• Describes employee benefits	☐		Appendix G
• Identifies intended employment status of charter school employees	☐		Appendix G
• Identifies whether the charter school will be responsible for the payment of social security and applicable taxes for charter school employees	☐		Appendix G
• Describes how rights will be communicated to prospective employees	☐		Appendix G

Strengths:

Areas of Concern:

Conclusions

P	Closure of Charter School	Evidence	Addressed in Petition	Page
❒	Outlines an adequate process to be used if the charter school closes		☐	166-167
❒	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)		☐	166-167
❒	Process must, at a minimum, comply with all requirements of Cal. Code of Regs., title 5, section 11962.	☐		166-167

Strengths:

Areas of Concern:

Conclusions

REQUIRED SUPPLEMENTAL INFORMATION: Education Code § 47605.6(h)

i	Administrative Services	Evidence	Addressed in Petition	Page
❒	Describes how charter administrative services will be acquired or provided		☐	171
❒	Describes how the day-to-day administrative operations will be handled	☐		169

Strengths:

Areas of Concern:

Conclusions

ii	Civil Liability	Evidence	Addressed in Petition	Page
❒	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?		☐	171-172
❒	Appropriate insurance coverage in conformance with SCCOE risk management standards		☐	171
❒	Indemnification/defense/hold harmless of SCCOE		☐	172

Strengths:

Areas of Concern:

Conclusions

Documentary Record 002046

iii	Financial Plan	Evidence	Addressed in Petition	Page
❒	First year operational budget includes:		☐	N/A
❒	• Start-up costs		☐	N/A
❒	Cash flow for first three years		☐	N/A
❒	Financial projections for first three years		☐	N/A
Strengths:				
Areas of Concern:				
Conclusions				

iv	Labor Relations	Evidence	Addressed in Petition	Page
❒	Specifies whether charter or local school district will be employer for EERA purposes		☐	N/A
❒	Specifies whether it is the charter school or the corporation that will be the employer	☐		N/A
❒	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.	☐		N/A
Strengths:				
Areas of Concern:				
Conclusions				

v	Planning Assumptions	Evidence	Addressed in Petition	Page
❒	• Number/types of students	☐		N/A
❒	• Number of staff	☐		N/A
❒	• Teacher/student ratio	☐		N/A
❒	• Facilities needs	☐		N/A
❒	• Whether the charter school will participate in the National School Lunch Program	☐		N/A
❒	• Costs of all major items are identified and within reasonable market ranges	☐		N/A
❒	• Revenue assumptions in line with state and federal funding guidelines	☐		N/A
❒	• Revenue from "soft sources" (e.g., donations, grants and fundraisers) less than 10% of ongoing operational costs	☐		N/A
❒	• Timeline allows window for grant applications to be submitted and funded	☐		N/A
Strengths:				
Areas of Concern:				
Conclusions				

vi	Start-Up Costs (New petitions only)	Evidence	Addressed in Petition	Page
❒	• Clearly identifies most major start-up costs	☐		N/A
❒	• Staffing	☐		N/A
❒	• Facilities	☐		N/A

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❒	• Equipment and Supplies	☐		N/A
❒	• Professional Services	☐		N/A
❒	• Assumptions in line with overall school design plan	☐		N/A
❒	• Identifies potential funding source that could or would fund these costs	☐		N/A
❒	• Timeline allows for grant and fundraising	☐		N/A

Strengths:

Areas of Concern:

Conclusions

vii	Annual Operating Budget	Evidence	Addressed in Petition	Page
❒	• Annual revenues and expenditures clearly identified by source and expenditures are clearly identified by destination (i.e. object codes).	☐		Budget Narrative
❒	• Revenue assumptions closely related to applicable state and federal funding formulas	☐		Budget Narrative
❒	• Expenditure assumptions reflect school design plan	☐		Budget Narrative
❒	• Expenditure assumptions reflect prevailing or market costs	☐		Budget Narrative
❒	• "Soft" revenues (e.g. fund-raises and grants) are not critical to solvency	☐		Budget Narrative
❒	• Strong reserve or projected ending balance (the larger of 2–5% of expenditure or $25,000)	☐		Budget Narrative
❒	• 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.	☐		N/A
❒	• Budget clearly indicates restricted versus general operating/flexible funds.	☐		Budget Narrative
❒	• Expenditure for sufficient insurance to name SCCOE as also insured/hold harmless agreement	☐		Budget Narrative
❒	• Expenditure sufficient for reasonably expected legal services	☐		Budget Narrative
❒	• Expenditure for Special Education excess costs consistent with current experience in county	☐		Budget Narrative
❒	• Description of all insurance the charter school will purchase, complete with annual cost	☐		Budget Narrative
❒	• First year budget premised on realistic year 1 ADA	☐		N/A

Strengths:

Areas of Concern:

Conclusions

viii	Cash Flow Analysis	Evidence	Addressed in Petition	Page

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❒	• Monthly projection of revenue receipts in line with state/federal funding disbursements	☐		Cash Flow Projections
❒	• Expenditures projected by month and correspond with typical/reasonable schedules	☐		Cash Flow Projections
❒	• Show positive fund balance each month and/or identify sources of working capital	☐		Cash Flow Projections

Strengths:

Areas of Concern:

Conclusions

ix	Long-term Plan	Evidence	Addressed in Petition	Page
❒	• Projects revenues and expenditures for at least three additional years (in addition to first year budget).	☐		Budget Narrative
❒	• Revenue assumptions based on reasonable potential growth in state and federal revenues	☐		Budget Narrative
❒	• Revenue assumptions based on reasonable student growth projections	☐		Budget Narrative
❒	• Expenditure projections are inflated by reasonable cost-of-living and inflation assumptions and school growth assumptions.	☐		Budget Narrative
❒	• Projected annual fund balances are positive or likely sources of working capital are identified to cover projected deficits.	☐		Budget Narrative

Strengths:

Areas of Concern:

Conclusions

x	District Impact Statement	Evidence	Addressed in Petition	Page
	• Does the charter include an impact statement?	☐		N/A
	• Provides estimated numbers of students anticipated to enroll	☐		N/A
	• Identify whether or not will request district-owned facilities	☐		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	☐		N/A
	o If not, does the Petition demonstrate any basis for an exception	☐		N/A
	• Does the Petition identify where the school will operate	☐		N/A

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	• Does the Petition demonstrate that it will not serve grade levels not served by this district unless it serves all of the grade levels	☐		N/A
Strengths:				
Areas of Concern:				
Conclusions				

xii	Annual Financial Report	Evidence	Addressed in Petition	Page
	• 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?	☐		168
Strengths:				
Areas of Concern:				
Conclusions				

xiii	Facilities / Transportation	Evidence	Addressed in Petition	Page
❒	• Specify where school intends to be located and describes facilities to be used by the charter school.	☐		N/A
❒	• 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).	☐		N/A
❒	• 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.	☐		N/A
❒	• 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.)	☐		N/A
Strengths:				
Areas of Concern:				
Conclusions				

xiv	Insurance Coverage	Evidence	Addressed in Petition	Page
❒	Describes minimum insurance coverage consistent with SCCOE risk management requirements	☐		169-170
❒	• 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.	☐		169-170
❒	• Liability of district/county to handle payments if charter school defaults:	☐		169-170

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• 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			
❒ Indemnification/Defense/Hold Harmless of SCCOE consistent with SCCOE risk management requirements.	☐		170

Strengths:

Areas of Concern:

Conclusions

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Explanation of Bullis Charter School's status as a High Performance Category School:

Background: Determination of High, Middle, or Low Performing School Status

EC Sections 47607 and 47607.2, require a determination of whether a charter school seeking renewal is in the High, Middle, or Low Performing category based on academic performance results:

a. *High Performing: The chartering authority shall not deny renewal. The charter school 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. The term may be 5-7 years, based on the chartering authority's discretion, if either of the following criteria has been met in the two consecutive years immediately preceding renewal:*

    i. *The schoolwide student group is in the two highest performance bands for all indicators on the California Dashboard for the preceding two years prior to renewal, OR*
    ii. *The schoolwide student group and a majority of the school's student groups perform the same or higher than the State average in all academic indicators on the California Dashboard for the two years prior to renewal.*

b. *Low Performing: A school will not be renewed if either of the following criteria has been met in the two consecutive years immediately preceding renewal:*

    i. *The schoolwide student group is in the two lowest performance bands for all indicators on the California Dashboard for the two years prior to renewal, OR*
    ii. *The schoolwide student group and a majority of the school's student groups perform at the same level or lower than the State average in all academic indicators on the California Dashboard for the preceding two years prior to renewal.*

    However, the chartering authority may make an exception and renew a low performing school for two years if it makes both of the following written factual findings:

    i. *The charter school is taking meaningful steps to address the underlying cause or causes of low performance, and those steps are or will be reflected in a written plan adopted by the charter school's governing board, AND*
    ii. *There is clear and convincing evidence that the charter school has either achieved measurable increases in academic achievement, as defined by at least one year's progress for each year in school, or the charter school has demonstrated strong postsecondary outcomes.*

c. *Middle Performing: Any school not deemed high or low performing is eligible to be considered for a 5-year renewal term. In determining whether to renew a middle performing charter, the chartering authority is to consider the following:*

    i. *Academic performance on the state and local indicators on the Dashboard, giving greater weight to measurements of academic performance*
    ii. *Clear and convincing evidence based on verified data showing either:*
        a) *The school achieved measurable increases in academic achievement, defined by at least one year of growth for each year of school, OR*
        b) *Strong post-secondary outcomes, as defined by college enrollment, persistence, and completion rates equal to similar peers.*

In accordance with the standards established in *Education Code* Section 47607 and 47607.2, the CDE created a list of all charter schools and ranked their academic performance indicators from the California School

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Dashboard, specifying whether each school is in the high, middle, or low performing category, or is a Dashboard Alternative School Status (DASS) program school. This list was intended to relieve the burden on chartering authorities and provide a starting place for the renewal process. Due to the COVID-19 pandemic, all statewide testing for the 2019-20 school year was cancelled and limited statewide testing occurred in 2020-21, therefore the 2020 and 2021 California Dashboards based on that data were cancelled. Thus, the data used to create the list is from the 2022 and 2023 Dashboards, as provided for in Education Code Sections 47607 and 47607.2.

California School Dashboard Data

In 2017, the State of California instituted the California School Dashboard (https://www.caschooldashboard.org/) to help parents and educators identify strengths and areas for improvement. The Dashboard reports how districts, schools (including charter and DASS schools), and student groups are performing across state and local measures. For state measures, performance is based on two factors: (1) current year results, or Status; and (2) whether results improved or declined from the prior year, or Change. Performance on state measures, using comparable statewide data, is represented by one of five colors with Red being lowest and Blue being highest (see Object 1 below). A performance level, or color is not provided on the Dashboard when a student group has fewer than 30 students. However, the Status and Change data will be displayed. Further, when a student group has fewer than 11 students, the group does not receive a performance level (color) and the group's Status and Change are not displayed to protect the anonymity of the students. This information is represented by using a grey color gauge with the words "No Performance Color."

Object 1: California Dashboard Performance Color Chart



Due to COVID-19 and the suspension of statewide testing, the California School Dashboard was suspended for 2020 and 2021. The 2022 (based on 2021-22 data) Dashboard did not have any prior year data for comparison and therefore only included Status levels. No Change was included. The 2023 (based on 2022-23 data) Dashboard had prior year data for comparison. Thus, Change was reinstated. The following data is based on 2022 and 2023 Dashboard data which shows the performance level colors, the Status from 2022-23 and the Change, or the difference (growth or decline) from 2021-22.

High Performing, Middle Performing, or Low Performing per the California Department of Education

As stated above, the CDE released a list of all the California charter schools' performance data and their performance category. Based on the CDE's list, Bullis is categorized as a high performing charter school. Object 2 below is a summary of the record for Bullis produced by the CDE performance category list.

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Object 2: CDE Performance Level Criteria Chart for Bullis

CDS	43104390106534
School code	0106534
Dashboard School Type	Elementary Schools (Public)
Charter Type	Direct Funded
School	Bullis Charter
District	Santa Clara County Office of Education
County	Santa Clara
School Type	Elementary Schools (Public)
Performance Level	High Performing
Criteria	Criterion 2

(https://www.cde.ca.gov/sp/ch/documents/perfcat24.xlsx)

Criterion 2 allows a charter school to be placed in the High Performing category if the schoolwide student group and a majority of the school's student groups perform the same or higher than the State average in all academic indicators on the California Dashboard for the two years prior to renewal. The relevant academic indicators to Bullis, as a TK-8 school, are English Language Arts (ELA), Mathematics, and English Language Proficiency Indicator (ELPI). Objects 3, 4, and 5 below demonstrate Bullis's outperformance of the state in these three indicators for a majority of student groups, including the schoolwide group, for each year in its charter term.

Object 3: Historical ELA Dashboard Status Comparison to State

	ELA Dashboard Indicator					
	LEA	2018	2019	2022	2023	Total Years Outperforming the State:
All Students	Bullis Charter	105.8	100	112.7	112.5	
	State of California	-6	-2.5	-12.2	-13.6	
	Outperformed?	Bullis	Bullis	Bullis	Bullis	4
Asian	Bullis Charter	114.3	107.1	121.6	121.3	
	State of California	62.4	64.8	63	61.8	
	Outperformed?	Bullis	Bullis	Bullis	Bullis	4
English Learner	Bullis Charter	91.5	77.9	90.5	59.3	
	State of California	-47.1	-45.1	-61.2	-67.7	
	Outperformed?	Bullis	Bullis	Bullis	Bullis	4
English Learners Only	Bullis Charter	23.1	-37.8	NPL	-24.8	
	State of California	-94.1	-90.6	-98.5	-105.7	
	Outperformed?	Bullis	Bullis	N/A	Bullis	3
English Only	Bullis Charter	103.5	98.4	113.3	109.6	
	State of California	6.5	9.4	-1.1	-2.5	
	Outperformed?	Bullis	Bullis	Bullis	Bullis	4
Hispanic	Bullis Charter	70.4	86.1	109.6	87.4	

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	State of California	-31.3	-26.6	-38.6	-40.2	
	Outperformed?	Bullis	Bullis	Bullis	Bullis	4
Recently Reclassified Fluent-English Proficient Only	Bullis Charter	122.8	101.1	102.1	92.1	
	State of California	2.2	4	3.4	-0.7	
	Outperformed?	Bullis	Bullis	Bullis	Bullis	4
Socioeconomically Disadvantaged	Bullis Charter	NPL	76.6	NPL	0.2	
	State of California	-34.7	-30.1	-41.4	-42.6	
	Outperformed?	N/A	Bullis	N/A	Bullis	2
Students with Disabilities	Bullis Charter	65.9	40.4	31.8	11.7	
	State of California	-95.5	-88.1	-97.3	-96.3	
	Outperformed?	Bullis	Bullis	Bullis	Bullis	4
White	Bullis Charter	98.5	88.1	94.2	88.1	
	State of California	27.7	30.7	21.9	20.8	
	Outperformed?	Bullis	Bullis	Bullis	Bullis	4
Total Subgroups Outperforming the State Per Year of Dashboard Data:						**37/40**

**No performance level (NPL) given for groups of less than 30 students. Status rates are not given for groups of less than 11 students.*

Object 4: Historical Mathematics Dashboard Status Comparison to State

	Math Dashboard Indicator					
	LEA	2018	2019	2022	2023	Total Years Outperforming the State:
All Students	Bullis Charter	113.7	109.9	122.4	128.5	
	State of California	-36.4	-33.5	-51.7	-49.1	
	Outperformed?	Bullis	Bullis	Bullis	Bullis	4
Asian	Bullis Charter	130.9	128.6	138.8	142.3	
	State of California	56.7	59.8	48.4	50.8	
	Outperformed?	Bullis	Bullis	Bullis	Bullis	4
English Learner	Bullis Charter	99.6	88.8	108.3	78.2	
	State of California	-69.9	-68.6	-92	-93.4	
	Outperformed?	Bullis	Bullis	Bullis	Bullis	4
English Learners Only	Bullis Charter	41.2	-21.6	NPL	-8.9	
	State of California	-108.2	-106.7	-122.3	-123.8	
	Outperformed?	Bullis	Bullis	N/A	Bullis	3
English Only	Bullis Charter	108.3	104.7	119	125.3	
	State of California	-25.2	-22.7	-40.4	-38.1	
	Outperformed?	Bullis	Bullis	Bullis	Bullis	4
Hispanic	Bullis Charter	57.5	89.9	107.9	86.3	
	State of California	-65.8	-62.2	-83.4	-80.8	
	Outperformed?	Bullis	Bullis	Bullis	Bullis	4
Recently Reclassified Fluent-	Bullis Charter	126.3	111.2	122.4	112.1	
	State of California	-29.7	-27.3	-39.3	-39.6	

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English Proficient Only	Outperformed?	Bullis	Bullis	Bullis	Bullis	4
Socioeconomically Disadvantaged	Bullis Charter	NPL	73.1	NPL	9.6	
	State of California	-67.4	-63.7	-84	-80.8	
	Outperformed?	N/A	Bullis	N/A	Bullis	2
Students with Disabilities	Bullis Charter	66.2	46.6	48.9	24.7	
	State of California	-125.3	-119.4	-130.8	-127.3	
	Outperformed?	Bullis	Bullis	Bullis	Bullis	4
White	Bullis Charter	95.1	82	86.9	98.6	
	State of California	-1	1.4	-13.4	-11.1	
	Outperformed?	Bullis	Bullis	Bullis	Bullis	4
Total Subgroups Outperforming the State Per Year of Dashboard Data:						**37/40**

**No performance level (NPL) given for groups of less than 30 students. Status rates are not given for groups of less than 11 students.*

Object 5: Historical ELPI Dashboard Status Comparison to State

English Language Progress Indicator			
	2022	2023	Total Years Outperforming the State:
Bullis Charter	56.8	70	
State of California	50.3	48.7	
Outperformed?	Bullis	Bullis	2/2

Education Code 47607(c)(2(A) states "the chartering authority shall not deny renewal for a charter school" which qualifies under the high performing category. Further, EC 47607(c)(2)(F) states the charter school "shall only be required to update the petition to include a reasonably comprehensive description of any new requirements 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." Objects 6, 7, and 8 provide additional detail from Bullis's Dashboard performance. Suspension and Chronic Absenteeism data are also included below, although these indicators were not factors in Bullis's Criterion 2 qualification for inclusion in the High Performing level. Bullis's Orange indicators in Chronic Absenteeism disqualify it from Criterion 1 inclusion.

Object 6: Bullis Performance on 2023 California School Dashboard

	2023 CALIFORNIA SCHOOL DASHBOARD						
		ELA		**Math**		**ELPI**	
		DFS	**Level**	**DFS**	**Level**	**Rate**	**Level**
All Students	Bullis	112.5	BLUE	128.5	BLUE	70.0	BLUE
	State	-13.6	ORANGE	-49.1	ORANGE	48.7	YELLOW
Hispanic/Latino	Bullis	87.4	0	86.3	0		
	State	-40.2	ORANGE	-80.8	ORANGE		
English Learners (EL)	Bullis	59.3	GREEN	78.2	GREEN		
	State	-67.7	ORANGE	-93.4	ORANGE		
Students with Disabilities (SWD)	Bullis	11.7	GREEN	24.7	GREEN		
	State	-96.3	RED	-127	ORANGE		
Socioeconomically Disadvantaged (SED)	Bullis	0.2	0	9.6	0		
	State	-42.6	ORANGE	-80.8	YELLOW		

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Object 6 (cont): Bullis Performance on 2023 California School Dashboard

		2023 CALIFORNIA SCHOOL DASHBOARD			
		Chronic Absenteeism		Suspension	
	LEA	Rate	Level	Rate	Level
All Students	Bullis	5.1	ORANGE	0.2	BLUE
	State	24.3	YELLOW	3.5	ORANGE
Hispanic/Latino	Bullis	8.9	ORANGE	0	BLUE
	State	28.4	YELLOW	3.8	ORANGE
English Learners (EL)	Bullis	13.9	ORANGE	0	BLUE
	State	26.3	YELLOW	3.7	ORANGE
Students with Disabilities (SWD)	Bullis	10.6	ORANGE	0	BLUE
	State	33.1	YELLOW	5.9	ORANGE
Socioeconomically Disadvantaged (SED)	Bullis	9.1	0	0	0
	State	29.9	ORANGE	4.5	ORANGE

In 2022-23, Bullis received a Distance from Standard (DFS) score of 112.5 points from standard in ELA and maintained DFS of -0.2 points from the prior year, making the performance level for all students Blue. Bullis received a DFS score of 128.5 points from standard in Math and increased performance +6 DFS points from the prior year, making the performance level for all students Blue. Object 7 below illustrates Bullis's status and color on the Dashboard for each student group.

Object 7: 2022 and 2023 California School Dashboard Student Group Report for Bullis

	English Language Arts		Mathematics		English Learner Progress	
	2022	2023	2022	2023	2022	2023
All	VERY HIGH 112.7 DFS	BLUE 112.5 DFS	VERY HIGH 122.4 DFS	BLUE 128.5 DFS	HIGH 56.8%	BLUE 70%
EL	NPL 1.5 DFS	GREEN 59.3 DFS	VERY HIGH 108.3 DFS	GREEN 78.2 DFS		
SED	NPL	NPC 0.2 DFS	NPL -70.6 DFS	NPC 9.6 DFS		
SWD	HIGH 31.8 DFS	GREEN 11.7 DFS	VERY HIGH 48.9 DFS	GREEN 24.7 DFS		
Asian	VERY HIGH 121.6 DFS	BLUE 121.3 DFS	VERY HIGH 138.8 DFS	BLUE 142.3 DFS		
Hispanic/Latino	NPL 109.6 DFS	NPC 87.4 DFS	NPL 107.9 DFS	NPC 86.3 DFS		
White	VERY HIGH 94.2 DFS	GREEN 88.1 DFS	VERY HIGH 86.9 DFS	BLUE 98.6 DFS		

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Two or More Races	VERY HIGH 115.8 DFS	BLUE 119.5 DFS	VERY HIGH 121.3 DFS	BLUE 128.5 DFS		
African American	NPL	NPC	NPL	NPC		
American Indian	NPL	NPC	NPL	NPC		
Filipino	NPL	NPC	NPL	NPC		
Pacific Islander	NPL	NPC	NPL	NPC		

**No performance level (NPL) given for groups of less than 30 students. Status rates are not given for groups of less than 11 students.*
***No performance color (NPC) given for groups of less than 30 students.*

Object 7(cont): 2022 and 2023 California School Dashboard Student Group Report for Bullis

	Suspension Rate		Chronic Absenteeism	
	2022	**2023**	**2022**	**2023**
All	VERY LOW 0.4%	BLUE 0.2%	LOW 3%	ORANGE 5.1%
EL	MEDIUM 1.8%	BLUE 0%	LOW 2.8%	ORANGE 13.9%
SED	NPL 0%	NPC 0%	NPL 7.1%	NPC 9.1%
SWD	VERY LOW 0%	BLUE 0%	VERY LOW 1.2%	ORANGE 10.6%
Asian	VERY LOW 0.5%	BLUE 0%	VERY LOW 2.1%	YELLOW 4.1%
Hispanic/Latino	VERY LOW 0%	BLUE 0%	MEDIUM 6.4%	ORANGE 8.9%
White	VERY LOW 0%	BLUE 0.5%	LOW 4.8%	ORANGE 8.3%
Two or More Races	VERY LOW 0%	GREEN 0.5%	LOW 3.2%	YELLOW 2.9%
African American	NPL	NPC	NPL	NPC
American Indian	NPL	NPC	NPL	NPC
Filipino	NPL 0%	NPC 0%	NPL 0%	NPC 0%

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Pacific Islander	NPL	NPC	NPL	NPC

**No performance level (NPL) given for groups of less than 30 students. Status rates are not given for groups of less than 11 students.*
***No performance color (NPC) given for groups of less than 30 students.*

While many areas of Bullis' Dashboard have no performance color ("NPC"), or ("NPL") due to the size of the student group tested, it is evident that Bullis students performed above standard academically. Object 8 below shows the Status and Change information from the 2022 and 2023 Dashboard academic indicators.

Object 8: 2023 California School Dashboard Student Status and Change Report for Bullis

	English Language Arts	Mathematics	English Learner Progress
All	Maintained -0.1 points	Increased 6.1 points	Increased 13.2%
EL	Declined 31.1 points	Declined 30 points	
SED	NPC	NPC	
SWD	Declined 20 points	Declined 24.2 points	
Asian	Maintained -0.3 points	Increased 3.5 points	
Hispanic/ Latino	Declined 22.3 points	Declined 21.5 points	
White	Declined 6.1 points	Increased 11.7 points	
Two or More Races	Increased 3.7 points	Increased 7.2 points	
Filipino	NPC	NPC	

**No performance color (NPC) given for groups of less than 30 students. Status rates are not given for groups of less than 11 students.*
Suspension Rate and Chronic Absenteeism are reverse metrics, therefore increasing in score is not desired.
***No scores are given for groups of less than 11 students.*

Object 8 (cont): 2023 California School Dashboard Student Status and Change Report for Bullis

	Suspension Rate	Chronic Absenteeism
All	Maintained -0.2%	Increased 2.2%
EL	Declined 1.8%	Increased 11.1%
SED	Maintained* 0%	Increased* 1.9%
SWD	Maintained 0%	Increased 9.4%
Asian	Declined 0.5%	Increased 2%
Hispanic/ Latino	Maintained 0%	Increased 2.5%
White	Maintained 0%	Increased 3.5%

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Two or More Races	Increased 0.5%	Increased 1.8%
Filipino	Maintained* 0%	Maintained* 0%

**No performance color (NPC) given for groups of less than 30 students. Status rates are not given for groups of less than 11 students.*
Suspension Rate and Chronic Absenteeism are reverse metrics, therefore increasing in score is not desired.
***No scores are given for groups of less than 11 students.*

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MAIMONA AFZAL BERTA: 00:00

We will now move to the board's decision regarding Bullis Charter School. The Santa Clara County Board of Education will now consider and reach a decision on the District Appeal Renewal Charter School petition for Bullis Charter School. This action item is in follow-up to the public hearing held on July 17th, 2024. This action is being conducted pursuant to government code sections 47605, 47607, and 47607.2, and board policy 0424.4. This action will proceed as follows. First, the board will have a-- will hear an opening statement from staff who will be given 15 minutes. Second, Bullis will be given 15 minutes to comment, response to the staff analysis. Third, Los Altos School District will be given the opportunity to comment for no more than 15 minutes, should they choose to comment. Fourth, the board will hear public comment. Por-- per board bylaw 9323, public comments on this item will be 20 minutes, unless extended in accordance with board bylaw 9323, which states the county-- with county board consent, the county board president may increase or decrease the amount of time allotted for public presentation, depending on the topic and the number wi-- persons wishing to be heard. The county board president may take a poll of speakers for or against a particular issue and may ask for additional persons to speak only if they have something new to add. Speakers will be limited to one minute, and speakers utilizing a translator shall have two minutes. Speakers shall direct their comments to the board and are urged to avoid repeating points made by previous speakers. Uh, so, uh, the speakers-- fifth, board members may ask clarifying questions and, thereafter, the board will deliberate on this matter and make a decision regarding the charter petition renewal from Bullis Charter School. Dr. Dewan, will you please introduce staff and give the first 15-minute presentation?

DR. MARY ANN DEWAN: 01:58

Yes, thank you, um, President Berta from our charter schools department. I'd like to introduce Mefula Fairley, our executive director, joined by council from AALRR, Davina Harden, our Associate Director of Charter Schools, Dr. Michelle Johnson, and the financial administrator responsible for this, um, Bullis School, Cynthia Tapia. They are prepared to make their presentation.

MEFULA FAIRLEY: 02:36

President Berta, trustees, Superintendent Dewan, we are here this evening for the board's action on the renewal request for Bullis Charter School, an independent direct funded SCCBOE authorized charter school. Bullis's current charter term runs through June 30th, 2025. Bullis is requesting a seven-year term, as it has been designated by the California Department of Education as a high-performing school. Current enrollment is approximately 1,000 students. On July 17th, 2024, the SCCBOE held a public hearing on the Bullis renewal petition in accordance with the requirement to do so within 60 days of receipt of the renewal application. SCCOE Bullis and Bullis Purissima Elementary School entered into a first amended, amended memorandum of understanding in 2019, which remains in effect during any ch-char-- which remains in effect during any ch-charter renewal or appeal until a new agreement is reached.

MEFULA FAIRLEY: 03:38

The charter schools department has provided Bullis an updated MOU to align with current laws and practices. And if the SCCBOE renews the charter, SCCOE will continue to work with Bullis on finalizing the new MOU. I, in collaboration with other members of the charter schools department staff, including Dr. Michelle Johnson, Cynthia Tapia, Matt Daugherty, Shallu Sharma-- and Shallu Sharma analyzed the petition in compliance with the standards and requirements of the Charter Schools Act. Our team has expertise and experience in charter schools, charter school

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renewals, specialty programming, including curriculum and instruction, English learner development, special education, school governance, and educational finance. We acknowledge the work of the lead petitioner, Maureen Israel, and the entire Bullis staff.

MEFULA FAIRLEY: 04:32 We want to state that our review of the Bullis renewal request was completed in an objective and factual manner. Although staff's full detailed analysis, including recommendations, recommended findings, and evidence supporting those recommendations was published and shared with Bullis on August 9th, 2024 and is found in tonight's agenda. I would like to provide an overview. As explained in previous presentations to the board, AB 1505 established a new three-tier system for considering charter renewals. Based on its performance on the charter school dashboard indicators, Bullis has been identified on the CDE charter performance list as a high-performing or high-tier charter school under criterion two, which states all students and numerically significant student groups outperform the state on the academic indicators from the California School Dashboard.

MEFULA FAIRLEY: 05:31 High-performing charter schools are only required to update their petitions 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 as necessary to reflect the current program offered by the charter. The chartering authority may renew high-performing charter school re-- m-may renew a high-performing charter school for a term of five, six, or seven years. However, any school, regardless of performance category, may be non-renewed pursuant to Ed Code 47607 (e) if the authorizer finds that the school is demonstrably unlikely to successfully implement the program due to substantial fiscal or governance issues or is failing to serve all students who wish to attend and provides the charter school at least 90 days notice-- 30, I'm sorry, 30 days notice and an opportunity to cure the violations to remediate these concerns, including a corrective action plan proposed by the charter school.

MEFULA FAIRLEY: 06:38 The county board may then deny renewal on these bases only by making either of the following findings. A, the corrective action proposed by the charter school has been unsuccessful or, B, the violations are succ-- sufficiently severe and pervasis-- pervasive as to render a corrective action plan unviable. In May 2021, the char-- the SCCOE sent Bullis a notice pursuant to these requirements of concerns regarding whether Bullis is serving all students who wish to attend. The SCCOE sent a reaffirmation notice in August 2023. Bullis submitted a corrective action plan and, and responses to these notices, and Bullis's work in this area was considered as we analyzed its renewal request. SCCOE has conducted several statistical analyses of Bullis's enrollment data and student group data in comparison to LASD as part of the notice, reaffirmation, and renewal processes.

MEFULA FAIRLEY: 07:40 Reviewing the data across the charter term and after implementation of lo-- of the lottery pre-preference adjustments and corrective action plan in response to the initial notice, we found growth has been made in English learners-- in the English learner and socioeconomically disadvantaged student groups. However, we also found there is still a stati-statistically significant difference between Bullis and LASD in the proportion of students who are Hispanic/Latino, students who are socioecono-economically disadvantaged, and students with disabilities. Staff also reviewed the renewal petition using the criteria established in California Ed Code Sections 47605 and 47607, consistent with County Board Policy 0420.4(c). Staff found additionally-- I'm sorry. Staff found additional specificity and requirements should be included in the MOU among Bullis, its governing entity, and SEOC-- SCCOE.

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MEFULA FAIRLEY: 08:46 The additional information needed pertains to Bullis's educational program and its governance and operations, including compliance, compliance with the required charter elements. The necessary corrections include but are not limited to updating the following. Providing the names and qualifications of all board members, a further description of the process used to conduct the public random drawing for admission, aligning the description of the special education program and the process with current practices. Updates to the Bullis-Purissima Elementary School bylaws and other supporting documents to, to ensure they are consistent with the charter, the MOU, and the addendum to the MOU. Further efforts and actions will need to be taken regarding the el-- the Enrollment Action Plan to address the racial, ethnic, special education, and EL balance and ensure that Bullis is serving all students who wish to attend.

MEFULA FAIRLEY: 09:41 SCCOE staff recommends that these requirements include but are not limited to announcing the number of openings at each grade level prior to commencining-- commencing the open enrollment period, ensuring that applicant students are offered each of the announced open seats at each grade level in accordance with their place in the admissions lottery, updating the metrics for measuring the success or-- and effectiveness of the enrollment action plan, reviewing and, and modifying as appropriate the enrollment action plan annually, providing SCCOE with a report of the Enrollment Action Plan audit. The Charter Schools Department staff recommends that the SCCBOE conditionally approve the request for renewal of the charter for a term of five years on the condition that Bullis Charter School, the Bullis-Purissima Elementary School, and SCCOE enter into an MOU and/or an addendum to the MOU on or before December 6th, 2024, or such latter deadline as may be agreed to by the county superintendent or desig-designee. That includes all the provisions listed below-- above, sorry, all the provisions listed above, as well as any additional conditions or requirements identified by the SCCBOE and adopt the board resolution conditionally approving for a period of-- uh, for the period of July 1st, 2025 through June 30th, 2030. The charter renewal for Bullis Charter School and alternatively making written factual findings supporting denial and denying Bull-- the Bullis Charter School charter renewal if the conditions are not met. This concludes staff's opening statement.

MAIMONA AFZAL BERTA: 11:33 Thank you. Does Bullis Charter School have any comments regarding the staff analysis? And if you could just state who will be speaking for Bullis.

MAUREEN ISRAEL: 11:47 We do, of course. Yeah. Hi, everybody. I'm Maureen Israel, the superintendent. We do have slides. I know they'll load. John Lemo will also be joining me to speak.

MAIMONA AFZAL BERTA: 11:54 And you will h-- also have 15 minutes.

MAUREEN ISRAEL: 11:56 Great. Uh, can-- the-- yeah. Oh, that's not us. Can we-- yep. Maybe we can pause the time and restart it. Yeah, thanks. Awesome. Appreciate it. Thank you. Good evening, trustees, staff, President Berta. I'm Maureen Israel, the superintendent and principal with Bullis Charter School. I'm grateful to be back here today to clarify some final information for you as you make a decision about our school. Um, I'll be honest, I really struggled with how to open this presentation for quite some time. Uh, my team knows I'm usually not one to, uh, be caught short in words. Uh, they'll also call me out for always saying, "What does the data say?" before I make any decision. Uh, but it seems that before we begin to dive into the data and all the numbers and all the nuances of the words, it seems that we have lost sight of the fact that these numbers and these metrics, they are children. They are members of a family. You, me, we all know what it means to be seen as a number, to not be seen as an individual, to not

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have an identity, to not be a person with hopes and dreams and experiences. This is the value that leads me in education and leads me in my work. It is this idea and the value of inclusivity. Next slide, please. And so I ask all of us, before we do the same thing, I'm going to do the same thing. I'm going to dive into the numbers. I'm going to dive into the data. I want us all to be reminded these are children and families and little lives that you're making decisions about. Almost 300 here to be exact, five hours later, while we're still waiting.

MAUREEN ISRAEL: 13:27

There's about 100 people in the overflow room. These children should be in bed. I can't imagine being 7, 8, frankly, ev-even 13 and being told that my voice matters to defend the future of my school. I don't know what I would have done. I definitely would not be as brave as these kids sitting here tonight. It breaks my heart that this is their experience. They should be thinking about the homework that's due tomorrow. They should be wondering what they're going to have for hot lunch. And, instead, they're sitting here thinking about the fate of their school before they even understand the politics that are alive and well in this room. Next slide, please. So I ask you, as we dive through this data into these presentations, please don't forget the humanity of why we are all here and why we are all part of education. Next slide. As you're aware, AB 1505 states two reasons why a high-track school could be denied. If there are fiscal governance issues or if they are not serving all students who wish to attend with specific evidence. There are no fiscal or governance issues at Bullis, as the staff report has confirmed. There is not even one example in the staff report of excluding a student who wished, who desired to t-- to attend Bullis. That's because there are no examples. Instead, we are actively encouraging families to enroll. Next slide. This is all part of our outreach and engagement strategy. We want to remind you of the extensive program we run, led by our Director of Community Engagement and Outreach, Veronica.

MAUREEN ISRAEL: 14:52

We work to distribute flyers to a variety of locations throughout the district, daycares, local businesses, apartment complexes, food trucks, door-to-door. We run advertisements in local newspapers, both in Spanish and in English. Next slide. Mailers are sent out to Los Altos School District residents, as well as specific mailers in Spanish, targeting key areas of our community. We run parent information sessions in person and online with translations provided. We run school tours with translation opportunities for all families who participate. Our current families are an incredible resource. They serve as bear guides to ask questions to, and they invite our new families to invent inve-- events each year, such as our diversity celebration. This outreach is the only way that we can influence the enrollment in our lottery. Next slide. And this is the why that we do that. As required by Ed Code, all of these outreach and recruitment efforts, these are the description of the means by which we work to achieve a balance. That balance should be reflective of the general population of those residing in the jurisdiction of the school district. This is the law that we are obligated to meet. We are obligated to describe how we will work to be reflective of the general population of Los Altos. You'll see here our numbers are compared to the general population of Los Altos. This is measured by the 2020 census data. We are reflective of the general population.

MAUREEN ISRAEL: 16:19

Next slide. We also want to clarify the enrollment process, as there were questions about this during our public hearing. Our lottery process runs just as any other charter school's would, not only in the Bay, but across the nation. I was a school leader in Houston, Texas for over a decade, and our lottery process ran exactly the same. There's a specified time for open enrollment when families can fill out their enrollment forms to be entered into the lottery. During that process is our outreach

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and recruitment time. The lottery is run by SchoolMint, a third-party platform that runs lotteries for thousands of schools across the country. We make offers on the lottery date, and then we continually make offers through the rest of the spring and the summer once we learn of current families that might be leaving or new openings that become available. Next slide. During the open enrollment period, there are very limited questions or data that we can gather on those who choose to enter the lottery. We can capture their name, date of birth, their parents' names, verification of residence. They can choose to independently confirm their income level for free reduced lunch. But that's it. We cannot ask questions on race, on disability, on the home language. We cannot gauge their English learner status. This is all illegal for us to gather. Only after a student is accepted and filling out the registration form can this data be gathered. Therefore, our recruitment strategies remain the only portion of the lottery process we have control over. And, as you've heard, we have an extensive recruitment strategy. You've seen this detailed in our enrollment action plan as well.

MAUREEN ISRAEL: 17:51

We always welcome new ideas or strategies that we haven't tried, and we have asked SCCOE staff for input on any strategies we should consider. Next slide. As shared previously, it is not legal for us to ask or to use ethnicity or race as part of the enrollment process. We can only collect this data passively after a student has registered. This is why we are deeply concerned with SCCOE's recommendation on metrics and targets to increase our Hispanic population. It just is not legal. Furthermore, we are concerned about the anti-Asian sentiment that persists in this recommendation. It seems to ignore Asian-American families' lived experiences as legitimate. There is a depth of culture and diversity within our Asian population. And to allow this model minority stereotype to persi-- to persist is antithetical to the values that our school embodies and, I know, w-- the values that you as trustees stand for as well. Next slide. I wanna talk specifically about the representation of the Hispanic community in our school. As SCCOE's staff noted in their recommendation, there has been stability in the Hispanic/Latino community at BCS over the years. We've noted not only stability, but a slight increase. This is important to note, as the independent demographer data we shared last week shows that the Hispanic/Latino population in Los Altos is decreasing. To see this decrease and yet still see stability in our school population is important. We have noted a slight increase in our Hispanic/Latino population for the '24/'25 school year. With this documented decline in the Hispanic/Latino population, it's curious to us how SCCOE's staff would expect to see a percentage increase in our Hispanic enrollment. It seems misguided and not based on data.

MAUREEN ISRAEL: 19:32

It's important to note that our current Hispanic population is already on par with the Los Alto census data, which is the general population of the jurisdiction as noted in law. Next slide. Just to further exemplify this point, there were 15 TK/K Hispanic EL students in the '23/'24 school year across the entirety of the Los Altos School District. We're talking about an incredibly small pool of students. Next slide. Here's another slide showing the actual number of Hispanic students across all grades enrolled at each school in '23/'24. The request for us to increase our Hispanic population greater than the Los Alto census data seems irrational, and we're talking about such a small denominator of students overall. A single-digit number of students could sway the overall percentage of any school. Next slide. We also want to acknowledge the claim about serving our FRL families. You can see here where Bullis's FRL representation was relative to other schools across the district. We know our FRL number has continued to increase this school year above 5%, thanks to the preference we have in place. We also want to clarify there is no FRL cap in our lottery preferences. The 10%

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is a, a goal. It is not a cap. Next slide. Finally, we're concerned about the request that we need to more closely mirror LASD's special education numbers. Not only are we relatively, relatively in the mix compared to all the other LASD schools, but LASD was flagged for significant disproportionality by the state. A disproportionate number of the Hispanic and Latino students were identified as special education. These are numbers we do not want to be asked to achieve, as it has been noted by the state that they are inflated. I'll have John continue the presentation.

JOHN LEMO: 21:14

Thank you, Maureen. Hi, John Lemmo here, uh, on behalf of Bullis. If you could, uh, go to the next slide, please. So high-performing charter schools are presumed to be fast-tracked for approval. You should really be proud that you have one of the highest performing schools in the entire state. Uh, the legislature gave you the process for fast track because it was-- it was designed to-- for when you've got great schools like this, you shouldn't burn them, and you shouldn't burn your staff with going through, uh, a highly detailed, exhaustive process. You should renew them, unless there's some strange exception. And we heard what the-- what the two are from, from, from your-- from your staff. But these are super rare ex-exceptions. They've never happened before. No one's ever found that these exceptions apply. They're an escape hatch if you've got a high-performing charter that has something disastrous about it. Not, not something that's happening here. SCCOE asked for a plan for BCS to improve its diversity some years ago, and BCS did that. They implemented, implemented it, and now BCS is unquestionably the most diverse school in Los Altos. Uh, yet the staff report says they're not gonna be successful. That-that-that's crazy. With the AB 1505 changes, you're supposed to be embracing schools like, like Bullis, not penalizing them with conditions. Um, what's happening here is conditions are being attempted to be imposed that would f-- sort of force a reduction in the Asian population of this school and increase the Hispanic population for really no reason. BCS matches, uh, Los Altos almost more, more closely than nearly all the other charters that you authorize in comparison to their authorizer districts.

JOHN LEMO: 22:49

At the public hearing, your staff said, "Oh, don't worry about that. This is about BCS. It doesn't relate to those things." Wrong. You have to look at that. It's arbra-- arbitrary and capricious for you to apply a different standard to BCS but not, not to a-a-nyone else. And as the extr-- expert report in the record indicates, your Hispanic population is declining. The staff's missing kind of the key point in, in the-- in the exception. It's you can find an exception with facts, specific facts, if BCS is actually excluding people who wish to attend. There's no evidence in the record whatsoever about anybody, anybody who wishes to attend that's being excluded. Sort of missing that whole point. Staff wishes those words weren't there, but they are. Instead, they think that if we don't precisely match, uh, uh, LASD, someone must be excluded somehow, but that analytical gap is not bri-bridged. There's no specific evidence. Could, could we go to the next slide, please? And I'm gonna go through this as quickly as possible. Um, a-again, like I said, if you could please look at your staff report at pages 266 to 270. You'll see graphs using CDE's data, the same data that your staff is using, demonstrating, without any doubt, that BCS more closely resembles the de-demography-- demo-demographics of, of LASD than anybody else. So just sit back for a minute and think what your staff is asking you to do. Penalize one of the highest-performing public schools in the entire state for excluding students who wish to attend with no evidence whatsoever of any such exclusion in the face of irrefutable evidence that BCS more closely resembles the demographics of the local district than nearly all the other charters you authorize.

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JOHN LEMO: 24:30

If that sounds crazy and racist, that's because it is. Staff believes there's too many Asians at BCS and we should reduce that population to increase, um, uh, Hi-Hispanic enrollment. Tha-that's crazy. Quick comment, uh, about LASD. Um, they have no right to give a 15-minute presentation. There's no statutory obligation that they get that. This is not an appeal of a denial at LASD. It's an abuse of our process for them to be provided 15 minutes. Um, they don't get special time. They're just like any other member of the public. Um, I realize you're doing that. That's an abuse of process. I also note that our LASD reps here ha-ha-have a copy of our PowerPoint presentation that we submitted to staff earlier today. I also find that to be an abuse of our process. There's a-- I, I read their comment letter, and there's some talk in there about their so-called 10th site and BCS moving there. BCS-- it's too small for BCS. BCS is not gonna move there. Uh, we have a statutory right to stay put at Egan and Blach where we are now, and that's where we're gonna stay. If the district, uh, wants to make bad choices with, with bond measures and the like, that's on them. But it's got nothing to do with BCS and it's got nothing to do with this proceeding. Again, don't penalize this, this, uh, high-performing charter school with unsupported findings. Do what the legislator intended. And just by motion, you can bypass staff's recommendation if there's no findings for denial. Just by motion, move to approve and renew the charter as submitted. And we would say for seven years. Could we please advance the slide-- uh, slides, please, towards the-- to the last slide?

JOHN LEMO: 26:08

So here's in italic, bold, the motion that you should-- you should simply adopt. CDS has determined that Bullis is high-performing. It's unquestionable. They're entitled to the fast track, uh, renewal process. It's unquestionable. It's in the statute. Uh, one of you should move that the-- you, the board, approve this charter school petition for renewal as presented for a term of seven years. You can do it for five or six. You should have some findings to support why it's not seven. We've demonstrated, I think irrefutably, that this charter is entitled to seven years, but that is within your discretion to choose between five, six, or seven. But you really don't have much discretion at all under these facts. There are no facts before you that show that anybody has been excluded who wishes to attend. None. So do what the legislature intended for you to do, please, and renew this charter so we can-- we can move on. Uh, your, your-- you-- your efforts in approving this charter in that manner, if someone wants to sue you for that, you will prevail because the statute provides you that exact authority to, to, to do in this-- in this circumstance. Thank you very much.

MAIMONA AFZAL BERTA: 27:19

Are there any representatives from the Los Altos School District who wish to comment at this time? And, if you will, please state who is speaking for the district for the record.

BRYAN JOHNSON: 27:27

Yes, thank you. My name is Bryan Johnson. I'm the current president--

MAIMONA AFZAL BERTA: 27:29

You also have 15 minutes.

BRYAN JOHNSON: 27:30

I'm the current president of the LASD Board of Trustees. Um, good evening, President Berta, Vice President Rocha, trustees, Superintendent Dewan, and Charter Schools Department staff. Thank you once again for the opportunity to comment tonight on behalf of Los Altos School District. Contrary to BCS's accusations, LASD is not trying to ben-- penalize BCS, nor do we believe SCCOE is trying to. In fact, we've been trying to convince them to trade their aging portables for space on a brand new campus. What we have been trying to do, at least in my eight years on the board, is convince them to partner with us cooperatively to serve all the students in our district as well as the

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broader community. Unfortunately, those efforts have tended to be met with the same hostility that was evident in BCS's attorney's presentation just now. Next slide, please. As you consider what action to take tonight, I would like to comment on some aspects of the staff report and how this renewal process has played out. Next sride-- next slide, please. Sorry. It's been a long night already. The staff report finds multiple grounds for denial. There's been a lot of discussion about the failure to serve all students, but we think the failure to comply with the law and cooperate with the charter schools department is just as significant. The charter renewal process is the most important opportunity for the charter and the authorizer to work collaboratively to examine the program, make any needed changes, and establish expectations for the subsequent renewal term. Therefore, any approval would have to be based on finding some way to fix the renewal petition and develop a viable corrective action plan.

BRYAN JOHNSON: 28:53

Even if BCS were open to it, we're not sure that the proposed resolution would achieve either of those goals. And if BCS refuses to address these issues, then we believe that denial is well within your discretion. Next slide, please. As mentioned at the July hearing, BCS's program is not sustainable without a level of fundraising completely unknown in public education. Every year, between a quarter and a third of their funding is based on donations. Next slide, please. And they've always made that funding need clear by framing it as a so-called funding gap that must be filled by BCS families. In the early years, this funding gap slide was included in parent information night presentations. And while the content may have moved to the Educational Foundation, the mindset is still there. Next slide, please. And so BCS does not serve enough FRPM students and has no plans to. Despite the fact that the half-hearted correction active plan-- correction action plan has not remedied the issues present in the 2021 notice of concern. Not only is BCS not proposing to strengthen that plan, for example, by removing the cap from the FRPM preference, they are proposing to weaken that preference by expanding the sibling preference that precedes it, reducing the number of slots that are then available for FRPM students. Next slide, please. BCS, unfortunately, does also not adequately serve students with disabilities. This is not just an issue of scale. There are many districts in the region with fewer than 1,200 students. All of them have students who ha-- need more intensive services, and all of them provide those services. As they said on July 17th, BCS essentially offers only pull-out services for students with disabilities.

BRYAN JOHNSON: 30:30

When students have more serious needs, they always end up leaving the school, as we have seen throughout BCS's existence and, again, just recently, with the two cades-- two cases we provided to CSD staff earlier in August. Another student with an IEP requiring significant accommodations left BCS just last week after the third day of sixth grade, as outlined in the email in the complaint that we submitted to you today. These are students who wished to attend BCS and, in fact, did so for several years. When they required more services than BCS was willing to offer, they were denied access to a free and appropriate public education at BCS and bullied out of the school, just as they are trying to bully you into approving this renewal petition as presented. Next slide, please. The staff notes that EL students are the one area of concern where BCS appears to have made some progress in closing the gap with LASD, although it also notes some concerns about the quality of their ELD instruction. However, most of the change appears to be due to a large number of TK students assessed as ELs in the '23/'24 school year. California has since re-recognized that the EL assessment test is not appropriate for TK students. If we exclude those students from BCS's demographics, the EL gap with, uh, with LASD has actually widened significantly since 2016/17, rather than narrowing. Next slide, please. The concerning student survey

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results highlighted in the staff report are another indication that BCS is not successfully delivering their educational program to all students who wish to attend, and a possible source of the recent dramatic increase in middle school outflows. Many current and former BCS families are unhappy that the school is so large.

BRYAN JOHNSON: 32:08

And we have also heard many reports of a persistently hostile environment experienced by some students and parents. According to the staff report, more than 100 students, almost 10% of the school, who were enrolled on Census Day in the '22/'23 school year, had left before the end of the year, a huge increase from the numbers seen prior to their last charter renewal and their subsequent expansion. For a responsible charter school, the renewal process would be a valuable time of introspection and an opportunity to work collaboratively with the charter school's department to identify and make needed changes. Next slide. It would appear that close to half of BCS fifth graders do not graduate eighth grade from BCS. This in itself indicates a failure to successfully implement their middle school program. The obligation is to serve all students, not merely to enroll them. Next slide, please. The bottom line, as laid out in the staff report, is that the limited corrective action plan established in the wake of the 2021 notice of concern has not been successful. And it's worth noting that all the proposed resolution would really require them to do is to keep trying to improve that plan. Their opposition to it can therefore not be rooted in an argument that the conditions of the MOU are an abuse of your oversight authority, but rather their fundamental claim that schools with high test scores are immune to oversight authority. Next slide, please. There are several potential changes to their charter petition that could satisfy BCS's obligation to develop a corre-- viable corrective action plan. Unfortunately, BCS has generally rejected them all out of hand.

BRYAN JOHNSON: 33:35

BCS wants all of the freedom that comes with being a charter school without any oversight and without the responsibility to its community and to underserved students that the legislature intended to be the price of that freedom. Next slide, please. Now I would like to offer, uh, some observations about the renewal petition and the renewal process as it has played out. Next slide, please. This chart is based on the analysis on pages 22 to 36 of the staff report. Of the 15 required elements in a charter or renewal petition, 5 were found to be reasonably complete. Another 4 were sufficient only because the missing content was already present in the MOU from the previous renewal. And 6 are acceptable in the staff report if, and only if, fixed in a new MOU. Again, any responsible charter operator would have worked with CSD to ensure that their renewal petion-- re-ren-renewal petition was considered reasonably complete and correct before starting the 90-day countdown to this decision hearing. Or, once issues were identified, would have worked to resolve them, rather than deny the county's authority to point them out or do anything about them. Next slide, please. It's way too late to go through all of the recommended MOU terms in the proposed resolution in detail. But I do want to point out two things. First, that the renewal petition before you requires so many changes that the resolution does not enumerate them, but rather includes them by reference. I counted more than two dozen, but I'm not sure that I found them all. And, second, unless I missed it, the recommended denial of one of the surreptitious changes to BCS's enrollment preferences does not seem to be referenced anywhere in the proposed resolution, which is just another indication of how many issues there are to be addressed.

BRYAN JOHNSON: 35:13

Next slide, please. MOUs can be a useful tool, but their effectiveness as a corrective tool is unproven. It is important to note that the terms required in this proposed MOU are not all trivial but, in many cases, material to the operation of Bullis Charter School. We are concerned that CSD is being set up for more years of the same kind of

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tendentious back and forth that the staff has been experiencing for the past three. This proposed MOU has been designed for a charter administration that is willing to learn and improve, not one that refuses to provide basic information or agree to even a brief extension to the charter hearing deadline. Next slide, please. I want to conclude by highlighting just how far this situation is from a normal charter renewal process and how willfully BCS is attempting to prevent the charter schools department from exercising their statutory oversight responsibilities. Next slide, please. It's unfortunate that the first renewal to come before you after this long hiatus is such an abnormal case. This slide is from the presentation on the charter renewal process from your meeting on, on August 7th. It is our understanding that, while it is not unknown for MOUs to be finalized after the decision hearing, those have generally been to allow for joint agreement on details of items already agreed to in principle. We know of no precedent for the present situation where a proposed but unwritten MOU is necessary to mitigate multiple grounds for denial and when the charter is referring-- is refusing to provide the information needed to inform that mitigation. We do understand the desire to bend over backwards to afford having-- to avoid having to deny the charter of such a large school.

BRYAN JOHNSON: 36:43

It is unfortunate that, instead of accepting your olive branch, BCS instead seems inclined to snatch it away, break it in half and set it on fire. Next slide, please. It's worth noting that as many issues as the staff report has identified, even more might have surfaced if the charter school's department had not been forced to curtail their normal information gathering process due to BCS's hasty submission. Next slide. BCS clearly doesn't believe that the charter school's department has real oversight authority in this case, so I don't need to belabor that. However, I do wanna note that, in addition to stonewalling the charter school's department, they've apparently gone so far as to violate CDE regulations by delaying the entry of student information into CALPADS this year, which risks interfering with delivery of EL testing and subsidized food services. The fact that you are in this painful position is not the fault of the county or the charter schools department, but the BCS administration. And I feel terrible for the families who may now face uncertainty as a result of their arrogance. Next slide, please. Given BCS's rejection of the concept of conditional approval, I won't belabor this issue either. Suffice it to say, meaning no disrespect, we believe that any MOU once finalized would need to come back before SCCBOE for approval, rather than being at the sole discretion of Dr. Dewan. Next slide. So, at the end of the day, we have in BCS a charter school that has a documented failure to serve all students, that has failed to provide a via-- to propose a viable corrective action plan, that has submitted an incomplete petition and that has not only refused to answer charter school department questions, but appears to have taken affirmative steps to hide information.

BRYAN JOHNSON: 38:17

Unfortunately, we don't see that you have another alternative to denial if you are forced to make that decision tonight. The path laid out in the proposed resolution would seem to be non-viable-- non-viable given BCS's rejection of the proposed resolution and the whole idea of conditional approval. We still think that the best option would be for BCS to change course and withdraw this renewal petition and work with CSD to craft a new one which addresses the many grounds for denial presented in the staff report and then resubmit. This would allow the charter school's department to go through their full process, execute a normal MOU, and bring the whole packet back to you for approval as the process is designed. That's how it's supposed to w-- how-- that is how it is supposed to work, and that's how we hope-- what we hope will happen in this case. However, should this renewal petition be denied, we would be happy to work with BCS to create a charter with LASD as the

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authorizer in plenty of time for the next school year to avoid disruptions. To approve this renewal petition as presented would be to validate the notion that so-called high-performing charter schools are essentially exempt from oversight, even when that performance has more to do with demographics than anything else. That they can, to quote the staff report, "Just write something or anything and forget about it." To approve this renewal petition as presented would be to turn a blind eye to the many students over the years who have been bullied out of the school for requesting accommodations or other services the BCS was unwilling to provide. To approve this renewal petition as presented would be to lend credence to their incredibly offensive argument that efforts to exercise over author-- oversight authority over BCS are due to anti-Asian bias, rather than the fact that BCS was founded and operated, for most of its history, to serve the interests of wealthy neighborhoods rather than those of the district as a whole. And, finally, to approve this renewal petition as presented would be to fatally undermine the very notion of charter oversight authority in wealthy areas of the county and the state. I thank you for your time and attention.

MAIMONA AFZAL BERTA: 40:19

Thank you. And, uh, t-- thank you to all of our presenters. Um, just as a reminder, um, I did go over the protocols at the beginning of the meeting in terms of conduct. But in order for us to have-- to be able to ask the questions that need to be asked and to engage in this discussion, we need to be able to hear the speakers. Um, so please refrain from side comments, booing, cheering, clapping, or any other types of noises that could cause a distraction. We will now move to public comments. And as I stated earlier in the meeting, um, we are basing this on our board policy. So that is for the item for up to 20 minutes. The county board president may increase or decrease that time that it's allowed for a pres-- public presentation, depending on the topic and the number of persons wishing to be heard. Uh, Dr. Dewan, can you indicate how many speaker cards we have at this time?

DR. MARY ANN DEWAN: 41:22

Um, we have approximately 60 s-- uh, speaker cards at this time.

MAIMONA AFZAL BERTA: 41:26

Okay. So speakers will be limited to one minute, and speakers utilizing a translator shall have two minutes. Um, speakers shall direct their comments to the board and are urged to r-- avoid repeating points made by previous speakers. And, um, at this time, I'm going to defer to the board to see if we can-- um, to understand what the board's preference is. We do have our stated board policy on the 20-minute duration. Um, and I-- just one thing I would ask is, whatever determination we make for this charter school, the practice should be consistent for ar-- all charter schools since we do have a number of renewals upcoming. And the time is 10:20 PM. So I will just put that out there for the board. Um, if there are--

DON ROCHA: 42:23

Question?

MAIMONA AFZAL BERTA: 42:24

Yes, Vice President.

DON ROCHA: 42:25

I may-- I-- question to the superintendent. So the establishment of that past practice of 20 minutes, um, of testimony for the second hearing, I guess, so to speak. What was the genesis for that? Is there a purpose to that? Is it because that, in the first hearing, we had the public comment and that's the open public comment period and this is considered separate or what has past boards determined as to the difference between the two, if you don't mind me asking, please?

DR. MARY ANN DEWAN: 42:52

Um, so the board bylaw specifically, um, uh, addresses for the board to be able to-- or it's, it's a shall statement. So it says that the board shall limit up to 20 minutes on, um,

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specific agenda items. Um, the-- and because this is an action item, it's an agenda item. For the purpose of the initial hearing, it's conducted more like a hearing, which is what has, um, permitted the board to, uh, take as many public commenters as wish to speak during the hearing.

DON ROCHA: 43:29 And has past boards stuck to this bylaw, generally speaking?

DR. MARY ANN DEWAN: 43:33 Um, generally speaking, yes. Um, there, um, have been, I think, times when, uh, the board may have, um, slightly increased or decreased the amount of time by taking a poll, for example, um, saying how many speakers are for or against, that type of action, which is also contemplated in the board bylaw.

DON ROCHA: 43:55 All right. Thank you. I'm comfortable with continuing the bylaw, but I agree with you that, if we're gonna do that, we need to do that. We should make an effort to be consistent with all other, uh, charter applications that we're gonna hear. But that's just my two cents. Thank you.

MAIMONA AFZAL BERTA: 44:11 Trustee Sreekrishnan.

TARA SREEKRISHNAN: 44:13 I, uh-- President Berta, I support-- personally, I support doing the poll with our-- with our public here. They s-stayed quite a bit of time. [laughter]

MAIMONA AFZAL BERTA: 44:25 Trustee Chon.

VICTORIA CHON: 44:26 Um, is it marked on the comment card or we have to, like, do a raising of hands in the audience right now? How is this poll conducted?

DON ROCHA: 44:35 What are we asking?

MAIMONA AFZAL BERTA: 44:35 Dr. Dewan.

VICTORIA CHON: 44:36 That-- yeah, that's what I'm asking. What's the procedure for the poll? Is it on the comment card where they're speaking in favor or against? Or are we literally gonna have the public raise their hands?

DR. MARY ANN DEWAN: 44:45 Um, so it's been done differently. Um, it is not on the comment-- public comment card. Um, it has been done by a show of hands. It has been done by, um, requesting the individuals stand, um, to get a general visual of, um, those who are for, um, a particular, uh, action.

MAIMONA AFZAL BERTA: 45:12 Trustee Di Salvo?

JOSEPH DI SALVO: 45:17 Thank you, Madam President. On the issue of how many-- are we talking about how many-- how much time are we devoting to public comment for this issue? Because we've been-- I've been on the board 16 years. I know what the board policy states. And, initially, it's three minutes, but it's up to the board president to determine whether it's less than three minutes. So we had two minutes as the protocol for a long time for every speaker. And since Claudia Rossi was board president, that was changed to one minute. But then, at times, she changed it to two minutes, um, depending on the issue. It's been very political. Um, I think that we should allow as many speakers as we wish to have time for this item, as you wish to have time, that we could possibly have. Um, it's too important not to. It's what the city of San Jose does, even if they have hundreds of speakers. Um, uh, so I don't like to limit speech in

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any way, shape, or form, um, unless it's getting too late. And you know how I feel about lateness? Um, I, I kind of melt after 11:30 at night.

JOSEPH DI SALVO: 46:27

Um, but I, um, I, I, I agree, uh, we nee-- I agree with Vice President Rocha. We need to be consistent in doing this. We haven't been consistent in my 16 years. It's been driven by politics. It's been driven by the president and her or his politics. What Leon Beauchman did when he was chair was he said, okay-- we, we had charter schools every, every meeting. Every meeting, we were either approving or-- um, a first charter school or reauthorizing a charter school, almost every meeting. And he said, "Okay, uh, I see that there are hundreds of people here tonight. Would each side choose 20 speakers?" And that's what we did. I don't know if you were here at that time, but that's what we did as hi-his protocol as president of the board. So what is acceptable to me tonight is that we allow as many as possible within the timeframe we have for this item, um, and to allow one minute or, if it's being translated, the two minutes, uh, that we allow for translation purposes. But I'm, I-I'm not in favor of limiting speech for this item at all.

MAIMONA AFZAL BERTA: 47:44

Trustee Sreekrishnan.

TARA SREEKRISHNAN: 47:45

And so t-- f-- Trustee Di Salvo, just to clarify, the board bylaw says a total of 20 minutes for all public comment, which is what we're, um, checking in on. And I'd love your opinion.

JOSEPH DI SALVO: 48:02

Well, we're the board, right?

TARA SREEKRISHNAN: 48:03

Yeah.

JOSEPH DI SALVO: 48:04

So we decide. Right now, we're the board, we decide. I, I, I-- that's what I believe. I believe it's in large measure with the p-president's leadership. But, um, we-- I think we can, right now, as the board, a-amend the things that, uh, have been-- but we've never had pro-- we've, we've, we've allowed s-- um, uh, Vice President Rocha s-s-said we need to be consistent. I don't think that's consistent with our past practice a-at all, at all, not even close.

DR. MARY ANN DEWAN: 48:43

President Berta, may I add a descriptor?

MAIMONA AFZAL BERTA: 48:46

Dr. Dewan.

DR. MARY ANN DEWAN: 48:47

Um, so what Trustee Di Salvo is mentioning about how different presidents maybe conducted the poll or managed to stay within the time, one of the examples was, um, and I believe a couple other presidents did this as well, they would ask each of the parties to identify representative speakers. So we still roughly stayed within the 20 minutes. Not everybody spoke, but they were able to identify who would represent. Um, another practice was to have, um, speakers just agree with previous speakers so that their comments would be, uh, you know, n-not repetitive and could be very quick. So speakers would come up and say, "I agree with," you know, so-and-so or, "I support," um, you know, so-and-so or, "I support this item." So then the speaking didn't take the full minute, would be other examples of how the board stayed within their 20 or 30 minutes they identified. Does that match your recollection as well, Trustee Di Salvo? Yes. Okay. Thank you.

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MAIMONA AFZAL BERTA: 49:56 — Uh, just in the interest of getting us moving along, I'm hearing lots of different ideas and, um, this being our first, uh, for this board, at least, renewal, um, and trying to be equitable, I do think we can do a poll, I think, in terms of not totally hearing a clear consensus on what, uh, we'd like to do with the timing. So that's a little bit of a challenge. Uh, but I do appreciate the idea. And I'm not sure if staff is prepared to help facilitate whether we can ask for a specific number of each.

DR. MARY ANN DEWAN: 50:34 — Um, in the past, we would have, um, allowed both parties advanced notice to do that. And we, we didn't do that. So I think we would have to, you know, to ask them if they have representative speakers already identified.

MAIMONA AFZAL BERTA: 50:48 — Trustee Chon?

VICTORIA CHON: 50:50 — Um, I was gonna say we're gonna spend 20 minutes deciding if it's gonna take 20 minutes. But, um, I just-- I wanna say I think we should just stick to the 20 minutes and the sake of moving things along. Um, I will say I am hesitant about doing a poll because, if we do so, I do not want any member of the public think because one-- the poll is heavily one way or another, we are cutting off the voices in that direction. So I would be, um, very, um, specific about how we do a poll. That is my concern if we do a poll.

MAIMONA AFZAL BERTA: 51:24 — Do you have suggestions?

VICTORIA CHON: 51:25 — I would-- I would suggest maybe, um, we could, if, if it's 20 minutes, 10 minutes for each side and then, um, members of the public could pick some representatives. And then if, if there's additional time, then other members can come up and say, "I agree," or, "I don't agree." But that would just be s-- I'm just trying to make it equitable.

MAIMONA AFZAL BERTA: 51:45 — I guess the other concern is we wouldn't be able to see the overflow room, so we also don't know what the, the polling of that is. Okay. So we will-- it sounds like we will proceed with the 20 minutes and try to get a, uh, fair representation of perspectives from, um, from different sides of this issue.

DR. MARY ANN DEWAN: 52:09 — Just for equitable purposes, President Berta, um, our timer, uh, will be set for 20. But when a person is not speaking, we will stop the timer so that it'll be a full 20 minutes of the person speaking, not-- so, that way, we don't have to account for transition time.

MAIMONA AFZAL BERTA: 52:27 — Okay. Thank you. Okay, so--

VICTORIA CHON: 52:31 — [inaudible] who are going [inaudible] we've got to figure out [crosstalk].

MAIMONA AFZAL BERTA: 52:38 — Yeah, th-- yeah, so I understand there's gonna be some, uh, discussion right now. Um, so if it becomes a little louder, I appreciate the, the concern for that. Um, but in terms of that, so we figure out-- so we're saying 10 minutes.

DR. MARY ANN DEWAN: 53:04 — I think they're gonna work it out.

[silence]

MAIMONA AFZAL BERTA: 53:16 — So we'll do 10 minutes in support and 10 minutes-- all right, 10 minutes in support and 10 minutes against.

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DR. MARY ANN DEWAN: 53:27 — And then, if there's time [inaudible].

MAIMONA AFZAL BERTA: 53:31 — And do they sign up or how do they indicate? Do they sign up with the moderator? Can they let the moderator know?

DR. MARY ANN DEWAN: 53:38 — [inaudible] have concerns about [inaudible].

MAIMONA AFZAL BERTA: 53:49 — So who are they letting know right now, the moderator?

DR. MARY ANN DEWAN: 53:52 — They're [inaudible].

MAIMONA AFZAL BERTA: 53:56 — Okay.

[silence]

MAIMONA AFZAL BERTA: 56:00 — They want to start with--

[silence]

DR. MARY ANN DEWAN: 56:27 — Okay.

MAIMONA AFZAL BERTA: 56:30 — I think that's [inaudible].

[silence]

DR. MARY ANN DEWAN: 57:00 — We're gonna begin the public comment section in about one minute. We'll be beginning with the, um, individuals in support of the Bullis Charter School renewal petition. So those in support, um, will go first for the 10 minutes. So if those prepared to speak on behalf of Bullis could begin to line up, um, in the middle aisle for your 10 minutes.

[silence]

DR. MARY ANN DEWAN: 57:57 — For the persons who will not be speaking, if you could go ahead and take your seat, and then we'll begin and request those who will be speaking for the school to begin to line up, and then moderator will be prepared for you to begin in one minute.

[silence]

MAIMONA AFZAL BERTA: 58:31 — [inaudible] have both lists right in front of me.

S0: 58:41 — Do you have the ones for the--?

MAIMONA AFZAL BERTA: 58:43 — Yep. There.

S0: 58:44 — [inaudible].

MODERATOR: 58:55 — Dr. Dewan?

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DR. MARY ANN DEWAN: 58:57	Yes, moderator.
MODERATOR: 58:58	My apologies. Which group did you ask to speak first? I couldn't quite hear you.
DR. MARY ANN DEWAN: 59:03	Thank you, Moderator. President Berta would like to begin with those speaking for renewal of Bullis Charter School.
MODERATOR: 59:12	Thank you.
MAIMONA AFZAL BERTA: 59:15	And when you're ready, Moderator, just let us know. I know we kind of put you on the spot and we appreciate your--
MODERATOR: 59:21	I got you. No worries. All right. As you hear your name, please line up for public comment behind the podium located at the center of the room. As a reminder, one person at a time can be at the podium to present their public comment, unless language support is needed by an SCCOE interpreter or ASL interpreter. Our first-- I'm gonna list out the first 10. Yuan Zhu, Ann Waterman Roy, Anika A., Xiaoming Kwak, Jakarti Zhang, Juana Cruz, Zoe Anne, Cynthia Cruz - sorry, I'm counting - Melissa Hajan, and Jan Bayer. Our first speaker is Yuan Zhu. Please clearly state your name and present your public comment.
YUEHUA XU: 01:00:27	Good evening, everyone. My name is [Yuan?] Zhu. I'm a parent at Bullis Charter School and one of the volunteer coaches for our Bullis, uh, [mascots?] team. [Mascots?] is a national middle school math competition. Bullis is in the peninsula chapter, one of the most competitive chapters that includes all the middle schools from Los Atos, Palo Alto, and Mountain View. And while our size of the middle school is pretty small, we have been the only school in peninsula chapter that ranked the top 20 of [inaudible] California State in 2023 and 2024, two years in a row. And we were first placed in peninsula chapter this year and sixth place in the North California state. So Bu-Bullis has consistently demonstrated its commitment to serving all students and providing a high-quality education. Please renew Bullis for seven years unconditionally. Thank you.
MODERATOR: 01:01:25	Our next speaker is Ann Waterman Roy. Please clearly state your name and present your public comment.
ANN WATERMAN ROY: 01:01:32	Hi. My name is Ann Waterman Roy. I've been a Bullis parent for 10 years, and I've spent 20 years working in urban public school districts, predominantly serving low-income students of color. Five years ago, I joined a committee of parents, staff, and board to identify the root causes and how to address lower enrollment of low-income students, English learners, and Latinos, especially at Bullis. We've made continuous, significant changes then a-- since then, and they're working. We've improved bilingual outreach and marketing, added a bilingual family engagement director, added an enrollment preference for low-income students, added separate full-day TK and K, and this year added free Spanish immersion after-school program on site. It's gotten results. We've doubled the percent of low-income kids. We've had the same percentage of English learners as the district, and we increased the percentage of Latinos, despite the fact that there are fewer lino-- Latinos in our district than in the past. As word continues to spread, we expect to see more enrollment continuing to increase. And we have exceptional outcomes for our students. Look at our growth, our student outcomes and renew for seven--
MODERATOR: 01:02:32	Our next speaker is Anika A. Please clearly state your name and present your public comment.

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ANNIKA ARAUJO: 01:02:39	Good evening. My name is Anika Araujo, and I'm a fifth grade student at Bullis Charter School. BCS isn't just a place to learn. It's a community where we belong. We formed friendships, growne as individuals and been supported by teachers who truly know us. The school offers us opportunities like field trips, student council, and performing arts, and we have the freedom to choose our own co-curriculars and yearly goals, a life skill that will serve me well into the future. I remember when my classmates and I had an idea, and the principal not only listened but help-helped us bring it to life. Closing our school would break up this community that we've built, scattering us to places where we might not receive the same support. We've built something special here and it's more than academics. It's about feeling safe, supported, and connected. Please consider the impact on our lives and future if BCS is closed. We need this place not just for our education, but for our well-being. Thank you.
MODERATOR: 01:03:34	Our next speaker is Xiaoming Kwak. Please clearly state your name and present your public comment.
XIAOMING KWAK: 01:03:40	Good evening, trustees, President Berta. My name is Xiaoming Kwak. I'm speaking today as a parent who is deeply invested in the future of Bullis Charter School. Throughout this decision-making process, much of this c-- discussion has focused on the legality of the renewal and even some irrelevant information about facilities or previous disputes between the district and the school. But may I ask bluntly, besides Superintendent Mauree-Maureen Israel, who here is actually talking about the children and their future? We are here because we care about providing an exceptional education to all students. Bullis has proven its commitment to serving a diverse community and our children are thriving because of it. This debate should c-center on their needs, their successes, and their futures. Let's not lose sight of why we are here today to support students who rely on Bullis for quality education they de-deserve. Thank you.
MODERATOR: 01:04:41	Our next speaker is Jakarti Ka-- Chang. Please clearly state your name and present your public comment.
JACADI CHANG: 01:04:54	Hello. My name is Jakarti and I'm in second grade. Our school is a place where everyone is welcome and we all work together. We learn how to be kind and help each other, and that's really important to me. If our school closes, we might lose the special friendships and teamwork we have here. It's hard to start over somewhere new, and I don't want anyone to feel left out. Please keep our school open so we can keep being a community that supports each other and makes everyone feel like they belong.
MODERATOR: 01:05:25	Our next speaker is Zoe N. Please clearly state your name and present your public comment.
ZOE AN: 01:05:33	Good evening. Oh, sorry. Good evening, board members. My name is Zoe On, and I'm a current 10th grader. For nine years, BCS had been my home, and the caring environment played a pivotal role in shaping me into the person I am today. BCS provided a nurturing environment for my creativity to flourish. Every class, every lunch, and after school, every day, I explored the maker space and art room. Along with mentoring from caring teachers like my fab lab teacher, these interests blossom into my passion for woodworking and ceramics. The years of integrated arts at BCS have been instrumental in my selection to attend the ceramics program at the California State Summer School for the Arts and receipt of, uh, Governor's Medallion and Visual Arts last summer. BCS's commitment to fostering leadership was equally impactful. Project-based learning through all my years at BCS empowered me to

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	become a confident leader, which is especially important to me as a young woman. BCS has not just had a positive impact on my life, but the teachers and academics shaped me into who I am today, a confident young woman with a love for your learning. Thank you.
MODERATOR: 01:06:33	Our next speaker is Juana Cruz. Please clearly state your name and present your public comment.
JUANA BENITEZ: 01:06:43	[foreign].
SCCOE INTERPRETER : 01:06:55	Hello, President Bertha, c-- uh, dear, uh, uh, members of the board. I am Juana Benitez, and my family has been part of Bullis Charter School since more than eight years.
JUANA BENITEZ: 01:07:09	[foreign].
SCCOE INTERPRETER : 01:07:30	One of the things that, uh, is a big highlight at this school is, uh, how deeply they involve families in the learning process. We don't only feel like we've sent our children to school. We feel that we're part of a community, um, that is devoted to their growth and development.
JUANA BENITEZ: 01:07:48	[foreign].
SCCOE INTERPRETER : 01:08:26	From the frequent meetings between parents and teachers to the volunteer opportunities in the classrooms and events, we've always felt welcomed and valued. The open communication and the way that the teachers and the staff actively look for our opinion makes us feel [inaudible].
MODERATOR: 01:08:44	Our next speaker is Cynthia Cruz. Please clearly state your name and present your public comment.
CYNTHIA CRUZ: 01:08:55	Hello. My name is Cynthia Cruz, and I'm in third grade at Bullis Charter School. One of the things I love most about Bullis is that we celebrate diversity in a really special way. In my class alone, we have kids who speak different languages, and it's so cool to learn about each other's cultures and backgrounds. Our school is a place where everyone feels welcome, no matter where they come from or what language they speak at home. We learn to respect and appreciate our differences. And that makes our school community really strong. Please let us keep our school open so we can keep learning together in this amazing, diverse community. Thank you for listening.
MODERATOR: 01:09:39	Our next speaker is Melissa Hajjan. Please clearly state your name and present your public comment.
MELISSA HASSAN: 01:09:47	Good evening, President Bertha and board. My name is Melissa Hassan, and I'm a proud teacher at Bullis. I've been in this room before in an emotional renewal meeting, and I have seen how this board's decisions can affect families. I urge you to consider today's decision in the very best interest of our children and our community, and not for any other reasons, especially political. A conditional renewal that would allow for revocation raises so many alarm bells. It affects more than just academics. It tears at the fabric of the community. Perhaps most importantly, it disregards the opportunities for parents to have choice. It would force children to be suddenly uprooted and to adapt to new environments where they struggle to feel at home. I

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urge you to consider this December-decision in the very best interest of the children and the community. Thank you.

MODERATOR: 01:10:41 Our next speaker is Jan Baier. Please clearly state your name and present your public comment.

JAN BAIER: 01:10:48 Good evening, trustees, President Berta. My name is Jan Baier, and I'm a proud parent at Bullis Charter School. I'm here today to express my deep concern over the anti-Asian sentiment that influenced the narrative in the staff report. The idea that our school's demographics should precisely mirror those of the district with the implication that it is problematic to have a higher concentration of Asian students is simply discriminatory. The Asian community is not a monolith. It includes families from Central, East, South Asia, Asian Pacific Islanders, and beyond with an incredibly diverse range of cultures, languages, traditions, challenges, and histories. To reduce this diversity to single statistic does a great disservice to our students and families. At BCS, we celebrate diversity and strive to create an environment where every student feels welcomed and supported. To suggest that our school is not ins-- inclusive ignores that true meaning of diversity and inclusion. As a matter of fact, there are overm-- whelming amount of families here today and kids. They have a voice and they need to speak. There are 300-- over 300 of us here today.

MODERATOR: 01:11:49 Our next set of speakers are Max Berman, Herb Marshall, Emily Harris, Sang Perui, Yuen Nguyen, Pei Pei Yu, Heather McDonald, Lisa Bor-Borgalt, Alex Schroeder, and Kelly Berman. Our first speaker is Max Berman. Please clearly state your name and present your public comment.

MAX BERMAN: 01:12:18 Hi. I'm Max Berman, and I'm a proud parent at, uh, LASD. What might surprise you is that my full name is Maximiliano, and that I'm also an immigrant who came to the United States from Argentina in the 1980s. I was dropped off at kindergarten, not knowing a word of English. I was raised by a single mother who worked two jobs just to make ends meet, and I qualified for and received free meals in my public school. I lived in an underserved area, but I was lucky to be recruited and accepted into a local magnet school so, uh, so that I could get an education with-- that was more fortunate for me. I believe this is the sole reason I was able to go to college and stand here before you all today. To see blatant evidence that a charter school in my own backyard discriminates against people like me and has no plans to change their ways because they believe in the only important metric is, is good test scores, it's hurtful to me. And, personally, I just find this plan Ame-- un-American. Please deny the charter.

MODERATOR: 01:13:19 Our next speaker is Herb Marshall. Please clearly state your name and present your public comment.

HERB MARSHALL: 01:13:26 Hi. Herb Marshall, 10-year parent at LASD. Some facts. BCS continues to flaunt wri- written notifications to stop discriminatory admissions and policies. BCS relies on wealthy parents to operate 30% of their operating budget. Without these donations, they run a, a deficit every year. It's not a model that works for all children. BCS responded with hostility to SCCOE's report and recommendation to the board, claiming this bo-body does not have the authority to a-- to act. If not you, then who? BCS complains of a negative narrative. The SCCOE report outlines the truthful narrative that the charter school is not serving all students who wish to attend. The corrective action plan proposed by the charter school has been unsuccessful. The charter school presents an unsound education program for students to be enrolled in this-- in the charter school. Don't blame the community for your own actions or inactions. Please send a strong mes-message. Public education is not about test

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scores, about access to all students. By your own report, they don't meet this basic requirement. They should be denied and let the state and let the--

MODERATOR: 01:14:27 Our next speaker is Emily Harris. Please clearly state your name and present your public comment.

EMILY HARRIS: 01:14:33 My name is Emily Harris, and I would like to say that tonight should be about facts and accountability. Los Altos is not an area for a charter school, and it has divided our community for 20 years. I'm a parent, I'm a homeowner, and I'm a taxpayer, and I came tonight as a former elementary and middle school teacher to take the opportunity to encourage you to do what's right for all students in our community. Thank you.

MODERATOR: 01:14:59 Our next speaker is Sang Perui. Please clearly state your name and present your public comment.

SANGEETH PERURI: 01:15:05 Hello. My name is Sangit Perui. I'm a former LASD board member with two school-aged children. BCS has been in our community for over 20 years. It would be disruptive if BCS was shut down. However, the county office findings make clear that BCS, as it exists today, is not serving all students. The findings also make clear that the BCS renewal application is incomplete with numerous outstanding requests for data. Until these open items are resolved, it is not appropriate to renew BCS's charter. Doing so sets a dangerous precedent that charter schools in Santa Clara can simply ignore the county office's oversight authority. BCS's response to the county offings-- findings make clear that BCS has no intention of changing its practices to serve all students. Accordingly, the county board has no choice but to deny this renewal. BCS would then have the option to reapply for a new charter that serves all students. Fortunately, there's plenty of time to do so before the next school year starts. Thank you for your time.

MODERATOR: 01:16:01 Our next speaker is Yuen Nguyen. Please clearly state your name and present your public comment.

UYEN NGUYEN: 01:16:08 Hi. My name is Yuen Nguyen and I've been an LASD parent for 10 years. The California Constitution ensures that a public education system is open on equal terms for all. The California Education Code prohibits discrimination by an educational institution that receives public funding. BCS is a public school that receives public funding and discrimining enro-- discriminatory enrollment practices are illegal, even if it's a high-performing one. Exclusionary policies, including the 10% cap for their low-income student preference, violates the California Education Code. There is no such cap at LASD. LASD students also matter and deserve to keep our schools open. The board should continue to hold BCS accountable to ensure that their policies do not discriminate against underrepresented students and hold them to the same standards as all public schools. Thank you.

MODERATOR: 01:17:07 Our next speaker is Heather McDonald. Please clearly state your name and present your public comment.

HEATHER MCDONALD: 01:17:13 Hi. My name is Heather McDonald. I'm a Santa Clara County resident, taxpayer, and advocate for public schools. I want to just point out that we know that the current students and families love their school. That is evident. I will also say that students in the Los Altos School District love their schools just as much. All schools must follow the rules established by the county and state. The board put BCS on notice in the past, flagging them during their charter schools renewal, and they haven't remedied the issues over the ensuing eight years or more. All public schools, including charter

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schools with high test scores, should serve all students. If BCS hasn't remedied the issues since its founding and over the s-- uh, subsequent years since they were put on notice, why would they be coming to compliance if they renew their charter now? I want to thank you for looking out for all public school students. Thank you.

MODERATOR: 01:18:06 Our next speaker is Peipei Yu. Please clearly state your name and present your public comment.

PEIPEI YU: 01:18:12 Hi. Peipei Yu. I urge you to keep the BCS administration accountable. Educate all the children. BCS has had plenty of time for years to address discriminatory practices. Now is the time for accountability because charter schools are not known to improve eduta-- educational outcomes for kids with disabilities. The Center for Learner Equity did a two-year study to determine how to remedy this. They found that authorizers like you were uniquely positioned to influence educational outcome for these kids when they keep charter schools accountable through meaningful and forced charter review cri-- charter re-renewal criteria. Public schools are for the public. We cannot have parallel education systems of have and have nots. We are not going to go back to separate but equal system. Lastly, BCS keeps talking about the kids. What about my kids when they want to shut my kids' schools down? Why don't we count?

MODERATOR: 01:19:01 Our next speaker is Lisa Borgault. Please clearly state your name and present your public comment.

LISA BOURGEAULT: 01:19:07 Hi. My name is Lisa Borgault. I bought my house in Los Altos 19 years ago and, long ago, my Chinese-American daughter attended in the LASD School District but she's far, far grown out of that now. I'm here tonight as a taxpayer. It is really heartwarming to see how the BCS families and students love their school. It is also completely beside the point. The County Office of Education has for a long time questioned whether BCS is fulfilling its duty to serve a representative group of students, and you've found them lacking, and they don't seem to feel they should have to answer to you. They have not satisfied your requirements. I am tired of my tax dollars supporting a school that isn't serving our entire community. BCS says conditional approval isn't okay. I think that leads to the obvious conclusion to deny their request for renewal. And I thank you all for your very hard work that you do on behalf of all of us.

MODERATOR: 01:20:04 Our next speaker is Alex Schroeder. Please clearly state your name and present your public comment.

ALEX SCHROEDER: 01:20:10 Hi. Alexandra Schroeder, Los Altos Teachers Association President, parent, and teacher. Uh, Bullis Charter School has documented a track record of discriminatory enrollment, and there have been cases of disenrolling students with disabilities, including a parent who testified to this just last-- uh, at the previous hearing. According to the staff report, Bullis only enrolled one student with moderate, severe disabilities last year and serves a lower percentage of students with disabilities overall as compared to the district. The staff report also notes that the percentage of students with moderate to severe disabilities at Bullis is substantially lower than the state average, than Los Altos, and the sev-- and several surrounding school districts. Santa Clara County has put them on notice to change these practices starting in 2021, yet the problem at the school persists. Students in our community deserve fair access. So, please, hold BCS accountable to serve all students.

MODERATOR: 01:21:03 Our next speaker is Kelly Berman. Please clearly state your name and present your public comment.

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KELLY BERMAN: 01:21:09	Hi, board. I'm Kelly Berman, a Los Altos parent. It's our shared responsibility as parents and board members to lead by example for our children and for our communities. BCS is telling you-- to be clear, they're not asking you. They're telling you to look the other way on their discriminatory practices while acting openly hostile and showing you deceptive demographic data that represents only Los Altos and does not include data about the Mountain View population that makes up 28% of LASD's enrollment. A college admissions board would outright reject an incomplete and deceptive application, regardless of high test scores. Further, a school should not even be considered high performing when half of their fifth graders do not complete the middle school program, and less than half of their students report feeling respected by their peers. Please, seize this opportunity to lead by example and deny the charter. Thank you.
MODERATOR: 01:22:06	This concludes public comment.
MAIMONA AFZAL BERTA: 01:22:13	Thank you to all of our speakers and to the community and everyone else who didn't get a chance to speak but was, uh, willing to be here today to demonstrate your, your perspective. Um, as we'll continue here. So that concludes public comment. And, at this time, I will take clarifying questions from the board. Each board member will have an, an opportunity to ask questions. And we will begin with one trustee, allowing us each to take, uh, a turn at asking a question. Each board member will have the opportunity to ask clarifying questions, and I'll just-- I'll rotate through. Um, so are there any clarifying questions from the board? We'll start with Trustee Chon, and then we'll work our way around.
VICTORIA CHON: 01:23:04	Yeah. Uh, my question is actually for our charter school staff. I was really disturbed by, um, the, uh, claims made in BCS's, uh, proposal that we had suggested that we increase the Hispanic population in order to decrease the Asian population. Was that true?
MEFULA FAIRLEY: 01:23:24	Absolutely not true.
VICTORIA CHON: 01:23:27	Thank you.
MAIMONA AFZAL BERTA: 01:23:32	Okay. Trustee Sreekrishnan.
TARA SREEKRISHNAN: 01:23:36	Thank you. Um, one of the presentations mentioned CALPADS data. And, um, so I wanted to get clarity from Bullis, or if our own staff has input, on, um, if Bullis is submitting CALPADS data on time.
MAUREEN ISRAEL: 01:24:00	Yes. Um, uh, do-- would it be helpful to hear the CALPADS p-- like, submission timeline and process? Um--
TARA SREEKRISHNAN: 01:24:08	It would be helpful for me, yeah.
MAUREEN ISRAEL: 01:24:10	Uh, can I-- can I-- I'm gonna-- can I-- this is Charles Morgan, who does all of our enrollment o-- uh, oversight. Can you share CALPADS process? Anything you know about it?
CHARLES MORGAN: 01:24:18	Sure. Yes. So, for the fall, the CALPADS deadline is, um-- the consensus date that they spoke of, which is a, a period in time, is October 6th. Um, and then the deadline for

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	the first submission to finalize all data is December 13th. So no d-- to my knowledge, no deadline has passed for the fall semester.
TARA SREEKRISHNAN: 01:24:42	Uh, I appreciate that. Does our superintendent have anything to add or-- I'm not an expert on the CALPADS?
DR. MARY ANN DEWAN: 01:24:50	No, I think that's the accurate timeline for the fall data submission. And we just went through the time period for, uh, verification, data verification, um, and, uh, correcting all errors, and those timelines have passed as well.
TARA SREEKRISHNAN: 01:25:06	Okay. Well, that's, that's helpful to know. Thank you.
MAIMONA AFZAL BERTA: 01:25:11	Trustee Mah.
GRACE H. MAH: 01:25:14	Um, can I pass this round?
MAIMONA AFZAL BERTA: 01:25:19	All right. We go to Trustee Lari.
RAEENA LARI: 01:25:26	I have a question, uh, for BCS. So, there are concerns, um, that BCS has just enrolled, uh, several students with disabilities. And could you please speak to that?
MAUREEN ISRAEL: 01:25:40	Uh, yeah. Uh, of course, again. Um, uh, yeah. No, we don't disenroll anybody without di-- without disabilities. We work-- we have a full special education team and department who are still here. It's e-- it's 11 o'clock. And we still have people sitting in an overflow room. I just wanna identify that. Like, we had 10 people come up for public comment, but we have hundreds of people here. That just felt wild to me.
MAIMONA AFZAL BERTA: 01:26:02	E-excuse me.
MAUREEN ISRAEL: 01:26:02	I'm sorry. I just needed to identify that.
MAIMONA AFZAL BERTA: 01:26:03	Just respectfully, I, I understand.
MAUREEN ISRAEL: 01:26:05	Yeah.
MAIMONA AFZAL BERTA: 01:26:05	But if you could just address the question.
MAUREEN ISRAEL: 01:26:07	Yeah. No, we don't disenroll anybody, uh, uh, in, in that way. We work with all of our families. Families might choose not continue attending Bullis. That's a choice they absolutely can make, but we don't disenroll anybody. Yeah.
RAEENA LARI: 01:26:17	So why, why do you think there are no students at Bullis with moderate and severe disabilities?
MAUREEN ISRAEL: 01:26:23	We have a, a, a large range, I know I sent out to the board, of, of students who meet a variety of disabilities. Like I shared, we can't recruit for that specifically. I can't go out and ask, um, what disabilities are. Uh, but we are very clear in our marketing materials that we do support and, and work for, for any special education student and be able to support them. Um, if we're looking at-- it depends on the specific category you're looking at. If we're thinking about mod severe, um, we have-- uh, uh, l-- uh, it

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could a-- it could fall in the disability range of a student who has autism. It could fall in an intellectual disability. There's lots of different varying ranges. So, uh, it, it, it is all just dependent on the students that enroll. Yeah.

RAEENA LARI: 01:27:00 You do have students with moderate and severe disabilities?

MAUREEN ISRAEL: 01:27:03 We have a large, uh, uh, uh, variety of students who have a variety of needs, yeah. Uh--

RAEENA LARI: 01:27:08 So how would you categorize them? M-m-moderate--

MAUREEN ISRAEL: 01:27:10 We-- uh, that's what I sent to you all, is that breakdown of what they are, which is all comparable to the state.

RAEENA LARI: 01:27:14 Okay. Thank you.

MAUREEN ISRAEL: 01:27:14 Yeah. Yep.

MAIMONA AFZAL BERTA: 01:27:18 Trustee Di Salvo.

JOSEPH DI SALVO: 01:27:21 Thank you, Madam President. And if the, uh, Bullis Superintendent could come back to the podium.

MAUREEN ISRAEL: 01:27:27 I'll just stay. Yeah.

JOSEPH DI SALVO: 01:27:28 I have a question.

MAUREEN ISRAEL: 01:27:29 Sure.

JOSEPH DI SALVO: 01:27:29 Um, you had two charts that may have been on different slides, but they listed the LASD schools, LASD schools, and--

MAUREEN ISRAEL: 01:27:38 Sure.

JOSEPH DI SALVO: 01:27:39 --where you fit in relative to free and reduced lunch, etc.

MAUREEN ISRAEL: 01:27:42 Mm-hmm. Sure.

JOSEPH DI SALVO: 01:27:43 Um, do you remem-- do, do you remember those offhand?

MAUREEN ISRAEL: 01:27:44 Mm-hmm. Yeah. Yeah, absolutely.

JOSEPH DI SALVO: 01:27:46 Could you-- could you re-- because those were very instructive to me. Please.

MAUREEN ISRAEL: 01:27:49 Sure. Uh, let me grab them and I can [inaudible]. So, um, let's see. There's, uh, one that shows-- I'll speak to the FRL first in [crosstalk]--

JOSEPH DI SALVO: 01:28:01 You were, like, in sixth place on one out of nine.

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MAUREEN ISRAEL: 01:28:03 Yeah.

JOSEPH DI SALVO: 01:28:04 But you were in the range. Yeah, go ahead, please.

MAUREEN ISRAEL: 01:28:06 Yeah. Uh, this is last year's data. So FRL, we, uh-- of the 1, 2, 3, 4, 5, 6-- of the 10 total schools that's included in that, we're number, uh, 6 out of the 10. Uh, that's for FRL. Representation of Hispanic families. What I shared with you there was not percentages, was w-- sheer numbers. I do wanna clarify. This is all students from Los Altos. It's not s-splitting them out just Los Altos, not Mountain View. This is whatever the numbers are from DataQuest. Uh, and the representation, the number of Hispanic families that we serve, uh, were 4 out of 10 in that list. Um, and then the other list was the breakdown of special education, which puts us at, uh, I think we're 8 out of 10 in that list.

JOSEPH DI SALVO: 01:28:48 Thank you. I appreciate that information.

MAUREEN ISRAEL: 01:28:50 Yep.

JOSEPH DI SALVO: 01:28:50 That's all for now.

MAUREEN ISRAEL: 01:28:51 Okay.

MAIMONA AFZAL BERTA: 01:28:53 Vice President Rocha. Okay. I had a question for the Charter School Department. During the public hearing, the board had a series of questions that we requested information of from, um, LASD, from the Charter School Department, as well as, uh, from Bullis. Have we received all the information or the responses to the questions that the board members had asked from each of those from LASD, from Bullis?

MEFULA FAIRLEY: 01:29:23 No, we have not.

MAIMONA AFZAL BERTA: 01:29:25 And who specifically has not provided the responses?

MEFULA FAIRLEY: 01:29:30 Um, we have not received all-- response for every question that was posed or a request for information that were posed to Bullis.

MAIMONA AFZAL BERTA: 01:29:39 Okay. And so then I would like to ask Bullis, what is the reason-- during the public hearing, we had, uh-- we had received a commitment to receive responses to the series of questions and information. And so please help me understand why we haven't--

MAUREEN ISRAEL: 01:29:59 Yeah. We re-watched the public hearing. I'm saying we because my chief of staff supported with that. And we captured every single question that was asked for you all for information to be, uh, uh, shared. And that's what we sent back to you all. So that captured any question that we heard recorded in the public hearing.

MAIMONA AFZAL BERTA: 01:30:15 So can I ask of the charter school department more specifically what, what data and information is still missing that was requested?

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MEFULA FAIRLEY: 01:30:26 Oops, turning this over to Dr. Johnson, who was here and captured the questions.

MAIMONA AFZAL BERTA: 01:30:31 Thank you.

DR. MICHELLE JOHNSON: 01:30:33 Uh, I can't give you all the answers directly off the top of my head because-- um, but according to-- we-- I would say it was about two-thirds of the information that was requested was not received. Um, hold on one s-- I'll grab my email.

MAIMONA AFZAL BERTA: 01:30:53 Okay. Okay. We can go through--

MAUREEN ISRAEL: 01:31:01 [crosstalk] we just-- we responded to the questions the trustees asked. Um, there was a variety of questions that were written very funnily and some we just didn't know. So we kept clear, uh, with answering the questions that trustees asked. There was things that were asked to us that we just didn't have and don't-- didn't have. We hadn't started school. So this continued request, for example, for what's the, the breakdown of our students? We hadn't started school. It's not possible for us to have that. So our move was to respond directly to the questions you asked.

MAIMONA AFZAL BERTA: 01:31:28 So are you saying you still don't have the breakdown of students enrolled this school year?

MAUREEN ISRAEL: 01:31:30 We, we sure do. We started school now. Yeah, absolutely, since July 17th. We definitely do. Now that's still shifting. That continues to shift but, yeah, we have that. Yeah.

MAIMONA AFZAL BERTA: 01:31:38 Right. S-so is there a reason that data was not provided as requested?

MAUREEN ISRAEL: 01:31:41 It, it wasn't requested by trustees. That wasn't requested in, in this space.

MAIMONA AFZAL BERTA: 01:31:44 So--

MAUREEN ISRAEL: 01:31:46 So for purposes of the renewal, this is-- this-- these are the questions we answered. Yeah.

MAIMONA AFZAL BERTA: 01:31:50 So just to be clear, the, the Board of Education, a large portion of what we are basing our decision is also based on the information and the questions and the data point that is presented to us from our staff. So if they are--

MAUREEN ISRAEL: 01:32:01 Sure.

MAIMONA AFZAL BERTA: 01:32:02 --requesting information from you, and it's also within the Charter School Act that, as the authorizer, we do have the right to have--

MAUREEN ISRAEL: 01:32:09 But the decision does have to be based on the-- what has been presented to you in the petition, not additional information outside of that.

MAIMONA AFZAL BERTA: 01:32:13 So, so if I can ask, you're, you're basically saying--

MAUREEN ISRAEL: 01:32:15 Yeah.

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MAIMONA AFZAL BERTA: 01:32:16 --that you don't need to give us the information that was requested by either the Charter School Department or the board?

MAUREEN ISRAEL: 01:32:22 We supplied you all with the questions asked, but our petition is all the data. Um, anything you'd add to this legally?

JOHN LEMO: 01:32:31 The school has been inundated with questions from staff and has responded to all of them to the extent the information exists. Again, this is a troubling-- a troubling vi- violation of the school's due process for, for all that they're being asked to do as part of this re-re-renewal petition. Every question-- to my knowledge, every question that they've been asked that-- where an answer exists has been provided. For the questions that were asked by the trustees, they've been provided directly. For questions that staff has asked, they've been responded to, to the extent information exists. They asked for information that hadn't been compiled and didn't exist yet at the time. So th-they'll continue to provide information. You're the authorizer of this charter school. So all reasonable res-- requests are promptly responded to, to the extent the information exists.

MAIMONA AFZAL BERTA: 01:33:20 It's, it's concerning that we have our Charter School Department that's saying up to two-thirds of the questions, uh, have still not been responded to. And so, um, that is a concern of mine. I'll go through trustees for other questions. Uh, Trustee Mah, you ready?

GRACE H. MAH: 01:33:37 Thank you. Um, one of the questions I think I did ask, and it's been a while, so I don't remember exactly, is, um, I asked, I believe, at the time, what the percentage-- again, it's self-reported for F-- FRL. But what percentage of lottery participants were, um, FRL? So was it-- you know, what, what percent? Was it even close to the 10% goal, not necessarily cap?

MAUREEN ISRAEL: 01:34:06 No. No, it's not close to the 10% goal of, of-- yeah.

GRACE H. MAH: 01:34:09 Mm-hmm. Do you-- do you happen to know or recall what, what that percent was?

MAUREEN ISRAEL: 01:34:13 Of the number of applicants for the lottery?

GRACE H. MAH: 01:34:14 Of the number of applicants. Right.

MAUREEN ISRAEL: 01:34:16 We could probably pull it. We can-- I, I don't know if-- yeah.

GRACE H. MAH: 01:34:20 Yeah.

MAUREEN ISRAEL: 01:34:20 Yeah. I mean, it's less than 10. We can-- we can try to see what it is, but yeah. Yeah.

GRACE H. MAH: 01:34:21 Right. Right. I mean, and, and so in the slide that, um, Trustee Di Salvo was asking about before that you quoted--

MAUREEN ISRAEL: 01:34:27 Mm-hmm.

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GRACE H. MAH: 01:34:29 --saying representation of FRL families through all the different schools.

MAUREEN ISRAEL: 01:34:32 Mm-hmm.

GRACE H. MAH: 01:34:32 I mean, the highest percentage is at Santa Rita was 18%, then Almond with 12.

MAUREEN ISRAEL: 01:34:37 Mm-hmm. Yeah.

GRACE H. MAH: 01:34:38 But then all the other eight schools, eight, are all below 10. I mean--

MAUREEN ISRAEL: 01:34:43 Yeah.

GRACE H. MAH: 01:34:43 --with Loyola down to 2.6%, Oak at 3. So, uh, just, just to get a feel for what the actual numbers were. They're all below 10, basically.

MAUREEN ISRAEL: 01:34:54 Correct. Yeah, yeah, yeah, for the most part. Yeah.

GRACE H. MAH: 01:34:55 Thank you.

MAIMONA AFZAL BERTA: 01:34:59 Coming back around, Trustee Chon?

VICTORIA CHON: 01:35:03 Yeah. Looking at that, um, data with the-- with the FRL families, the percentages at each school. Um, I know in our staff report, we get, you know, varying percentages, different types of data. When we look at comparisons of data, like all our statistical analysis, do we look at it b-- like, uh, school by school, or do we look at it as a district as a whole? Or is it both? 'Cause [crosstalk]--

MEFULA FAIRLEY: 01:35:27 Are you asking in general or for this specific renewal for Bullis?

VICTORIA CHON: 01:35:31 Uh, in general. When we compare data, if a, a charter school compa-- you know, how, uh, their data looks to the school district, are we supposed to look at it like one school to one school to one school? Or do we look at it as the charter school to the entire district?

MEFULA FAIRLEY: 01:35:50 Um, so we can look at it in-- we look at it in terms of the charter school to the district.

VICTORIA CHON: 01:35:55 Okay.

MAIMONA AFZAL BERTA: 01:36:00 Trustee Sreekrishnan.

TARA SREEKRISHNAN: 01:36:01 Yeah, I just-- to follow up on your question, um, President Berta, and I don't know if staff's ready, but I want to know what these questions are that if, if they're not-- if they haven't been answered, um, would, would be great to know what the questions--

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MAUREEN ISRAEL: 01:36:16

Yeah. I, I can-- I have them here. I can share some of them. So these are things that we just don't have on July 18th when it was sent. Um, things like grade level breakdown of incoming students. Uh, uh, we don't know until the start of school, uh, exactly who's showing up, which is what we shared with them. The current percentage of in-district versus out-of-district students, I don't know until the school starts, the year starts and we get our, our, our students. The lottery system process, which we explained to you, um, uh, uh, then just a vari-- BCS retention rates. Why do students leave? Where do they go? What's the yearly persistence rate? I shared with you those yearly persistence rate and attendance rates. Um, there was a question on, uh, uh, '23/'24 CBEDS data, which is a-accessible. So I think th-- we assume that that could be pulled. There's a question on the wait list information, the breakdown of FRL.

MAUREEN ISRAEL: 01:37:06

We already have 2023/'24, but we need '24/'25. We don't have that till the school year starts. So, a lot of these are just waiting for the start of the school year. Now, there are definitely things we can respond to 'cause the school year has started. And, uh, President Berta, to your point, and I'm not trying to be glib, and so I apologize, uh, i-it's just been-- it's been busy too, right? So, like, these are things-- we are still enrolling students. We are still finalizing numbers. We're still making sure that, um, we understand where students are if they haven't shown up on the first day. We can hypothesize who's going to be there, but until school begins, we just don't know who's sitting in that seat.

MAUREEN ISRAEL: 01:37:37

Um, it's, it's-- people can fill out a registration form. They can be accepted in the lottery. They can fill out that information and j-just not come. And so, in those situations, then we do have openings. We do need to make additional offers. And so, for us to finalize numbers, this is why we count on our CALPADS data in October on that snapshot day, October 6th. Um, that is when we lock in and say this is the data that is public because it allows for all those variations to play out. So, oftentimes, we do not send that data. I, I can't re-recall a year that I've been here that we've sent any da-data prior to that 'cause it's just not accurate, until we, we take that snapshot. That is then what is sent out from the state.

TARA SREEKRISHNAN: 01:38:14

Okay. Um, and that's-- thank you, Superintendent Israel. And I, um, wanted to hear from our Department as well if, if there were other questions or if, if-- I just wanna make sure all the questions are answered before we vote on this.

DR. MICHELLE JOHNSON: 01:38:33

So, so the first question was, um, the special education disability bre-- information breakdown. We have received that information. Um, the breakdown of the continuum of special education services which are provided. Um, we don't have that, uh, that completely. Um, the waitlist information, the breakdown from FRL, we do have the information from '23/'24, but we asked for '24/'25 and for '22/'23. Um, they should have had the information for '22/'23. Um, we also asked for the breakdown of in-district versus out-of-district on that wait list for both '24/'25 and '22/'23. Um, we asked for full copies of the marketing outreach materials. We did receive those. Um, we asked for information on the 10% SED preference cap, whether or not that had been reached. That was one of your questions. Um, and whether or not it had actually been reached at any time during-- since it had been established. Um, we were able to find that through CALPADS ourselves, but the information was not presented to us from, um, Bullis. Uh, the current percentage of in-district versus out-of-district students and the past percentages by years, we were asking to verify on that information. Um, we also found that on CALPADS through our own extensive search. We did not receive it from Bullis. We asked for the lottery system process, um,

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basically the detailed explanation of how the lottery is conducted, um, how the waitlist is handled, what happens with a student who wants to enroll after the waitlist is established. Um, this was a question from you. It was also a question that came prompted from the petition itself because the petition is required to be updated to include the lottery procedures. And those were not specifically spelled out. And we were asking for some clarifying questions on that.

TARA SREEKRISHNAN: 01:40:36 Did they answer that one?

DR. MICHELLE JOHNSON: 01:40:38 They have-- we have not received that. Um, student survey data. Um, we asked with regards to the student survey data check on the 7% who was not performi-- high performing, which is what you had a-- requested. We have not received that, other than the comment at the board meeting that said we check on everyone. We asked about the BCS retention rates. Um, why do students leave? Which is what you had requested. Where do they go? What is the yearl-yearly persistence rate? We did not receive any information from them. We did go in and find the stability rates from the CDE, which then gave us that notification that about 98% of the students who stay at BCS, um, they stay throughout the entire year. But that came from the CDE website, not from BCS. Um, there was more questions with regards to SED. You asked about information on slide 16 from the previous meeting. Um, and BCS responded and said the same information is available on that slide. They did not give us any clarifying further information. Um, we also asked the question, if first priority is siblings, how many open seats are taken by siblings each year? And we did not receive any information on that.

TARA SREEKRISHNAN: 01:42:01 Okay. Thank you.

MAIMONA AFZAL BERTA: 01:42:04 Trustee Mah?

GRACE H. MAH: 01:42:05 Yes, this question, I guess, is for, um, our Charter School Department. Um, one of BCS's quotes here from Ed Code 47605 says that schools are supposed to provide reasonably comprehensive description by which a school will achieve a student population balance that is reflective of the general population residing within the territorial jurisdiction. So that is not the same as reflecting the school district, um, population. And I think Bullis quotes that they have their data based on the census. So how does-- I mean, maybe counsel, um, can give us a compare and contrast. [laughter]

DAVINA HARDEN: 01:42:59 The-- that particular element of the charter talks about the entire population residing within the district, which is not information that is necessarily readily available and com-- like, that we compare to but, um, we do look at that to the extent that that information is available. And in the case of the analysis for not serving all students who wish to attend, we looked at it. Um, we compared Bullis's enrollment based on who attends Los Altos schools, and we also looked at it excluding students in l-- that attend Los Altos schools who are interdistrict transfers in order to more closely reflect who's residing within the Los Altos School District boundaries. And one of-- one of the points that was-- that Bullis has also made is their assertion that we should be relying only on data from CDE, which, obviously, data from CDE does not include the census data. It includes school attendance data.

GRACE H. MAH: 01:44:17 Okay. Thank you.

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MAIMONA AFZAL BERTA: 01:44:20	Trustee Lari, do you have any additional questions? Trustee Di Salvo, do you have additional questions?
JOSEPH DI SALVO: 01:44:26	Comments only.
MAIMONA AFZAL BERTA: 01:44:28	Would you like to share your comments at this time?
JOSEPH DI SALVO: 01:44:31	We're gonna go into deliberating our vote.
MAIMONA AFZAL BERTA: 01:44:36	I guess we'll s-- do questions and then we'll do comments. Okay. Tru-- uh, Vice President Rocha. Okay. Um, I have a question for our Charter School Department. Can you help me understand the conditional approval as written if staff believes the corresponding corrective action plan, which is in response to that notice of concern, has been unsuccessful in addressing those concerns. If the concerns haven't been addressed since that initial-- you know, the, the, the manner that they've been addressed since 2021, uh, have not reached that level of satisfaction. Can you help me understand what staff believes, uh, will change to where they would agree to make that commitment now at this point in time?
	[silence]
MEFULA FAIRLEY: 01:45:41	So just to clarify, your question is if Bullis has not achieved what we hoped they'd have achieved since 2021, what makes us think that they will achieve it going forward?
MAIMONA AFZAL BERTA: 01:45:54	Or why is that the direction? Um, help me understand the conditional approval and why you're saying that you believe this could work now with a conditional approval.
MEFULA FAIRLEY: 01:46:04	Okay. So, I believe that, uh, they have made some progress with their, uh, enrollment action plan-- not the-- they haven't fully achieved, uh, uh, being reflective of the district. Um, but they have made some progress, and all of the progress that they're making is in the grade levels where students enter. And that's kindergarten, first grade. Uh, and so it's gonna take them some time to continue to make progress and have that move up the grade levels to reflect, you know, the district throughout the school. Uh, we feel like they have made some progress. It is a high-performing school. Uh, the children are happy there. They provide a good program. So, we gave them a conditional approval, um, as to not have to deny a school that is doing the community some good. We feel like they, they can, uh, continue to work on the issue and eventually, um, be reflective of the district.
MAIMONA AFZAL BERTA: 01:47:18	Okay. And so in terms of the types of changes that would need to-- in terms of the success of the corrective action plan, and that would be-- it would be reliant on Bullis's commitment to agree to those conditions. Is that correct?
MEFULA FAIRLEY: 01:47:37	That is correct.
MAIMONA AFZAL BERTA: 01:47:38	Okay. Thank you. Do we have more questions? Are we gonna go to comments? Trustee Mah, do you have a question? Okay.
GRACE H. MAH: 01:47:49	Yeah. So I guess, um, uh, with respect to, um, failure to meet the corrective action plan or whatever, the corrective plan, um, is the failure based on not matching, specifically not matching?

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MEFULA FAIRLEY: 01:48:12
No. Um, we're not looking for them to match or precisely match, as they put it. We're looking for them to reflect. And so the way we look at, "Do they reflect?" is, is there a signifi-- statistically significant difference in the proportion of students who attend Bullis and LASD?

GRACE H. MAH: 01:48:31
You're looking for the delta, significant difference.

MEFULA FAIRLEY: 01:48:35
Right. So we're looking for it to not be a sa-statistically significant difference.

GRACE H. MAH: 01:48:39
And that--

MEFULA FAIRLEY: 01:48:40
So there is no particular number that we're looking for, just that when, um, our research data and evaluation department runs their--

GRACE H. MAH: 01:48:49
Analysis.

MEFULA FAIRLEY: 01:48:50
--analysis, that it doesn't come back as s-statistically significantly different.

GRACE H. MAH: 01:48:56
Right. But, but to determine that, I mean, they're doing an analysis, numerical ana-- they, they have some number that's a threshold.

MEFULA FAIRLEY: 01:49:05
Right.

GRACE H. MAH: 01:49:05
So what, what is that threshold number?

MEFULA FAIRLEY: 01:49:08
I think it depends on each, um, subgroup, what their-- what their-- uh, is it 0.05?

GRACE H. MAH: 01:49:15
Mm-hmm.

MEFULA FAIRLEY: 01:49:15
It might be 0.05. Yeah, 0.05. Um, yeah, but, uh, I can't--

GRACE H. MAH: 01:49:24
I-I'm, I'm just, just curious as to how, how exactly is that being measured such that we, we know what the, you know, cutoff is to say failure, as opposed to significant, which, uh, in and of itself, that word is kinda fuzzy. So I'm an engineer, sorry. I like the numbers. Give me a, a number, then I can either hit it or not hit it. Um--

MEFULA FAIRLEY: 01:49:51
So the best I can tell you - I am not a statistician - is 0.05 priority or Z sca-- Z score or something like that.

GRACE H. MAH: 01:49:58
Hmm. Mm-hmm.

MEFULA FAIRLEY: 01:49:59
Um, I could have our statisticians write something for you to explain it, but I can't-- they explain it to me. I explain it to you the best I can.

GRACE H. MAH: 01:50:11
And so it, it appears that, as you're saying, that it is, uh, a statistically significant-- whatever that numerical definition is--

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MEFULA FAIRLEY: 01:50:18 Mm-hmm.

GRACE H. MAH: 01:50:19 --but it is dependent on each different-- I mean, it's not gonna be the same--

MEFULA FAIRLEY: 01:50:22 No.

GRACE H. MAH: 01:50:23 --0.05 for, you know, all the different subgroups, but that each one has a number somewhere and that the charter school has failed to hit that number for some of these subgroups, not all of the subgroups.

MEFULA FAIRLEY: 01:50:37 Correct.

GRACE H. MAH: 01:50:38 But then, also, I, I seem to hear that because, um, the greatest changes in enrollment are in the lower grades, that there is some, um-- I guess I'll, I'll just use the word forgiveness. I can't think of the right word really. But there, there-- you're giving them a grace period to let those younger years kind of roll in to change the, the time.

MEFULA FAIRLEY: 01:51:03 Right.

GRACE H. MAH: 01:51:04 So, um, the corrective action plan didn't talk about that particular time lag or grace period.

MEFULA FAIRLEY: 01:51:15 No, it didn't. And that's one of the reasons why we want them to look at it annually, um, and to make adjustments to it so that they are continually improving that plan.

GRACE H. MAH: 01:51:26 So just if, for instance, they were to, um, you know, every year, report and then show that that statistical variance is hitting the correct number in those younger grades as they move up, then would that still be considered a failure of the corrective plan? I mean, the corrective plan seems to be a, a single instant. And so maybe the corrective plan should give some allowance for this time lapse.

MEFULA FAIRLEY: 01:51:58 Um, yes, that is one of the things that it could do. Also, we would like to see them have some metrics to kind of judge how they are doing with increasing or getting closer to, uh, reflecting the district.

GRACE H. MAH: 01:52:17 But their metrics should be-- or at least kind of no matter what their metrics are, the county office is still going to use these significant statistically valid--

MEFULA FAIRLEY: 01:52:25 Right, but they should set a metri-- like, we are attempting this year to increase our ex-population to this point or by this amount.

GRACE H. MAH: 01:52:37 Well, they should pick a number.

MEFULA FAIRLEY: 01:52:40 Yes, they should.

GRACE H. MAH: 01:52:42 Okay.

MAIMONA AFZAL BERTA: 01:52:45 Are we ready to go to comments, the board? Great. Trustee Sreekrishnan.

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TARA SREEKRISHNAN: 01:52:51
Yeah. Well, um, I second what Director Fairley said. I don't think I could have said it better. But, um, uh, the-- it's sort of in line with what I've-- what I've been thinking. And I think with the, um, conditional approval, um, it sets clear standards for, um, renewal and oversight. And in terms of holding, um, the school accountable to long-standing concerns, uh, that this board has had, um, so I wanted to voice that and, and thank you, Director Fairley. And would also say, you know, I, I also think about the very, uh, substantial negative impacts, uh, if we think about a denial on that-- on this community. So I wanted to share my comments. Thank you.

MAIMONA AFZAL BERTA: 01:53:52
Next. Not all jump at once. I'm just seeing who would like to go next for comments.

JOSEPH DI SALVO: 01:54:05
I'd, I'd like to make some comments, Madam Chair.

MAIMONA AFZAL BERTA: 01:54:08
Okay.

JOSEPH DI SALVO: 01:54:09
Um, I remember, uh, chairing the meeting one time when Bullis was up for renewal. And I turned to Bullis, and I still believe this today. And I said, you have the ability with your wealth and wisdom, education. The school that you've created excels. There's no question. I've been to it many times. I've par-participated in your exit interviews at the end for eighth graders. Project-based is what many schools should get to, place-based, project-based learning. And that's what you were founded as the core principle of your school, but that you should create a similar school for those children on the east side of San Jose, a charter school to come to this board for approval. Because, look, we-- I'm so resentful of what we're doing tonight. I've served as 16 years. I'm not running for reelection. So I'm unencumbered by the politics of this decision.

JOSEPH DI SALVO: 01:55:33
But to spend the kind of time that we're spending on whether it's conditional, whether it's not, whether we approve, whether we deny a school that's, that's working so well for its students, as some have asserted, is wrong. It's just plain wrong. And I think if Gavin Newsom was here tonight, he'd say, "What are you guys doing? This is crazy." Let me read you the scores in the s-six largest school districts in San Jose. In English language arts, only 30.85% of Latinos are, um, proficient in English. The rest are below grade level. For mathematics, it's even worse. It's 18.37% of our Hispanic/Latino population in the sixth largest districts in San Jose, the city I live in, Los Altos, to make-- to say there's a difference between the wealth in Bullis and the wealth in Los Altos is an insult to my intelligence. But that's been asserted tonight. To use separate but equal in this debate is beyond the pale and is also an insult to my intelligence.

JOSEPH DI SALVO: 01:56:57
I don't know what we're doing tonight, spending the kind of time-- I know my trustees, my colleagues are very concerned, and rightfully so. And I appreciate the staff, our council, and the staff, and the preparation of the report. But I think this is-- this is wrong. You know, the, the fact that your children, whether they be at Bullis or Los Altos, your, uh, 9 or other ele-- or 10 other elementary schools, they're gonna thrive because of the foundation you as parents have given them. All children need to thrive. And I'll say it one last time as I go into the sunset. Los Altos, Bullis, you have the ability to create a charter school on the east side of San Jose that does the same things that your school does in Los Altos for the children who need that kind of instructional design. That's all. Thank you for allowing me to make the comments.

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MAIMONA AFZAL BERTA: 01:58:11 Other trustees? Vice President Rocha?

DON ROCHA: 01:58:17 Well, first, I'll start with a thank you to everybody that showed up to testify, provide public comments, and share your experiences. And apologies to those that, um, didn't have an opportunity. It's a difficult situation when we're here to represent the public, and we can't hear from the entire public, but looking at the situation, you know, we're at-- gonna be bumping up to midnight to make a decision. And, you know, I, I feel for you for not being happy with the outcome. So, uh, this is my first go-around with a charter renewal application. I think a lot of us on the board are a bit new to this. So you try and look at what are the norms here and what's expectations of the applicant and staff and the-- and the public. So I've heard some recommendations and concerns raised by staff. I've heard some from the community. I've heard some from the home district. And then I've heard from the charter, um, school applicant.

DON ROCHA: 01:59:08 And the position that, you know, I've heard, and it's my lens, and that's what I'm hearing, is that, generally speaking, and, and that's a generalization, is that what your hearing is not true, it's not accurate, or it's irrelevant. Now, that's-- uh, you know, when you start there, that's a bit difficult to stomach. And the suggestion that this decision is political by any means, and that I'm making a decision in a political sense, um, is offensive because if this was a public school coming to me or even a private school, and they walked in the door with the approach of all these concerns that you've heard from all these, you know, different stakeholders, whether it's professional staff, our legal folks telling us within our jurisdiction, a home district telling us that there are some issues that have concern, public-- members of the public talking about their experiences. And to just say blatantly, "That's all untrue. We're the only ones in this room that are saying anything accurate," if it was a public school telling me that, I'd have the same response and same concern and same frustration and disappointment.

DON ROCHA: 02:00:10 So we're serving the public. There are public dollars involved in your school. And if the public at large is here talking about these concerns and to just dismiss them, I don't see any acknowledgement of-- uh, instead of a tone of, "We recognize there are some issues. We'd like to work with the County Office of Education and/or the community on these." That's not what that letter from the 23rd said. That's not the testimony that I've heard. And if I'm missing it, please sh-- prove me wrong. But I-I'm at a loss as to, you know, that kind of strategic approach. And I guess that's just one that is-- u-using the word political, maybe it's political or maybe it's a legal strategy. So I, I don't know what it is because it's not too common that, um-- in the years that I've been serving that they come b-- from a go-- a governing board and an elected body and say, "We're not budging. This is it. Take it or leave it."

DON ROCHA: 02:01:03 So, you know, you paint us into a corner, and I don't know what your expectation is in terms of a collaborative approach. I know we're gonna be seeing other charter applications. I hope they're all not like this. Um, so w-- I have a question now based upon me sharing my thoughts after listening to testimony for a number of hours at the last one, taking it all in with an objective mind, uh, not a political mind. Uh, if we were to-- based upon what we've heard from the applicant, if we were to approve staff recommendations based upon the letter it received, that they would not accept them. And, at that point, it would be a denial. That's generally where it would leave us. Okay. Thank you. I'll wait for my colleagues to make a motion.

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MAIMONA AFZAL BERTA: 02:01:49
Other comments from board members? Trustee Chon and Trustee Mah.

VICTORIA CHON: 02:01:56
Yeah, I'll keep my comments quick. I know I asked a lot of questions tonight, so-- um, and I appreciate the answers. And, um, I think that w-- I can confidently say that everybody in this room cares about children and cares about the students in LASD and throughout Santa Clara County. And I'm, I'm all for that. Um, but I have concerns with what has happened this evening, the information that we've received in our staff report, and the notices that we have sent over the past two years. We have tried to better things, and I'm not seeing results. I was also, like my colleague, Vice President Rocha, very surprised by the letter that this board received. Um, and our responsibility as a Board of Education is to ensure that all students are served. And it is very, um, concerning to hear, "We are serving all students," and then they're not serving all students. And where are we supposed to go? So with a lack of collaboration, I don't see improvement. And it is our responsibility to ensure that all students are served at any charter school that we authorize. And so I-- whatever the outcome is tonight, I do hope that, if there, um, are conditions of approval, that we do work in order to stop this narrative and to really show that all our schools in Santa Clara County, charter schools are not-- are serving-- are serving all of our students.

MAIMONA AFZAL BERTA: 02:03:32
Trustee Mah.

GRACE H. MAH: 02:03:34
Thank you. Um, I guess, uh, I just wanna make the comment that, along the same lines as Joseph said, uh, the roots of this are 20 years old. I mean, uh, there's, um, a lot of very, very deep roots that, you know, the recent flurry can, you know, trace back to. And that, um, you know, when, when we had the, um-- I forgot what it was called, the pause or the, the agreement to do a five-year hold or something and not have to do the, you know, Prop 39, um, every year where both sides, as I recall, budgeted $1 million each for legal counsel, legal fees because they're gonna, you know, sue and talk to each other and stuff like that. So w-when you had the five-year pause, that was just such a relief for everybody. Um, and so I really wish that, that we could find, you know, yet again, some, some pause, five-year, you know, agreement that, that we're going to not have to have a catastrophe, you know, cause it like COVID or something like that but rather, you know, for the purposes of, of working on, uh, better, um, better demographics that, consensually, we can say, are reflective of the community census or CALPADS or take the average in between, you know, try, try to come into the middle somewhere, instead of way over here and way over there, which was, you know, way back when, as someone was saying, there was the resentment about, "Closing my school." Well, way back when, 20 years, there was a school that got closed, [laughter] okay? So that resentment and strong sentiment is, is still carried through to now. Um, so I, I, um, support the renewal as, uh, recommendation is. And I guess if no one's gonna make a motion, I'll-

MAIMONA AFZAL BERTA: 02:05:53
If we could give all the board members a chance to comment.

GRACE H. MAH: 02:05:55
Okay, sure, uh, make the comments. Got it.

MAIMONA AFZAL BERTA: 02:05:58
Thank you. Trustee Lari, did you wanna make any comments? Okay. So if you'll allow me to make some comments then before we get into motions. Um, I also wanted to just thank everyone for their participation tonight. I think it-it's clear that there's an impact to the Tstudents and community no matter which way you look at this issue.

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Um, and, for me, my decision really is centered on, as a special education teacher and as a parent, the impact that this has on students, students at-- from all, all backgrounds of the community, um, whether it is the local school district or whether it is Bullis. And, from that, we have-- as a board, I think we all make a commitment that students of all abilities, students of all needs, and students of all backgrounds be served. That's the promise of public education. And so my concern continues to be that the data and evidence outlined by the staff analysis clearly shows there's systemic issues.

MAIMONA AFZAL BERTA: 02:07:03

And these issues are s-statistically significant. They're not things that have just been made up. Um, there's disproportionality for some of our most vulnerable student populations. And, and the fact that we have also now been made aware of not just the areas that we issued notices of concern, but other areas in terms of complaints, uh, for failure to serve students with more severe needs than students, um, who've been disenrolled. And so th-that's also concerning to hear because we know that there is an obligation to serve all students under the education code. And I'm concerned that our staff have not had time to, to look into that. And part of that's also because, you know, we're here on this particular day because of the way that Bullis decided to submit their petition, authorizing it on a Sunday evening. And so this, this timeline, I know there was criticism about it but it's-- it was done.

MAIMONA AFZAL BERTA: 02:08:14

Uh, this was star-- uh, it was Bullis's decision to submit it at this point in time. And so I do think, even as it relates to the education code, the data that specifically talks about, Ed Code Section 47605C 5G, which says the means by which a charter school will achieve a balance of racial and ethnic pupils, special education pupils, and English language learners. I'm still not understanding how that can be true when you're looking at even just the breakdown on the slides that Bullis provided. How can we say that students with the most severe needs are being accommodated in a setting of 80% time spent in general education? We have to be looking at students' individualized needs and what they need, not just what the program has to offer. IEPs are supposed to be written to identify the needs of students, and the program should adapt to the students.

MAIMONA AFZAL BERTA: 02:09:18

So it's deeply concerning to see that there's a model that's not fitting the types of diverse needs we know students have. And then going to some of the points I think that Vice President made is the, the bigger issue here that goes beyond politics, because it is political when a public school does not serve all students who wish to attend. And it is political when a school has had the opportunity to collaborate with our staff, to listen to the request of individuals who are experts in this field, who have a lay of the land of charter schools across our county, who are saying these are the types of actions we need to see, and getting the exact opposite of a collaborative response. That's truly not working in the best interest of students. And so I, I really urge-- you know, I, I feel-- I feel for the Bullis community, that you should also know that your-- the Bullis administration is refusing to collaborate, not sending responses, not addressing questions.

MAIMONA AFZAL BERTA: 02:10:29

I mean, that is essentially forcing this board's hand to say, "We have no choice but to deny a charter," to say that we can't place conditions to hold you accountable, to say work with us, address these concerns, to say that we're not allowed to do that, or to say that you're unwilling to work with us, that is a deep concern. And it's also a concern of transparency in terms of the accountability to the public. So that's, that's where I'm really coming from. I'm trying to understand, how can this possibly work with this attitude? Because that's not gonna serve the best interest of all students, all students in the community. That's what matters at the end of the day, all students in

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	the community. And it's dictated by the law, but it's also based on the responsibility we have to serve for the public. I'll stop there. So if there are other questions or comments. Trustee Mah.
GRACE H. MAH: 02:11:36	Sorry, just a question for clarity. So there's so many things flying around. What letter specifically is Vice President Rocha and President Berta referring to that said that they weren't going to cooperate or kind of an all-or-nothing interpretation? Uh, whi-which one of the emails is that one? Today's?
MAIMONA AFZAL BERTA: 02:12:02	I believe it's the letter dated August 23rd. That's included in the board packet.
GRACE H. MAH: 02:12:06	August 23rd. It's in the board packet. Okay. Under the, um, renewal petition or--?
DR. MARY ANN DEWAN: 02:12:13	It's called the-- Trustee Mah, it's called Bullis Response to SCCOE's staff report.
GRACE H. MAH: 02:12:17	Oh, okay. Okay. Okay. Thank you.
DR. MARY ANN DEWAN: 02:12:21	It was posted on Sunday, um, having received it from the charter school--
GRACE H. MAH: 02:12:27	Got it.
DR. MARY ANN DEWAN: 02:12:27	--uh, late Friday evening after the agenda was posted.
GRACE H. MAH: 02:12:30	Thank you very much.
MAIMONA AFZAL BERTA: 02:12:35	Trust-- Trustee Sreekrishnan.
TARA SREEKRISHNAN: 02:12:37	Thank you. And if you want to make the motion, you can but, um, I will move to adopt staff's recommendation. Yeah. And, uh, uh, thank you.
MAIMONA AFZAL BERTA: 02:12:51	Trustee Sreekrishnan has made a motion to adopt staff's recommendation. Is there a second to that motion?
DON ROCHA: 02:13:08	Can I ask a question about the motion, please?
MAIMONA AFZAL BERTA: 02:13:11	Vice President.
DON ROCHA: 02:13:12	I think it's more related to, um-- or not for trustee, but more for staff and the mention of the MOU and the-- and the process by whi-which that MOU would be dealt with. Would that be an MOU that is administratively approved? Um, the scope of that MOU is the conditions. Can you explain to me a little bit more about what the MOU is in the process for that?
DAVINA HARDEN: 02:13:43	In the staff recommendation, the recommendation is that it is an MOU that addresses all of the recommen-- or all of the requirements in the staff analysis and the specific list of conditions. And it would be executed by the superintendent at incorporating the direction from the board tonight.
DON ROCHA: 02:14:05	And what does executed mean? Signed?

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DAVINA HARDEN: 02:14:07	Yes.
DON ROCHA: 02:14:08	Okay. And is there-- is there authority in your mind, given that if there are modifications to it that the superintendent has authority to incorporate those modifications without board approval?
DAVINA HARDEN: 02:14:22	The, the s-- revo-- uh, the resolution says addressing the concerns to the superintendent or designee's satisfaction.
DON ROCHA: 02:14:31	Okay. I'd like to see if you do make this motion-- I'm not saying I'm supportive or not. I'm still weighing the best approach here. That-- if you would be willing to consider-- I'd like to see that, if there's any modification, that, that it comes back to the board.
DR. MARY ANN DEWAN: 02:14:47	Modification to the MOU?
DON ROCHA: 02:14:48	Yeah. That's different from the conditions that we are approving.
DR. MARY ANN DEWAN: 02:14:51	Um, yeah, I would, uh, accept that amendment to the motion.
DON ROCHA: 02:14:55	Thank you.
MAIMONA AFZAL BERTA: 02:14:58	Just to clarify, are you seconding the motion?
DON ROCHA: 02:15:02	Yes.
DR. MARY ANN DEWAN: 02:15:04	Okay. President Berta, having a first and a second, I'd like to read, um, the full, uh, motion, um, just for clarity. And, uh, Vice President Rocha, to also affirm that the MOU would be, um, directly aligned to the board's direction. So we wouldn't-- we wouldn't agree to any conditions, uh, beyond this. So the motion would be to incorporate staff's recommendation. Uh, approval of the res-resolution as proposed by staff conditionally approving for a term of five years and should the MOU not be executed in alignment with the board's direction, alternatively denying Bullis Charter School's renewal charter. This incorporates all of the staff's recommendations, uh, and findings and thus incorporated into the charter. And I wanna specifically note on page 34 in the staff report, um, the-- that this would include the denial of the change to the enrollment preference for admitted siblings.
MAIMONA AFZAL BERTA: 02:16:18	That's, that's correct, yeah.
DON ROCHA: 02:16:20	Yes. I, I still, though, would like to be-- have it included in the motion that, if there's any modification to the conditions or the language that's in front of us in the resolution, that it would come back to the board for approval. Thank you.
MAIMONA AFZAL BERTA: 02:16:31	Yes, so incorporated.
	[silence]
MAIMONA AFZAL BERTA: 02:16:43	Trustee Mah.
GRACE H. MAH: 02:16:45	So I'm maybe not understanding the request that, um-- or the motion is to approve according to the MOU as presented. Is that right?

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MAIMONA AFZAL BERTA: 02:17:02	The staff recommendation.
GRACE H. MAH: 02:17:04	The staff recommendation, which is the MOU as presented with these conditions.
MAIMONA AFZAL BERTA: 02:17:07	Don't have an MOU [crosstalk]--
DR. MARY ANN DEWAN: 02:17:08	The resolution as presented.
GRACE H. MAH: 02:17:10	The resolution as presented, which includes creating this MOU, right? Okay. And, and the MOU is already set or it's not set?
DR. MARY ANN DEWAN: 02:17:21	The MOU would be, um, crafted, um, based on the board's direction. So the board, having made these findings, the MOU will incorporate those things as stated and the resolution as requirements of Bullis Charter School.
GRACE H. MAH: 02:17:36	With the-- with these conditions in the MOU?
DR. MARY ANN DEWAN: 02:17:38	Correct.
GRACE H. MAH: 02:17:39	And so to say that there's going to be any changes is-- where, where are the changes if, if it's being crafted collaboratively, I presume?
DR. MARY ANN DEWAN: 02:17:53	Um, so my understanding from Vice President Rocha's comment is that, if we were to deviate in our, uh, collaboration with Bullis Charter School on the execution of the MOU, if we were to deviate from the findings and the resolution, that that would need to come back to the board. Is that correct?
GRACE H. MAH: 02:18:17	Right. But the-- but the MOU covers a lot more things than just the, um--
DR. MARY ANN DEWAN: 02:18:22	Correct. The-- um, this would be an-- the-- an MOU specific to the conditions, uh, for conditional approval. Um, counsel Harden, would you like to provide further clarification?
DAVINA HARDEN: 02:18:38	Yes. I-- the-- we have sent Bullis an MOU, a more general MOU that covers-- which is mentioned in the staff analysis, that covers a whole range of things. And then there are specific recommendations or specific requirements in the staff analysis. And then there are other recommendations, for example, that if we're negotiating the terms of the MOU with Bullis, we might agree to something that's not even listed in the staff analysis, or it's a recommendation, as opposed to a requirement. And so my understanding of, uh, Trustee Rocha's amendment, and I think it's good if we get clarification, is if the things that are required in th-- as written in the staff analysis were to not be just how they read in the staff analysis, that it would come back to the board.
DON ROCHA: 02:19:35	Yes. But, I mean, even additions, new items, to me, any modification that's not listed in the resolution or-- see, I'm, I'm not-- I wasn't familiar with the fact that we had actually sent over a more general one and what that entails.
DAVINA HARDEN: 02:19:54	So we currently have an MOU and, uh, and-- with Bullis. And so the staff analysis refers to that. And the law has changed since we entered into that. Some best practices have changed. So we've sent over for their consideration a more general

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MOU that addresses insurance as one of the items that's in there, uh, just a variety of issues.

DON ROCHA: 02:20:20 Now, that general one, does that include the conditions that are listed in the resolution?

DAVINA HARDEN: 02:20:23 It does not. It is--

DON ROCHA: 02:20:24 Okay.

DAVINA HARDEN: 02:20:25 It is the county board's practice and, and consistent with the board policy on charter schools, that we provide a, a standard MOU.

DON ROCHA: 02:20:35 Okay.

DAVINA HARDEN: 02:20:36 And so that's what we have already sent. And then we can either do an addendum. But since that hasn't been entered into, the simplest way would be to add additional terms and then execute a single agreement.

DON ROCHA: 02:20:49 Thank you for that clarification. Then I think, for me, the intent is more the, the conditions that are listed and the resolution are the ones that if there are modifications to those that I'd like to see that back before the board, not the more general stuff such as insurance and etc. Thank you.

DAVINA HARDEN: 02:21:04 Thank you.

MAIMONA AFZAL BERTA: 02:21:07 Trustee Chon.

VICTORIA CHON: 02:21:09 I just wanted it to be clear that, um, when we start the process for signing the MOU, if the Bullis Charter School team does not want to enter into the MOU, does that result in an automatic denial?

DAVINA HARDEN: 02:21:23 Yes. According to the resolution, if they don't enter into the MOU and comply with the conditions, then, uh, then the denial findings that you're adopting if you ado-- if you approve this motion would go into effect.

VICTORIA CHON: 02:21:39 And then with the different, um, pieces that are in the resolution, the different, um, terms that we have, if-- when-- if we did not see those terms being followed, would we follow action? What would be the process then afterwards?

DAVINA HARDEN: 02:21:56 Uh, do you mean if we enter i-- we enter into--

VICTORIA CHON: 02:21:58 Enter in-- mm-hmm.

DAVINA HARDEN: 02:21:59 --the MOU and then there's a violation of the MOU?

VICTORIA CHON: 02:22:01 Yes. Thank you.

DAVINA HARDEN: 02:22:02 Then the violation of the MOU would be addressed in the normal manner that we operate in oversight of the charter school. And it would obviously depend on what the item is. We would follow up with them. We might send a notice of concern. We

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would work with them. I mean, the ultimate issue is charter revocation but that is, of course, never the starting point or the intent.

VICTORIA CHON: 02:22:23 Mm-hmm. So that would be similar to what we did in 2021? The process.

DAVINA HARDEN: 02:22:28 That was a particular notice pursuant to this 47607E process. So it would depend on what the non-compliance issue is.

VICTORIA CHON: 02:22:36 I see. Okay. Thank you.

MAIMONA AFZAL BERTA: 02:22:43 Uh, and, uh, I, I just wanted to make sure we have enough information about the, the motion and the exact-- okay. Trustee Mah.

GRACE H. MAH: 02:22:52 Thank you. Um, I guess I do want to at least bring up a, a comment or a discu-- a potential discussion on, um, the preference that, um, is being moved or recommended by staff not to be allowed, which is allowing the sibling preference above the geographic or some--

S0: 02:23:16 [inaudible].

GRACE H. MAH: 02:23:18 Right.

S0: 02:23:18 [inaudible].

GRACE H. MAH: 02:23:22 Right. And so, um, I would propose that, that we allow siblings, uh, as the higher priority because I hate to s-split up families. I mean, the whole point of sending kids to school is that, you know, it's a family unit, so.

DR. MARY ANN DEWAN: 02:23:38 Trustee Mah, the, um, current, um, preference already allows for, uh, siblings that are attending and enrolled.

GRACE H. MAH: 02:23:49 Mm-hmm. Right.

DR. MARY ANN DEWAN: 02:23:52 Um, the, uh, charter requested-- uh, Bullis Charter School requested to extend that preference to those who are admitted, s-- who may not even be enrolled yet. And so, um, our recommendation is to not, um, permit a-admission preference for siblings of students who are admitted but not enrolled. And that's incorporated into staff analysis. So it still allows for siblings, but for si-siblings who are enrolled.

GRACE H. MAH: 02:24:36 [inaudible] enrolled. Got it. Thank you.

MAIMONA AFZAL BERTA: 02:24:42 Trustee Di Salvo.

JOSEPH DI SALVO: 02:24:46 Thank you, Madam Chair. I, um, I won't be supporting this motion. Um, I think that the approval should be unconditional, and I know I don't have an opportunity to vote on that. I think that this-- what we are doing could lead to, um, litigation that we're gonna spend a lot of time on over time. And I think there's so many other-- the question I ask, are the children well? And in so many of our schools that we have some, um, responsibility towards and the students of those schools, they're not well. They're not well in many ways. They're certainly not well in what they're achieving, uh, on the smarter balance assessments. The children here are well. Therefore, I think the tweaks that need to be done can be done without a memo of understanding that

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is probably gonna be litigated. Um, so I don't like us to spend a lot of time on something when I think there's nothing-- based on my view, and I was a principal for 20 years, there's nothing egregious about anything that I've heard, that I've read, that I've heard tonight from any of you, or any of the public, or any of those that came from Los Altos. Nothing egregious. These are small tweaks that may be done over time, uh, and may not be. I, I-- there is an admonishment, though. I-- a-and I'm not gonna support the motion. But the admonishment is to Bullis to-- and to Los Altos Elementary to be much more collaborative and cooperative than you're currently being. That's-- going forward, that's e-- no matter what is done tonight, conditional, unconditional, uh, leads to a denial eventually, which would be wrong but, um, that's what we've heard. Um, so I won't be supporting the motion. Um, I appreciate the work that has been done by everybody. I appreciate all of you being here tonight. I am sorry, personal apology to the children that came to speak that didn't have an opportunity to speak in a meeting where I was a trustee.

MAIMONA AFZAL BERTA: 02:27:23 Other comments from staff be-- or from trustees before we vote? Trustee Sreekrishnan?

TARA SREEKRISHNAN: 02:27:29 I, um, wanted to see and ask, um, if, uh-- to Trustee Di Salvo's point, the conditions, if, um-- and I know this has been sort of addressed in the back and forth, but if we can ask to see if Bullis can meet the conditions that, um, we're setting forth in this motion. And, uh, I know it wasn't ideal from the public commenters but, if appropriate, I wanna ask if, if, if, if Bullis can meet the conditions, you know. Uh, that's-- I want them to respond.

MAIMONA AFZAL BERTA: 02:28:15 If you'd like to respond?

[silence]

MAUREEN ISRAEL: 02:28:30 Sorry, we're, we're confirming 'cause my question is, is i-if it's even possible. Uh, there's so much in the staff report. Um, I, I just-- I just don't understand if it's possible. I don't know if you wanna clarify more.

JOHN LEMO: 02:28:43 I think it's fair to say-- yeah, it's impossible to answer that question. But I think it's fair to say that, that if, if there were simply a, a, a renewal, you know, without the, the imposition of these, the-these conditions, I think it's fair to say that BCS will continue to, to work with the char-ch-- with the charter schools de-- uh, department. I, I, I don't think it's a fair assessment to say that BCS is not cooperating with the charter schools department. But, obviously, we wanna cooperate with the charter schools department.

MAUREEN ISRAEL: 02:29:13 Uh, uh, yes. A-and I'll, I'll just add, uh, this matters deeply. Like, uh, nobody wants to rest on their laurels and say, "We're fine. We're good. R-- approval, right. Move on." Right? Like, I think it continues to be important. This is-- this is my work too, right? This is-- this is my career. This is my profession. This is what I believe deeply. It's what our team believe-- they're still sitting here. It's what our team believes deeply. It's what Veronica does is we, we want to serve as many possible students as we can and, and make sure that we are meeting and, and continuing to grow and diversify in these ways. So by no means would a lack of those existing in an MOU stop us tomorrow from doing that. Uh, uh, this continues to be a core part of, of who I am and what I value and what this team values. So, uh, can-- we don't need that written on a piece of paper for us to know that we're gonna continue to push those ways. Yeah.

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TARA SREEKRISHNAN: 02:30:01 Okay. It's-- that's helpful. Uh, uh, it was a yes, right? I think they said they said-- they said yes, they--

MAUREEN ISRAEL: 02:30:08 [crosstalk] we won't. Yeah.

S0: 02:30:09 No. We cannot [inaudible].

TARA SREEKRISHNAN: 02:30:10 Oh.

MAUREEN ISRAEL: 02:30:11 I just-- yeah.

TARA SREEKRISHNAN: 02:30:11 I heard the opposite. Oh, okay.

S0: 02:30:13 [inaudible].

MAUREEN ISRAEL: 02:30:16 It's, it's between-- uh, if I can just-- I mean, it's setting us up for denial, right? You're asking us to create a metric on something I can't have a metric on. I can't pre-predict the number. What's gonna happen when I'm asked and forced to pre-predict the number of Hispanic students I enroll and that metric now is, is-- doesn't meet that? What happens? Like, uh, uh, it just-- I, I can't pre-predict those things. It's illegal for me to do. So I'm just-- I'm just not set up for success. We're set up to be denied. We're set up to be revoked. That's what's concerning in the conditions to me.

TARA SREEKRISHNAN: 02:30:44 Yeah. And, certainly, that's not my intent. Um, but from my understanding, and it would be great to get clarity from staff, f-from my understanding in reading the conditions, um, you know, there, there aren't, uh, quotas [laughter] in the conditions but, you know, I wholeheartedly don't want this to lead to a denial, whether we're sued or not sued. Um, that's sort of a different story. But can our staff speak to that?

MEFULA FAIRLEY: 02:31:23 Uh, so that could be part of the negotiations for the, the MOU. Um, we are not asking them to come up with quotas. We're asking them to strive to meet a certain goal. So, this year, we, we enrolled one more Hispanic/Latino student. Next year, we'd like to try to enroll two. So what can we do to do that? No quotas.

TARA SREEKRISHNAN: 02:31:56 Okay.

MEFULA FAIRLEY: 02:31:57 If they don't meet the goal, they don't meet it, as long as they are showing that they have attempted to recruit additional students.

TARA SREEKRISHNAN: 02:32:07 Do you think since-- I think the superintendent wants to speak.

MAUREEN ISRAEL: 02:32:11 But that's not the language of the MOU. The MOU explicitly says, if we don't meet the conditions set, then we would be revoked. So that is the intent of it. Yeah.

TARA SREEKRISHNAN: 02:32:19 Do you think we could-- I'm glad we're having this discussion--

MAIMONA AFZAL BERTA: 02:32:21 And if we could--

TARA SREEKRISHNAN: 02:32:22 --first and foremost. Um--

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MAIMONA AFZAL BERTA: 02:32:23 --the responses should be specific to questions that trustees are asking.

TARA SREEKRISHNAN: 02:32:28 I, I appreciate that though, uh, Superintendent Israel. But, um, I, I think it's great we're talking about this. Um, and I don't know if it means clarifying the resolution language, but I know the intent of my motion is not to deny or set anyone up for failure. Um, so do you think the conditions could be clarified for the public right now?

MEFULA FAIRLEY: 02:32:56 Um, I can read them.

[silence]

MEFULA FAIRLEY: 02:33:11 Okay. So I'm looking at, uh, page five of-- thank you. Of the resolution. And it says the MOU and/or addendum thereto shall address all of the following requirements on, uh, terms acceptable to the county superintendent. So address, remediate each of the items identified as requiring remediation, correction, updating, and/or identified as a condition of renewal in the staff report and analysis of findings. Second one is to specify that Bullis will continue its efforts to-- in accordance-- I can't really see. In accordance with its enrollment action plan to address the issue of serving all students who wish to attend as the same-- as the same may be updated from time to time to ensure equitable access to attendance at Bu-- at Bullis's-- at Bullis and to increase its enrollment of historically underserved student groups who are underrepresented at Bullis as compared to LASD. Um, Bullis shall-- number three, Bullis shall announced the number of openings at each grade level prior to commencing the open enrollment period each year in order to avoid the possibility or perception that the number of openings is affected based on who applied. Um, if the number of openings would result in an overall decrease in the enrollments basis from the prior year, Bullis shall explain in writing to SCCOE the reason for the enrollment reduction. After that announcement, Bullis may increase the number of enr-- o-- of openings in any grade level but may not decrease the number of seats at any grade level for that open enrollment and lottery period. Bullis shall inform SCCOE should it increase the number of openings after the original announcement, including providing a written explanation as to the basis for the increase. Number four, Bullis shall unequiv- unequivocally-- quivocally, whatever, um, commit to offer students each of the a- announced open seats at each grade level and the order drawn in the lottery in accordance with all requirements and described in the portion of the staff analysis addressing the admission policies and procedures element of the charter until all such openings have been filled and/or there are no more applicants for the seats. Number five, Bullis's updated plan shall include metrics for measuring the success or effectiveness of the plan and its components. This section of the plan will include the following information, which may be summarized in a table. An identified metric which measures measures, uh, measures that will b-- r-- uh, sorry, sorry. Measures that will provide actionable data related to enrollment. So, um, an example, students who are socioeconomically disadvantaged. It'll include a methodology which explains how the metric will be measured to ensure valid and reliable results. For example, the number of percent of students who are socioeconomically disadvantaged who enrolled in the last open enrollment period. It will include a data source, the origin of the data, in other words, from where the data s-- will come. Um--

TARA SREEKRISHNAN: 02:36:47 Director Fairley.

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MEFULA FAIRLEY: 02:36:48 Yes.

TARA SREEKRISHNAN: 02:36:48 I, I didn't-- and I apologize. I didn't mean for you to read the whole thing.

MEFULA FAIRLEY: 02:36:51 Okay.

TARA SREEKRISHNAN: 02:36:52 But I really appreciate that but--

MEFULA FAIRLEY: 02:36:53 All right. Sure.

TARA SREEKRISHNAN: 02:36:54 --I guess I would like to know-- I mean, I, I-- um, perhaps I should have, uh, asked some of these questions earlier. But, um, if there are certain conditions that, you know, um, Bullis, uh, feels like are unachievable. When I read through it, it looked achievable to me. Um, but I figured it'd be good to address, uh, that right now.

MAIMONA AFZAL BERTA: 02:37:27 Trustee Chon.

VICTORIA CHON: 02:37:29 Uh, I would not be comfortable, like, going in-- this-- that-- this-- that will take hours. Um, that is why the MOU is written, that it c-- it's at the discretion of the county superintendent or their designee, and Vice President Rocha has said that, if there are changes, they'll come back to this board. Um, I don't think that it's appropriate right now to sit and talk about all of the, um, 7 pages. The 12-page, uh, uh, resolution has been posted on board docs. And so I, I think we need to, um-- I, I will--

MAIMONA AFZAL BERTA: 02:37:59 Call [crosstalk].

VICTORIA CHON: 02:38:00 Yeah. I'll, I'll call the question, but I can't do that while I speak. So I'll wait to see if there's anybody else. And if there isn't, then I'm gonna call the question, following, you know, procedures.

MAIMONA AFZAL BERTA: 02:38:11 Any other comments?

VICTORIA CHON: 02:38:13 Oh, I will call the question.

MAIMONA AFZAL BERTA: 02:38:16 All right. The question has been called on this item, so we will proceed to a vote.

DR. MARY ANN DEWAN: 02:38:25 Um, we'll do a roll call vote. Um, Trustee Mah.

GRACE H. MAH: 02:38:32 No.

DR. MARY ANN DEWAN: 02:38:38 Um, Trustee Sreekrishnan.

TARA SREEKRISHNAN: 02:38:40 Aye.

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DR. MARY ANN DEWAN: 02:38:42 Vice President Rocha. Trustee Lari. Trustee Di Salvo.

JOSEPH DI SALVO: 02:38:48 No.

DR. MARY ANN DEWAN: 02:38:49 Trustee Chon. And President Berta?

MAIMONA AFZAL BERTA: 02:38:53 No.

DR. MARY ANN DEWAN: 02:38:57 You have four, uh, no votes and three yes votes. Um, the motion fails.

MAIMONA AFZAL BERTA: 02:39:15 I think, given-- and we can go around for more comments and entertaining another motion. But given the comments that it doesn't appear that Bullis is going to agree to any types of conditional approval is I believe what I heard. Is that-- is that accurate? So that essentially is leaving us with two options, Trustee Mah.

GRACE H. MAH: 02:40:00 I guess, uh, I would like to understand if it's possible to get an idea of which of these conditions Bullis feels they cannot meet. I mean, if they're-- if they're comfortable saying.

S0: 02:40:15 [crosstalk].

GRACE H. MAH: 02:40:17 I know, you kind of asked that but, but we didn't get the answer. I mean, is it all the conditions that we can't be met? Or at least, for me, it seems like it's the one that says they are required to produce annual targets, a plan for achieving the target, but there's no, um, penalty for not meeting the target, as Director Fairley was saying. So is, is that, for instance, one of the conditions that--?

JOHN LEMO: 02:40:48 When you're talking about targets and failing to meet them, th-that's-- in Supreme Court language, that's, that's a soft quota.

GRACE H. MAH: 02:40:54 Hmm.

MEFULA FAIRLEY: 02:40:55 We, we can't do that. We're-- w-we're-- uh, we don't have a-- we, we don't have a board here. We can't make a-- we can't agree--

GRACE H. MAH: 02:41:02 Sure. Mm-hmm.

MEFULA FAIRLEY: 02:41:02 --to, to, to some group of conditions. What I would suggest and what I think w-- I, I can comfortably say we can commit to is, if the-- if the charter is renew-renewed just pursuant to law a-as it's presented, without conditions, you could direct staff to work with Bullis. And Bullis, the superintendent here, our s-- the chief staff of Bullis is here. She can commit to work with SCCOE staff on, uh, not conditions of renewal, but perhaps protocols for, uh, the lottery and, and so forth that would meet some of the concerns that S-- SCCOE staff has presented. But, but that's something that has to be vetted through the-- through the-- through the BCS board. And maybe there's other things too that could be discussed between SCCOE staff and BCS that could be addressed even in an MOU perhaps, but not as a condition of renewal. And th-- and, and what would that-- how that would look is, um, if those things are not met, it's not, uh, automatic, uh, denial of the charter, which is c-completely impermissible. What it is, it would be a, a, a breach of the MOU agreement and then they, they

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would have, uh, their authority under the MOU. And I think this is already in the current MOU, that, uh, it's the power of charter, so they could give a notice to cure, notice of concern, and even, like, theoretically start a revocation proceeding if that, you know, is not met, and that would come to you as a board. But that seems to be the m-more appropriate path here. Just renew the charter and direct your staff to--

MAIMONA AFZAL BERTA: 02:42:38 So we-- it's-- we have have a point of order, so--

VICTORIA CHON: 02:42:41 Um, I, I, I don't think that-- I, I appreciate that you wanna speak, but I don't think that that's answering the question. This is getting into debate of the MOU. I don't think it's appropriate. So is this appropriate for him to continue? So, uh, that is my point.

JOHN LEMO: 02:42:54 I, I was asked about the MOU. I apologize if I--

VICTORIA CHON: 02:42:55 No, I was talking to President Berta. Thank you.

MAIMONA AFZAL BERTA: 02:42:57 That was not the, the specific-- um, the question.

JOSEPH DI SALVO: 02:43:01 May I make a motion?

MAIMONA AFZAL BERTA: 02:43:05 Go ahead.

JOSEPH DI SALVO: 02:43:08 I move approval of Bullis Charter Schools renewal for a period of seven years, adoption of a re-resolution of approval, and that the board, um-- am I reading the right one? Without conditions. Yeah, approving the renewal charter as submitted without conditions. Um, so I would-- so that's my motion. I move approval without conditions of the charter for seven years with the fact that-- I don't know who directs staff, but I would like the issues that the board is concerned about, then staff concerned about, is to be addressed over time during those seven years. I say seven years because I think this community has to-- has to understand it's gonna be there for a while, and they have to work to make the situation better collaboratively and cooperatively. And if it's five years, you could wait it out. It's kind of like a presidential election. You could wait out a president in four years. But if it's seven, it's hard to-- you got to figure out it's gonna be here. Let's make it ha-- let's work together like we haven't worked before. That's my motion and--

GRACE H. MAH: 02:44:20 I second it.

MAIMONA AFZAL BERTA: 02:44:24 We have a motion from Trustee Di Salvo and a second from Trustee Mah. Let me see if I can rephrase or Trust-- uh, Dr. Dewan, were you able to capture the motion?

DR. MARY ANN DEWAN: 02:44:37 Um, I was, but I believe we will need to take a recess to prepare that resolution.

MEFULA FAIRLEY: 02:44:46 Yes, we would nee-need to take a recess. And I also wanted to, uh, mention, um, that it might be helpful to include in the motion, um, your plans on the preferences.

DR. MARY ANN DEWAN: 02:45:00 Yes. Um, so, Trustee Di Salvo, the question is that, um, without conditions, but also denying the request to add admission preferences for siblings of students who are simply admitted to, rather than already attending Bullis.

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JOSEPH DI SALVO: 02:45:20 I could make that amendment.

DR. MARY ANN DEWAN: 02:45:22 Thank you.

GRACE H. MAH: 02:45:23 Yeah. I could accept that amendment as a second.

MAIMONA AFZAL BERTA: 02:45:37 So we will take a recess while staff prepares that.

DON ROCHA: 02:45:40 Is it-- is it possible to do a straw poll before we spend staff time on it?

DR. MARY ANN DEWAN: 02:45:49 [inaudible] the board and the public need to know what they're voting on, but if you don't count it as a vote.

MAIMONA AFZAL BERTA: 02:45:54 Even if a motion and a second has been made, don't we have to vote on it?

DR. MARY ANN DEWAN: 02:45:56 [crosstalk] pretty sure.

MAIMONA AFZAL BERTA: 02:45:58 Yeah. If a motion and a second [inaudible].

DON ROCHA: 02:46:00 I, I hear you. I just was wondering if you can--

MAIMONA AFZAL BERTA: 02:46:02 [inaudible].

DON ROCHA: 02:46:03 Yes, I understand.

[silence]

MODERATOR: 02:46:15 Thank you for your patience. We're gonna reconvene. Um, and sta-- so printed copies are on its way, but we can pull it up on the screen.

MAIMONA AFZAL BERTA: 02:46:29 So just to reiterate, they're, um-- printed copies are being prepared of the resolution, are on their way, and a digital copy will be pulled up on the screen.

DR. MARY ANN DEWAN: 02:46:42 This is necessary for the board to see, um, before the roll call vote is taken.

MAIMONA AFZAL BERTA: 02:46:50 And it's being uploaded into board docs.

DR. MARY ANN DEWAN: 02:46:52 It is up-- it is in board docs currently and we're, we're gonna pull that up open right now. You, you may have to refresh, um, but yes, it was added to board docs.

[silence]

DR. MARY ANN DEWAN: 02:47:26 It's called 8-27 Resolution Approving Bullis Renewal.

[silence]

DR. MARY ANN DEWAN: 02:47:48 President Berta, I'll take the role whenever you direct. Just wanna allow adequate time for the board to see the content of the resolution. Yeah. And, Olivia, if you'd like to scroll through, um, slowly so the, um, community can see.

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[silence]

MAIMONA AFZAL BERTA: 02:50:13 If there are no further comments or questions from the board, we can proceed to a vote.

DR. MARY ANN DEWAN: 02:50:20 And so we had a motion from Trustee Di Salvo and the second, Trustee Mah. Uh, roll call vote. Uh, President Berta.

MAIMONA AFZAL BERTA: 02:50:29 No.

DR. MARY ANN DEWAN: 02:50:30 Trustee Chon.

VICTORIA CHON: 02:50:32 No.

DR. MARY ANN DEWAN: 02:50:33 Trustee Di Salvo.

JOSEPH DI SALVO: 02:50:34 Yes. Aye.

DR. MARY ANN DEWAN: 02:50:35 Trustee Lari. Trustee Mah.

GRACE H. MAH: 02:50:39 Yes.

DR. MARY ANN DEWAN: 02:50:41 Vice President Rocha.

DON ROCHA: 02:50:43 No.

DR. MARY ANN DEWAN: 02:50:44 And Trustee Sreekrishnan.

TARA SREEKRISHNAN: 02:50:47 Yes.

DR. MARY ANN DEWAN: 02:50:49 A motion fails. Four nos, three yeses.

MAIMONA AFZAL BERTA: 02:51:03 Given the other motions that have been made and as well as the ca-- comments from, uh, Bullis Charter School, if I could use-- make a point of personal privilege since we've heard other motions, I'd like to make a motion to move the denial of Bullis Charter School's renewal, the charter and adoption of the renewal of denial, adopting sta- staff's recommended findings of denial, and finding that Bullis Charter School's corrective action plan, pursuant to Education Code Section 47607E has been unsuccessful and rejecting the proposed conditional approval and conditions of approval.

TARA SREEKRISHNAN: 02:51:41 I'd like to make an alternate motion if that's appropriate. I, I--

MAIMONA AFZAL BERTA: 02:51:49 I will-- if, if, if we have a second, yes. So--

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DR. MARY ANN DEWAN: 02:51:50 Motion on the floor, then you need to wait for a second.

S0: 02:51:54 Yes.

MAIMONA AFZAL BERTA: 02:51:56 A second from Trustee Chon.

DR. MARY ANN DEWAN: 02:52:02 We would need to recess to prepare the denial, um, resolution for the board and the public.

TARA SREEKRISHNAN: 02:52:14 Can I make my alternate motion now?

MAIMONA AFZAL BERTA: 02:52:19 We're s-- technically supposed to if you want to make a comment.

TARA SREEKRISHNAN: 02:52:24 I-- well, my alternate motion, um, whenever it's appropriate to make, is to go back to my first motion of, uh, uh, approval using a staff recommendation. So I wanna put that on the table too.

MAIMONA AFZAL BERTA: 02:52:42 We will procedurally, uh, go through the motion and the second first. So staff will be preparing the resolution based on the current motion.

[silence]

MAIMONA AFZAL BERTA: 02:53:07 We will be reconvening again. The resolution has been posted on board docs, and we are receiving pa-paper copies momentarily. The resolution will also be pulled up on the screen.

[silence]

DR. MARY ANN DEWAN: 02:54:37 There are, um, printed copies if any members of the public would like to see them. Um, we'll have them in the-- just raise your hand. It is posted in board docs if you wanna see it on your phone.

[silence]

MAIMONA AFZAL BERTA: 02:56:07 All right. Given the item has been posted and available in print and projected on the screen, um, if there are no other comments or questions, we will move to a vote. Trustee Sreekrishnan.

TARA SREEKRISHNAN: 02:56:24 Thank you, President Berta. Um, and, um, I know my-- I have my other motion that, um, is, I guess, not technically on the floor but I want to clarify that, for that motion, I do support, uh, Trustee Rocha's amendment about having the, uh, edits to the MOU come to the board so we can have, uh, more oversight. And I will be a, a no on this motion. Thank you.

DR. MARY ANN DEWAN: 02:56:56 You want me to take the roll call?

MAIMONA AFZAL BERTA: 02:56:57 Yes, please. We'll do a roll call vote.

DR. MARY ANN DEWAN: 02:56:59 U, roll call vote. Um, Trustee Sreekrishnan.

TARA SREEKRISHNAN: 02:57:04 No.

Documentary Record 002111

DR. MARY ANN DEWAN: 02:57:05 Vice President Rocha. Trustee Mah.

GRACE H. MAH: 02:57:10 No.

DR. MARY ANN DEWAN: 02:57:11 Trustee Lari. Trustee Di Salvo.

JOSEPH DI SALVO: 02:57:16 No.

DR. MARY ANN DEWAN: 02:57:18 Trustee Chon.

VICTORIA CHON: 02:57:19 Aye.

DR. MARY ANN DEWAN: 02:57:21 And President Berta.

MAIMONA AFZAL BERTA: 02:57:23 Aye.

DR. MARY ANN DEWAN: 02:57:28 So you have three yeses, three nos, and one abstention, motion fails.

MAIMONA AFZAL BERTA: 02:57:35 Would you like to make your motion?

TARA SREEKRISHNAN: 02:57:39 Um, I think you-- did you call on me?

MAIMONA AFZAL BERTA: 02:57:42 I had because she had previously had her hand up.

TARA SREEKRISHNAN: 02:57:45 I, I-- but I have something to say.

MAIMONA AFZAL BERTA: 02:57:48 Right.

TARA SREEKRISHNAN: 02:57:48 Uh, yeah. I have my motion, uh, the original one. So we can, uh, conditionally approve.

MAIMONA AFZAL BERTA: 02:57:56 Can you clarify with the MOU? Are you asking for any MOU to be approved by this board?

TARA SREEKRISHNAN: 02:58:05 So that would be-- that's very interesting. And I wanted to hear from staff what the difference would be of having it go to the superintendent or the board. Um, in our previous motion, it was the edits come to the board, and that makes sense. And, you know, I don't-- um, there-- I think there are pros and cons to having the MOU come to the board. And so I'd love to get clarity on the difference.

S0: 02:58:38 [inaudible] the microphone.

DR. MARY ANN DEWAN: 02:58:40 Yes, sorry. We, we had to charge them.

Documentary Record 002112

DAVINA HARDEN: 02:58:47
If you-- if you follow the process that was in the prior motion where then the standard MO-- MOU, it's, it's consistent with the board policy that says that it goes through the superintendent, and it's consistent with the, the delegation to the superintendent and staff to do kind of the ongoing oversight. But with the proviso that these par-- like, the particular conditions that are specifically incorporated by this motion, if we deviate from those during the negotiations, they would come back so that the board would have the authority to say yes or no. If the whole thing has to come back, even if it's exactly what's already approved, then it's just another-- it has to come back to the board.

TARA SREEKRISHNAN: 02:59:37
Okay, 'cause my worry about, um, having us approve any MOU is we're not in the negotiations that our staff and our superintendent is. So I'm gonna keep the original motion.

MAIMONA AFZAL BERTA: 02:59:53
Trustee Mah.

GRACE H. MAH: 02:59:55
So I'd like to, uh, make a friendly amendment that, um, the condition number five be removed, but the other conditions, I think, stay, or at least I'd like to, um, maybe ask a question before I make that friendly amendment. Is that okay?

MAIMONA AFZAL BERTA: 03:00:20
You wanna ask a question and then make a--

GRACE H. MAH: 03:00:22
O-of the petitioner.

MAIMONA AFZAL BERTA: 03:00:25
Can we see if there's a second to the current motion first? Friendly amendments.

GRACE H. MAH: 03:00:30
Oh, well, I'll second. Yeah.

MAIMONA AFZAL BERTA: 03:00:32
Okay.

GRACE H. MAH: 03:00:33
I'll second with my friendly amendment. I mean--

TARA SREEKRISHNAN: 03:00:35
What's your amendment?

GRACE H. MAH: 03:00:36
My amendment is to remove item number five, the one that says they need to come up with targets and metrics that are kind of like quotas.

TARA SREEKRISHNAN: 03:00:46
Well, th-- it-- they're not quotas. They're goals, right? I feel like that's different.

GRACE H. MAH: 03:00:53
So it's, you know, eas-easily interpre-interpreted in various ways. I just assumed--

TARA SREEKRISHNAN: 03:01:05
I mean, is there a way we could clarify item five to, to clarify that it's, it's, it's a goal and it's something to strive for, as Director Fairley mentioned? I'm open to that. I don't want to just cut it out.

GRACE H. MAH: 03:01:20
And that-- and that-- and that there's no penalty for meeting or not meeting it.

Documentary Record 002113

TARA SREEKRISHNAN: 03:01:25 I think that is getting a bit too granular in, in terms of--

GRACE H. MAH: 03:01:28 No, I mean, and so--

TARA SREEKRISHNAN: 03:01:29 I don't-- so I don't accept that.

GRACE H. MAH: 03:01:30 --kind of what-what's the point of that? I don't-- I don't know.

MAIMONA AFZAL BERTA: 03:01:33 So I'm gonna go to a-- uh, another trustee just to keep us-- Trustee Lari.

S0: 03:01:39 [inaudible].

GRACE H. MAH: 03:01:41 Can't hear.

RAEENA LARI: 03:01:45 You're including, uh, Vice President Rocha's, uh, um, amendment in--

TARA SREEKRISHNAN: 03:01:50 Yes.

RAEENA LARI: 03:01:51 Right. Okay. Which is like any MOU change or anything come to the board?

TARA SREEKRISHNAN: 03:01:56 Yeah.

MAIMONA AFZAL BERTA: 03:02:01 In the MO-- I'm sorry, I'm still confused on the MOU piece. Are you saying any changes to-- but we don't know exactly what's going to be in the MOU. So how could we say if there's changes made to the MOU?

TARA SREEKRISHNAN: 03:02:13 It's the exact motion we, we had just a while back.

MAIMONA AFZAL BERTA: 03:02:18 I know. I'm, I'm just con-- puzzled by it a little.

TARA SREEKRISHNAN: 03:02:20 It's, it's-- if, if staff deviates from what is in the resolution w-- 'cause in the resolution, it states what will go in the MOU. If they deviate from that, it has to come to us for approval, any edits?

DAVINA HARDEN: 03:02:41 To the conditions.

MAIMONA AFZAL BERTA: 03:02:42 To the conditions. It makes sense. Like, uh, it just-- I don't think everything's outlined in detail, so it's hard for me to personally support that of-- without knowing what's gonna be in the MOU exactly, to know what the deviations could be that would cause that. But understood. So just to clarify, Trustee Mah, did you second that motion or did you not second that motion?

GRACE H. MAH: 03:03:13 Sorry, because, um, Trustee Sreekrishnan didn't accept my friendly amendment.

MAIMONA AFZAL BERTA: 03:03:17 Okay. So--

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TARA SREEKRISHNAN: 03:03:18	I, I accept a friendly amendment to clarify that it's not a quota. And so I don't think that we need to cut it out.
MAIMONA AFZAL BERTA: 03:03:29	So I don't think that we have a second then right now. Do you--?
DON ROCHA: 03:03:33	Uh, if I may, I'll second. But I'd like to go a step further than my last friendly amendment, which is I'd like to have just the MOU come back for a public review. So the public has an opportunity to see it, so regardless of a change or not.
TARA SREEKRISHNAN: 03:03:50	Accept. Accepted, Don.
DON ROCHA: 03:03:52	I appreciate your willingness to do that [crosstalk]--
MAIMONA AFZAL BERTA: 03:03:53	Can you re-- can you restate what your motion is? And then I'll go to, uh, Trustee Chon.
TARA SREEKRISHNAN: 03:03:57	My motion is to approve with the conditions that staff set forth and to have the MOU come to the board, but it should be negotiated by staff and come for final approval to the board.
DON ROCHA: 03:04:17	Great job.
TARA SREEKRISHNAN: 03:04:19	I think Don seconded it. Thank you.
MAIMONA AFZAL BERTA: 03:04:22	All right. Trustee Chon.
VICTORIA CHON: 03:04:25	Isn't the MOU just gonna be the conditions?
S0: 03:04:29	Just don't fight it.
DR. MARY ANN DEWAN: 03:04:31	Yeah. It's largely-- there's another part of the MOU. That's the, like, the standard pieces, the insurance. And so the large pieces that would be negotiated are-- would not be ne-negotiated and that we would attempt not to deviate from are the conditions. And a question we would have, uh, Vice President Rocha, is for that to come for approval, um, for consent, action, or for information. You said for the public--
DON ROCHA: 03:05:04	I'd like to have it come for approval, please.
S0: 03:05:07	Thank you for clarifying.
VICTORIA CHON: 03:05:07	Can I ask a clari-- so, uh, Vice President Rocha, your additional step further is this comes back, period.
DON ROCHA: 03:05:14	The MOU does, yes. And not-- and I know the direction of your staff is to be consistent with the conditions as are laid out.
VICTORIA CHON: 03:05:21	Mm-hmm.
DON ROCHA: 03:05:22	But there's no guarantee that that is gonna be it. There may be some modifications. There may be some concessions. We don't know what we don't know. So I'm interested in seeing it one way or another, just also for the public review is part as well. Thank you.

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VICTORIA CHON: 03:05:34 Okay. Thank you.

DR. MARY ANN DEWAN: 03:05:37 Did you need to speak to that? Oh, sorry.

MAIMONA AFZAL BERTA: 03:05:48 Okay. Are there any other comments or questions on this motion?

DR. MARY ANN DEWAN: 03:06:02 So we will go to--

DAVINA HARDEN: 03:06:05 Now I guess I do have to speak. Um, because it's gonna come back to the board, the motion includes a, a later date at the superintendent's discretion, but I don't know what the December board date is, but we might want it to-- the date in here for signing the MOU maybe should be--

MAIMONA AFZAL BERTA: 03:06:26 Earlier.

DAVINA HARDEN: 03:06:27 Co-- no, no, correspond to the board meeting. When's the board meeting?

DR. MARY ANN DEWAN: 03:06:35 The, the December meeting is, um, December 18th, I believe. No. No. Uh, December 18th and, um, the resolution said December 6th.

JOSEPH DI SALVO: 03:06:57 Can I ask a point of order since I will not be here in that December meeting? Um, does my replacement-- could he or she vote at that time, even though they didn't hear-- they weren't at this time?

DAVINA HARDEN: 03:07:14 It'll be approval of an agreement that will be before them.

JOSEPH DI SALVO: 03:07:17 Okay.

MAIMONA AFZAL BERTA: 03:07:26 [inaudible] the date.

GRACE H. MAH: 03:07:27 Actually, another, uh, point of order, I guess, is I think, um-- are we talking about December 4th or is it not December 4th?

MAIMONA AFZAL BERTA: 03:07:36 There's no meeting on the 4th.

GRACE H. MAH: 03:07:37 Okay. Yeah.

S0: 03:07:41 Do we have a clarified date?

S0: 03:07:44 I would--

DR. MARY ANN DEWAN: 03:07:44 Uh, the meeting is December-- the board meeting is December 18th. So my estimation would be that the MOU would need to be fully executed by the same date, December 6th, in order to be on the board's agenda, unless--

DAVINA HARDEN: 03:08:01 Executed by Bullis by that date, as opposed to fully executed 'cause it would be approved by the board.

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DR. MARY ANN DEWAN: 03:08:10 Correct. Right, in order to be on the board's agenda and time for the 18th.

DAVINA HARDEN: 03:08:21 So that's a slight difference. It currently says fully executed, which mean-- would have meant also signed by the county superintendent, but it only will need to be executed by Bullis by that date so that it will come here for approval before execution.

MAIMONA AFZAL BERTA: 03:08:39 Okay. Any questions about that? Trustee Chon.

DR. MARY ANN DEWAN: 03:08:51 If it were coming for consent, it would be signed by both the school and the superintendent. But the request was for the board to act. So we would have Bullis sign it, but I would not sign it until after the board takes action.

MAIMONA AFZAL BERTA: 03:09:09 I see. Okay.

DR. MARY ANN DEWAN: 03:09:17 If you want consent, then it would be fully executed. If you want the board to act, then it would not be fully executed.

VICTORIA CHON: 03:09:24 Well, then that means that when it comes to us on December 18th, Bullis would have, if they choose to sign it, would have been signed already. So thus, then we would-- weould be unable to make any additional changes.

DAVINA HARDEN: 03:09:40 No, because it w-- they would have signed, and if the board directs changes, then it will go back for-- to work with Bullis and see if they'll sign it with the board's changes. The motion does include full execution by a later date as designated by the superintendent as well.

MAIMONA AFZAL BERTA: 03:10:05 Okay. Staff able to capture the changes in the motion before we take a rec-- confirmed that they haven't. No. Okay. All right. So the motion is captured as-- [inaudible] read. The motions to approve the staff recommendation and approval of the resolution proposed by staff with the addition that the MOU return to the board for approval at the December 2024 meeting, conditionally approving for a term of five years, and alternatively denying Bullis Charter School's renewal charter. Motion by Trustee Sreekrishnan seconded by, uh, Vice President Rocha. You can do a vote, please.

DR. MARY ANN DEWAN: 03:11:02 President Berta.

MAIMONA AFZAL BERTA: 03:11:03 No.

DR. MARY ANN DEWAN: 03:11:06 Trustee Chon.

VICTORIA CHON: 03:11:08 No.

DR. MARY ANN DEWAN: 03:11:09 Trustee Di Salvo?

JOSEPH DI SALVO: 03:11:11 No.

DR. MARY ANN DEWAN: 03:11:13 Trustee Lari. Trustee Mah.

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GRACE H. MAH: 03:11:18 — No, sorry.

DR. MARY ANN DEWAN: 03:11:20 — Vice President Rocha. And Trustee Sreekrishnan.

TARA SREEKRISHNAN: 03:11:24 — Aye.

DR. MARY ANN DEWAN: 03:11:26 — Motion fails. Four nos, three yeses.

MAIMONA AFZAL BERTA: 03:11:34 — Trustee Mah.

GRACE H. MAH: 03:11:36 — So I make a motion that we approve the, um-- approve the renewal for a time period of five years with, uh, no conditions, but kind of as a side comment that we follow through with the, uh, you know, letter of concern, process of revocation, if the regular processes of, um, checking up on demographics and as things change over time, as we anticipate, uh, that we follow that regular process. So the motion is approve, no conditions, only five years.

MAIMONA AFZAL BERTA: 03:12:31 — Is there a second?

DAVINA HARDEN: 03:12:35 — I just wanted to clarify whether that includes or d-- includes omitting or denying the preference for siblings of accepted students or not?

GRACE H. MAH: 03:12:48 — I'll just not deny it. I'll just take it as it is. If that's okay with you.

DR. MARY ANN DEWAN: 03:12:58 — That's a slight variation to a, a m-- a resolution you've already seen. Um, we can make those-- that's not significantly different than the other motions, so we can take action based on the board having seen an approval resolution and the public having seen the approval resolution with those two changes, seven to five, and without the admittance preference.

MAIMONA AFZAL BERTA: 03:13:31 — Okay. If there are no other comments or questions, we can vote on that motion if it's-- uh, is it prepared yet?

[silence]

MAIMONA AFZAL BERTA: 03:13:55 — Okay. It's prepared. All right. So we have the motion to approve the resolution that was previously uploaded, uh, for a period of five years, no conditions, by Trustee Mah and seconded by Trustee Di Salvo. We can do a vote.

DR. MARY ANN DEWAN: 03:14:12 — Trustee Sreekrishnan.

TARA SREEKRISHNAN: 03:14:14 — Aye.

DR. MARY ANN DEWAN: 03:14:16 — Vice President Rocha. Trustee Mah.

GRACE H. MAH: 03:14:21 — Yes.

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DR. MARY ANN DEWAN: 03:14:22 Trustee Lari. Trustee Di Salvo.

JOSEPH DI SALVO: 03:14:26 Aye.

DR. MARY ANN DEWAN: 03:14:28 Trustee Chon. And President Berta.

MAIMONA AFZAL BERTA: 03:14:31 No.

DR. MARY ANN DEWAN: 03:14:34 Four nos, three yeses. Motion fails.

MAIMONA AFZAL BERTA: 03:14:36 Vice, Vice President Rocha.

DON ROCHA: 03:14:40 Just a point of order question is, if we are un-unable to come to a motion as much as this process is-- sure. Well, I'll leave it at that. So what happens if we don't come to a motion?

MAIMONA AFZAL BERTA: 03:15:01 Or to counsel to confirm.

DAVINA HARDEN: 03:15:05 This board is the body that can approve or deny their renewal. So if it doesn't happen today, it would have to come back for further action.

DON ROCHA: 03:15:17 And if we're not able to come to a decision, we just Groundhog's Day until we all term out. [laughter] That's well played by Bullis then if that's the case.

DAVINA HARDEN: 03:15:33 Um, there's, there's no automatic renewal.

DON ROCHA: 03:15:38 No, no precedent for this. You have no idea. You can say, uh, uh--

DAVINA HARDEN: 03:15:40 There's no automatic renewal. There's no automatic denial, so.

DON ROCHA: 03:15:43 You can-- you can phone a friend if you want or anything. So uncertain. All right. Well, I mean, I, I appreciate the amended motions here and there. But, I mean, I hope folks, rather than continue along this path, recognize that there's some positions already staked out and, you know, thank you.

TARA SREEKRISHNAN: 03:16:04 President Berta.

MAIMONA AFZAL BERTA: 03:16:06 Yes, I'm not sure. In the back? Oh, sorry.

TARA SREEKRISHNAN: 03:16:11 Oh, me. It's Trustee Sreekrishnan.

MAIMONA AFZAL BERTA: 03:16:12 Sorry. [laughter] [crosstalk].

TARA SREEKRISHNAN: 03:16:14 And we just have motions flying around. So I've-- I'm a bit all over the place, but I would like to try my motion again, um, the same as it was just five minutes ago. And I

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would like to try that at least one last time tonight now that we've sort of seen all the motions from everyone.

MAIMONA AFZAL BERTA: 03:16:33 Can I-- can I make a-- can I make an additional friendly amendment towards that then?

TARA SREEKRISHNAN: 03:16:41 I'm open.

MAIMONA AFZAL BERTA: 03:16:42 Um, I would also like to see perhaps the admissions preferences shifted, uh, for in-district free and reduced price, uh, meal eligible students and ensuring that there's no 10% cap.

TARA SREEKRISHNAN: 03:16:57 So ensuring it's a floor or ensuring that, that-- what exactly?

MAIMONA AFZAL BERTA: 03:17:04 That that would be moved to the first preference.

TARA SREEKRISHNAN: 03:17:06 So, right now, it's second or third or-- is it second?

MAIMONA AFZAL BERTA: 03:17:12 Uh, I'd have to go back.

TARA SREEKRISHNAN: 03:17:16 Behind siblings. So you want it before siblings.

MAIMONA AFZAL BERTA: 03:17:21 To help address the issues, yes.

TARA SREEKRISHNAN: 03:17:23 And, and, right now, they are not reaching the 10%.

MAIMONA AFZAL BERTA: 03:17:30 Correct. So just making sure there's no cap.

TARA SREEKRISHNAN: 03:17:33 Okay. So making sure there's no cap, I'm for that. And, um, uh, w-- it's second right now. S-s-- what-- so if it stayed second with no cap, is that-- is that okay with you?

MAIMONA AFZAL BERTA: 03:17:56 What I'm sa-- yes. No-- ensuring there's no 10% cap.

TARA SREEKRISHNAN: 03:17:59 Ensuring there's no cap. I'm for that. I think we can do that. So I accept it.

MAIMONA AFZAL BERTA: 03:18:05 Okay. So it's a conditionally approved based on the staff resolution. Is that your-- was that your motion [crosstalk]?

TARA SREEKRISHNAN: 03:18:13 It's the same as it was a few minutes ago with ensuring there's no cap, as long as that's legal.

MAIMONA AFZAL BERTA: 03:18:18 And ens-- and ensuring it comes back to the board for approval?

TARA SREEKRISHNAN: 03:18:22 Yeah, the MOU.

MAIMONA AFZAL BERTA: 03:18:24 Okay.

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TARA SREEKRISHNAN: 03:18:25 And I would probably check with Director Fairley if we can do the preferences stuff in this whole process right now. Okay. So, uh, that's the motion then.

DR. MARY ANN DEWAN: 03:18:38 That would just be a slight amendment to the resolution that is the staff recommendation. Um, and so we would be able to, um, incorporate that, uh, easily and so we can make that motion on the screen.

VICTORIA CHON: 03:18:59 President Berta, I have a question. Um, when is the lottery done at Bullis?

MAIMONA AFZAL BERTA: 03:19:05 When is the lottery done?

VICTORIA CHON: 03:19:05 Mm-hmm. Or the [crosstalk]--

MAIMONA AFZAL BERTA: 03:19:07 [crosstalk] the timeline that they had was early fall?

DR. MARY ANN DEWAN: 03:19:11 January,

VICTORIA CHON: 03:19:13 It's in January?

MEFULA FAIRLEY: 03:19:17 February.

VICTORIA CHON: 03:19:18 It's in February?

MAIMONA AFZAL BERTA: 03:19:22 Just based on the tentative slides that they had shared. Yeah.

VICTORIA CHON: 03:19:26 That's in February. So will this MOU be executed in-- for the upcoming year?

MEFULA FAIRLEY: 03:19:36 If we're saying December 6th, then yes.

VICTORIA CHON: 03:19:39 Okay.

MAIMONA AFZAL BERTA: 03:19:46 Any other questions or comments? Can I [crosstalk]--

DR. MARY ANN DEWAN: 03:19:53 Just a correction to board docs of 2042 to 2024. Okay. Thank you. I know it's late. Ready for the roll call?

MAIMONA AFZAL BERTA: 03:20:05 Yes.

DR. MARY ANN DEWAN: 03:20:06 All right. Um, President Berta.

MAIMONA AFZAL BERTA: 03:20:09 Aye.

DR. MARY ANN DEWAN: 03:20:10 Trustee Chon.

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VICTORIA CHON: 03:20:12 — No.

DR. MARY ANN DEWAN: 03:20:13 — Trustee Di Salvo.

JOSEPH DI SALVO: 03:20:15 — No.

DR. MARY ANN DEWAN: 03:20:16 — Trustee Lari. Trustee Mah.

GRACE H. MAH: 03:20:22 — No.

DR. MARY ANN DEWAN: 03:20:23 — Thank you. Vice President Rocha. And Trustee Sreekrishnan.

TARA SREEKRISHNAN: 03:20:29 — Yes.

DR. MARY ANN DEWAN: 03:20:30 — Motion passes. Four yeses, three nos.

MAIMONA AFZAL BERTA: 03:20:40 — Okay. So we will move-- in the interest of the hour, um--

VICTORIA CHON: 03:20:49 — I'm gonna move to adjourn.

DON ROCHA: 03:20:51 — Second.

MAIMONA AFZAL BERTA: 03:20:52 — We have a motion from Trustee Chon to adjourn and a second from Trustee-- or Vice President Rocha. And so, um, trustees, please vote in board docs or give a verbal indication.

DR. MARY ANN DEWAN: 03:21:04 — Anyone opposed to adjournment? We will record all as yes.

MAIMONA AFZAL BERTA: 03:21:09 — We are adjourned at 1:38 AM.

Documentary Record 002122

From: Michelle Johnson
To: Jonathan Isler; CDEDataRequests
Cc: Mefula Fairley
Subject: RE: [EXTERNAL] Enrollment data request for charter school renewal
Date: Thursday, July 11, 2024 1:51:00 PM
Attachments: image001.png
image002.png
image003.png
image004.png
image005.png
image006.png

Good Afternoon,

I am checking again on SCCOE's initial data request. We are currently have a renewal pending and need to analyze the enrollment data as part of the recommendation for renewal. The recommendation needs to be posted by August 9 and we will need time to analyze the data. If providing us the data on all 5 schools is too onerous, please provide us the data for Bullis Charter School, our pending renewal at this moment. The other four schools will be submitting their renewal petitions after August 1, but we need Bullis' data.

Thanks!

Santa Clara County Office of Education

INVESTING FOR IMPACT

Michelle Johnson, Ed.D.
Associate Director
Charter Schools Department
Santa Clara County Office of Education
1290 Ridder Park Drive MC 234
San Jose, CA 95131-2304
(408) 453-3602
email@sccoe.org

Learner – Achiever – Input – Strategic – Arranger
Pronouns: she/her/hers

From: Jonathan Isler <JIsler@cde.ca.gov>
Sent: Wednesday, July 3, 2024 10:46 AM
To: Michelle Johnson <MJohnson@sccoe.org>
Cc: Mefula Fairley <mfairley@sccoe.org>
Subject: Re: [EXTERNAL] Enrollment data request for charter school renewal

CAUTION: This email originated from outside of the organization. Do not click links, open attachments or reply unless you recognize the sender and know the content is safe. Contact the Help Desk at 4357 if you need assistance.

Good morning, Michelle, we wanted to let you know that our data team is still working on your original request.

Documentary Record 002123

We will pass along your new request to that team and will let you know once we have more information to share in terms of when these files will be available. We appreciate your patience.

Sincerely,

The CDE Data Request Team

From: Michelle Johnson <MJohnson@sccoe.org>
Sent: Wednesday, July 3, 2024 10:41 AM
To: CDEDataRequests <CDEdatarequests@cde.ca.gov>
Cc: Mefula Fairley <mfairley@sccoe.org>
Subject: RE: [EXTERNAL] Enrollment data request for charter school renewal

Good Morning,

I am bringing this request back to your attention.

Santa Clara County Office of Education (SCCOE) is the authorizing agency and is requesting enrollment data per EC 47607(d)(1)(B) and/or (C) for 2016-17, 2017-18, 2018-19, 2019-20 and any other year available. There are 5 schools up for renewal for SCCOE in 2024-25:

Bullis Charter School

Alpha Jose Hernandez

Rocketship Alma

Rocketship Brilliant Minds

Rocketship Si Se Puede

There are also several schools which may come to us on appeal next year:

Alum Rock Union - Alpha Blanca Alvarado

Franklin McKinley- Voices College Bound Language Academy at Franklin McKinley

East Side Union - Ace Charter High and Escuela Popular

Documentary Record 002124

Can we have the data for them as well?

Santa Clara County Office of Education

Michelle Johnson, Ed.D.

Associate Director

Charter Schools Department

Santa Clara County Office of Education

1290 Ridder Park Drive MC 234

San Jose, CA 95131-2304

(408) 453-3602

email@sccoe.org

Learner – Achiever – Input – Strategic – Arranger
Pronouns: she/her/hers

From: Michelle Johnson
Sent: Monday, June 17, 2024 9:44 AM
To: CDEDataRequests <CDEdatarequests@cde.ca.gov>
Subject: Re: [EXTERNAL] Enrollment data request for charter school renewal

Santa Clara Clounty Office of Education is the authorizing agency. There are 5 schools up for renewal for us in 2024-25:

Bullis

Alpha Jose Hernandez

Rocketship Alma

Rocketship Brilliant Minds

Rocketship Si Se Puede

There are also several schools which may come to us on appeal next year:

Documentary Record 002125

Alum Rock Union - Alpha Blanca Alvarado

Franklin McKinley- Voices College Bound Language Academy at Franklin McKinley

East Side Union - Ace Charter High and Escuela Popular

Can we have the data for them as well?

Michelle Johnson, Ed.D

Associate Director Charter Schools

Santa Clara County Office of Education

On Jun 17, 2024, at 9:08 AM, CDEDataRequests <CDEdatarequests@cde.ca.gov> wrote:

CAUTION: This email originated from outside of the organization. Do not click links, open attachments or reply unless you recognize the sender and know the content is safe. Contact the Help Desk at 4357 if you need assistance.

Good morning, Michelle,

Would you mind providing us with the authorizing school district name and/or the list of charter schools that you are requesting these data for, so that we can then forward your request to the appropriate office within the CDE that fulfills these requests?

Sincerely,

The CDE Data Request Team

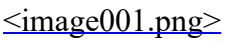
From: Michelle Johnson <MJohnson@sccoe.org>
Sent: Friday, June 14, 2024 4:15 PM
To: CDEDataRequests <CDEdatarequests@cde.ca.gov>
Subject: [EXTERNAL] Enrollment data request for charter school renewal

Documentary Record 002126

CAUTION! This email originated from outside the California Department of Education. Be careful of links and attachments.

Good Afternoon,

The Santa Clara County Office of Education is requesting enrollment data per EC 47607(d)(1)(B) and/or (C) for 2016-17, 2017-18, 2018-19, and 2019-20.

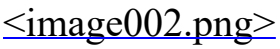


Michelle Johnson, Ed.D.

Associate Director

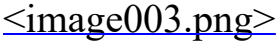
Charter Schools Department

Santa Clara County Office of Education



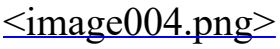
1290 Ridder Park Drive MC 234

San Jose, CA 95131-2304

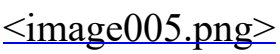


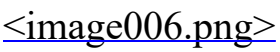
(408) 453-3602

email@sccoe.org



Learner – Achiever – Input – Strategic – Arranger
Pronouns: she/her/hers





Documentary Record 002127

From: Research Data Requests
To: Michelle Johnson
Subject: Your Requested Enrollment Data for Santa Clara COE From the California Department of Education
Date: Friday, August 2, 2024 12:15:56 PM

CAUTION: This email originated from outside of the organization. Do not click links, open attachments or reply unless you recognize the sender and know the content is safe. Contact the Help Desk at 4357 if you need assistance.

Hello Michelle, your requested enrollment data files are now available to download via box.com at the following link:
https://cde.box.com/s/2munantkdb5xzy1ksgxmfp616b0rjk0z

The password to download and passphrase to decrypt the files will be sent to you in a separate email. Please note that the above link will expire on 8/30/24.

Please let us know if you have any questions or if you have any difficulty downloading or accessing the data files.

Sincerely,

The CDE Data Request Team

Documentary Record 002128

Santa Clara County Office of Education
Part B

Academic Year	CDS Code	Subject	School Name	EnrBegNotEnrConclusion	Cumulative Enrollment	PercEnrBegNotEnrConclusion	Students Tested	DFS Average
2016-17	43104390106534	**ELA**	Bullis Charter	7	833	0.84	6	119.83
2016-17	43104390106534	**Math**	Bullis Charter	7	833	0.84	6	75.50

Note:
EnrBegNotEnrConclusion: Count of Students Enrolled on Census Day But Not Enrolled at the Conclusion of the Year
PercEnrBegNotEnrConclusion: Percentage of Students Enrolled on Census Day But Not Enrolled at the Conclusion of the Year
DFS Average: Average Distance From Standard

Documentary Record 002129

Santa Clara County Office of Education

Part C

Academic Year	CDS Code	Subject	School Name	EnrolledPYNotCensus	PY Cumulative Enrollment	PercEnrolledPYNotCensus	Students Tested	DFS Average
2016-17	43104390106534	**ELA**	Bullis Charter	57	749	7.61	46	124.76
2016-17	43104390106534	**Math**	Bullis Charter	57	749	7.61	46	120.93

Note:
EnrolledPYNotCensus: Count of Students Enrolled for 90 Days Prior Year but not Enrolled on Census Day
PY Cumulative Enrollment: Cumulative Enrollment for Prior Year
PercEnrolledPYNotCensus: Percentage of Students Enrolled for 90 Days Prior Year but not Enrolled on Census Day
DFS Average: Average Distance From Standard

Documentary Record 002130

Santa Clara County Office of Education

Part B

Academic Year	CDS Code	Subject	School Name	EnrBegNotEnrConclusion	Cumulative Enrollment	PercEnrBegNotEnrConclusion	Students Tested	DFS Average
2017-18	43104390106534	**ELA**	Bullis Charter	61	888	6.87	47	118.87
2017-18	43104390106534	**Math**	Bullis Charter	61	888	6.87	47	121.66

Note:
EnrBegNotEnrConclusion: Count of Students Enrolled on Census Day But Not Enrolled at the Conclusion of the Year
PercEnrBegNotEnrConclusion: Percentage of Students Enrolled on Census Day But Not Enrolled at the Conclusion of the Year
DFS Average: Average Distance From Standard

Documentary Record 002131

Santa Clara County Office of Education

Part C

Academic Year	CDS Code	Subject	School Name	EnrBegNotEnrConclusion	Cumulative Enrollment	PercEnrBegNotEnrConclusion	Students Tested	DFS Average
2017-18	43104390106534	**ELA**	Bullis Charter	78	833	9.36	62	107.05
2017-18	43104390106534	**Math**	Bullis Charter	78	833	9.36	62	118.95

Note:
EnrBegNotEnrConclusion: Count of Students Enrolled on Census Day But Not Enrolled at the Conclusion of the Year
PercEnrBegNotEnrConclusion: Percentage of Students Enrolled on Census Day But Not Enrolled at the Conclusion of the Year
DFS Average: Average Distance From Standard

Documentary Record 002132

Santa Clara County Office of Education

Part B

Academic Year	CDS Code	Subject	School Name	EnrBegNotEnrConclusion	Cumulative Enrollment	PercEnrBegNotEnrConclusion	Students Tested	DFS Average
2018-19	43104390106534	**ELA**	Bullis Charter	51	922	5.53	35	119.63
2018-19	43104390106534	**Math**	Bullis Charter	51	922	5.53	35	119.29

Note:
EnrBegNotEnrConclusion: Count of Students Enrolled on Census Day But Not Enrolled at the Conclusion of the Year
PercEnrBegNotEnrConclusion: Percentage of Students Enrolled on Census Day But Not Enrolled at the Conclusion of the Year
DFS Average: Average Distance From Standard

Documentary Record 002133

Santa Clara County Office of Education

Part C

Academic Year	CDS Code	Subject	School Name	EnrBegNotEnrConclusion	Cumulative Enrollment	PercEnrBegNotEnrConclusion	Students Tested	DFS Average
2018-19	43104390106534	**ELA**	Bullis Charter	71	888	8.00	60	117.87
2018-19	43104390106534	**Math**	Bullis Charter	71	888	8.00	60	130.40

Note:
EnrBegNotEnrConclusion: Count of Students Enrolled on Census Day But Not Enrolled at the Conclusion of the Year
PercEnrBegNotEnrConclusion: Percentage of Students Enrolled on Census Day But Not Enrolled at the Conclusion of the Year
DFS Average: Average Distance From Standard

Documentary Record 002134

Santa Clara County Office of Education
Part B

Academic Year	CDS Code	Subject	School Name	EnrBegNotEnrConclusion	Cumulative Enrollment	PercEnrBegNotEnrConclusion	Students Tested	DFS Average
2019-20	43104390106534	**ELA**	Bullis Charter	66	1051	6.28	30	101.20
2019-20	43104390106534	**Math**	Bullis Charter	66	1051	6.28	30	98.07

Note:
EnrBegNotEnrConclusion: Count of Students Enrolled on Census Day But Not Enrolled at the Conclusion of the Year
PercEnrBegNotEnrConclusion: Percentage of Students Enrolled on Census Day But Not Enrolled at the Conclusion of the Year
DFS Average: Average Distance From Standard

Documentary Record 002135

Santa Clara County Office of Education

Part C

Academic Year	CDS Code	Subject	School Name	EnrBegNotEnrConclusion	Cumulative Enrollment	PercEnrBegNotEnrConclusion	Students Tested	DFS Average
2019-20	43104390106534	**ELA**	Bullis Charter	60	922	6.51	42	113.17
2019-20	43104390106534	**Math**	Bullis Charter	60	922	6.51	42	109.74

Note:
EnrBegNotEnrConclusion: Count of Students Enrolled on Census Day But Not Enrolled at the Conclusion of the Year
PercEnrBegNotEnrConclusion: Percentage of Students Enrolled on Census Day But Not Enrolled at the Conclusion of the Year
DFS Average: Average Distance From Standard

Documentary Record 002136

Santa Clara County Office of Education
Part B

Academic Year	CDS Code	Subject	School Name	EnrBegNotEnrConclusion	Cumulative Enrollment	PercEnrBegNotEnrConclusion	Students Tested	DFS Average
2022-23	43104390106534	**ELA**	Bullis Charter	101	1073	9.41	66	116.97
2022-23	43104390106534	**Math**	Bullis Charter	101	1073	9.41	66	110.11

Note:
EnrBegNotEnrConclusion: Count of Students Enrolled on Census Day But Not Enrolled at the Conclusion of the Year
PercEnrBegNotEnrConclusion: Percentage of Students Enrolled on Census Day But Not Enrolled at the Conclusion of the Year
DFS Average: Average Distance From Standard

Documentary Record 002137

Santa Clara County Office of Education

Part C

Academic Year	CDS Code	Subject	School Name	EnrBegNotEnrConclusion	Cumulative Enrollment	PercEnrBegNotEnrConclusion	Students Tested	DFS Average
2022-23	43104390106534	**ELA**	Bullis Charter	73	1077	6.78	53	106.58
2022-23	43104390106534	**Math**	Bullis Charter	73	1077	6.78	53	114.87

Note:
EnrBegNotEnrConclusion: Count of Students Enrolled on Census Day But Not Enrolled at the Conclusion of the Year
PercEnrBegNotEnrConclusion: Percentage of Students Enrolled on Census Day But Not Enrolled at the Conclusion of the Year
DFS Average: Average Distance From Standard

Documentary Record 002138

Agenda Item Details

Meeting	Jul 17, 2024 - Regular Board Agenda (#2444)
Category	6. PUBLIC HEARING
Subject	A. Public Hearing on the Bullis Charter School Renewal Petition
Access	Public
Type	
Goals	Santa Clara County Office of Education Goal #1 Santa Clara County Office of Education Goal #2

Public Content

Administrator
Mary Ann Dewan, Ph.D., County Superintendent of Schools
Mefula Fairley, Executive Director, Charter Schools Department

Background
In addition to ensuring regular and systematic oversight and monitoring of the charter schools it authorizes, the Santa Clara County Board of Education may grant or deny charter renewals pursuant to California Education Code Sections 47605, 47607, and 47607.2.

On June 3, 2024, the Charter Schools Department of the Santa Clara County Office of Education (SCCOE) received a charter petition renewal request from Bullis Charter School, or BCS. BCS is seeking approval to renew a district appeal public charter, which is currently serving students in grades TK-8, for a continuing charter term of five to seven years beginning in July 2025. BCS has requested a seven-year renewal.

BCS was initially approved on appeal from Los Altos School District as a grade K-6 charter school in September 2003 for a three-year term. The school's charter was renewed 2007, 2011, and 2016, and it was materially revised in 2007, 2008, and 2014. BCS' charter term, which was due to expire June 30, 2022, has been extended by three years by operation of law and ends June 30, 2025. Current enrollment is approximately 1,000 students.

California Education Code requires that no later than 60 days after receiving a petition the Santa Clara County Board of Education (SCCBOE) shall hold a public hearing on the provisions of the charter, at which time the SCCBOE shall consider the level of support for the renewal petition by teachers, other school district employees, and parents/guardians.

The Education Code further stipulates that the SCCBOE shall either grant or deny the charter within 90 days of receipt of the petition, unless that timeline is extended by mutual agreement. The SCCBOE will hold a decision hearing on August 26, 2024, at a meeting added to the schedule in order to meet the 90-day time period.

The complete petition is attached to this agenda and is also available for review at:
https://www.sccoe.org/supoffice/charter-schools-office/Documents/Bullis_Renewal_Petition.pdf

The public hearing will proceed as follows:

- The Board will hear from staff an opening statement of no more than 10 minutes
- Bullis Charter School will be given the opportunity to give a presentation of no more than 10 minutes
- Los Altos School District will be given an opportunity to comment on the request for no more than 10 minutes

Documentary Record 002139

- The Board will hear public comment. Speakers will be limited to one minute each. Speakers shall direct their comments to the Board and are urged to avoid repeating points made by pevious speakers
- Board members may ask clarifying questions
- The public hearing will be closed. The Board anticipates reconvening to act on this request on August 26, 2024

Student Impact
The Charter School Department provides oversight and monitoring for 21 SCCBOE-authorized charter schools serving approximately 9,850 students. Bullis Charter School currently serves approximately 1,000 students.

Through its reauthorization of charter schools, the SCCBOE seeks to affirm the right to a relevant and engaging education as stated in the Bill of Rights for Children and Youth Adults for Santa Clara County and support the Board's priority area of literacy and academic achievement. More information about SCCBOE-authorized charter schools can be found at https://www.sccoe.org/supoffice/charter-schools-office/Pages/Santa-Clara-County-Charter-Schools.aspx

Bullis_Renewal_Petition.pdf (12,439 KB)

BCS Renewal Hearing Slides 7.17.24.pdf (2,844 KB)

Administrative Content

Chairperson Script_Public Hearing_BCS.pdf (108 KB)

Committed to serving, inspiring and promoting student and public school success

Documentary Record 002140

BCS Public Hearing: 7.17.24
High Track Renewal Petition



Documentary Record 002141

Bullis Charter School: Who Are We?

EST. 2004

1,000+ students across TK-8 speak 32+ languages

A California Distinguished School

WASC accredited through 2028

Co-located at two sites in Los Altos School District



2023 California Distinguished Elementary School

Western Association of Schools and Colleges — Accrediting Commission for Schools

Global Climate Action School

Documentary Record 002142

20 years Bullis Charter School

BCS Mission Statement

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 Bullis Charter School program nurtures mutual respect, civic responsibility, and a life-long **love of learning.**

Documentary Record 002143

High-Track for Renewal

- The CDE identifies Bullis as a high-performing[1] charter school, within the **top 1% of charter schools in California** (out of 1200 schools) based on academic performance.

2023 CA School Dashboard	Bullis	State of CA
ELA	(Very high) 112.5	(Low) -13.6
Math	(Very high) 128.5	(Low) -49.1
EL Progress	(Very high) 70%	(Medium) 48.7%

- AB 1505 changed the Charter Schools Act so that high performing charter schools like Bullis **"shall" be renewed for 5 or 7 years.**

[1] Pursuant to the amendments made to Education Code Section 47607 and the creation of Education Code Section 47607.2 by AB 1505.

Documentary Record 002144

High-Track for Renewal

- The CDE identifies Bullis as a high-performing[1] charter school, within the **top 1% of charter schools in California** (out of 1200 schools) based on academic performance.

2022 CA School Dashboard	Bullis	State of CA
ELA	(Very high) 112.7	(Low) -12.2
Math	(Very high) 122.4	(Low) -51.7
EL Progress	(High) 56.8%	(Medium) 50.3%

- AB 1505 changed the Charter Schools Act so that high performing charter schools like Bullis **"shall" be renewed for 5 or 7 years.**

[1] Pursuant to the amendments made to Education Code Section 47607 and the creation of Education Code Section 47607.2 by AB 1505.

Documentary Record 002145

High-Track for Renewal: 2023 Subpopulation Data

- Bullis has achieved **extraordinarily high achievement** for students with disabilities, Hispanic students, English learners, and socioeconomically disadvantaged students, as compared with the State average.

ELA – Performance Level and DFS

2023 Subgroup[1]	Bullis	State of CA
English Learners	(High) 59.3	(Low) -67.7
Students with Disabilities	(High) 11.7	(Very Low) -96.3
Hispanic Students	87.4^	(Low) -40.2
Socioeconomically disadvantaged	0.2^	(Low) -42.6

Math – Performance Level and DFS

2023 Subgroup[1]	Bullis	State of CA
English Learners	(High) 78.2	(Low) -93.4
Students with Disabilities	(High) 24.7	(Low) -127.3
Hispanic Students	86.3^	(Medium) -80.8
Socioeconomically disadvantaged	9.6^	(Low) -80.8

[1] Data as per 2023 California School Dashboard in direct comparison to the State of California (average).

Documentary Record 002146

High-Track for Renewal: 2022 Subpopulation Data

- Bullis has achieved **extraordinarily high achievement** for students with disabilities, Hispanic students, English learners, and socioeconomically disadvantaged students, as compared with the State average.

ELA – Performance Level and DFS

2022 Subgroup[1]	Bullis	State of CA
English Learners	(Very high) 90.5	(Low) -61.2
Students with Disabilities	(High) 31.8	(Very low) -97.3
Hispanic Students	109.6^	(Low) 38.6

Math – Performance Level and DFS

2022 Subgroup[1]	Bullis	State of CA
English Learners	(Very high) 108.3	(Low) -92
Students with Disabilities	(Very high) 48.9	(Very low) -130.8
Hispanic Students	107.9^	(Low) -83.4

[1] Data as per 2022 California School Dashboard in direct comparison to the State of California (average).

Documentary Record 002147

Why Bullis? **Core+ Curriculum for Every Student**

TK-5

- Mandarin
- Drama
- Music
- Art
- MakerSpace
- Physical Education
- PBL and design thinking units
- Co-curricular classes
- Extra-curriculars



Documentary Record 002148

Why Bullis? **Core+ Curriculum for Every Student**



Middle School

- World Language (Mandarin or Spanish)
- Art
- Music
- Drama
- FabLab
- Physical Education
- Electives And Clubs
- PBL and design thinking units

Documentary Record 002149

Why Bullis? **Core+ Curriculum for Every Student**



STEAM Focus

- 3D printers and laser cutters for students
- First Lego League (FLL) Participants
- Student-designed sets and student-led tech for all musicals/plays
- Coding and robotics in Makerspace and Fab Lab
- Murals on site painted by students
- Band and choir offerings

Documentary Record 002150

Why Bullis? **Serving All Students**



- Designated English Language Development (ELD) time and Integrated ELD supports in all content areas
- Support for Special Education students
    - Speech Pathologist, Resource Specialists, Occupational Therapist, Behavior Interventionist, paraprofessionals
- School Counselor and Psychologists

Documentary Record 002151

Why Bullis? **Middle School Intersession**

- 2 Weeks of Integrated Project Based Learning, three times a year
- Future-Ready competency development and skill-building
- Outlets for creativity, collaboration, voice, and choice
- Meaningful partnerships with community members



Documentary Record 002152

Why Bullis? **Focus on the Whole Child**

- Weekly SEL Lessons in TK-5 and daily advisory time in middle school
- House Meetings across all grade levels
- TK/K & 5th grade “Buddies”
- School-Wide Events (Assemblies, celebrations, plays/musicals, etc.)



Documentary Record 002153

Why Bullis? **Opportunities for Leadership**

- Student Council
- PBL presentations in all grade levels
- Focused Learning Goals developed by students
- Student-led play productions
- Middle School Club Leaders
- Student tour ambassadors
- Public speaking opportunities in all grade levels



Documentary Record 002154

Why Bullis? **We Celebrate Community**



- Dedicated Director of Community Engagement and Outreach
- Community-wide school Events, incl. but not limited to:
  - MakersFaire,
  - First Lego League competitions,
  - Annual Diversity Celebration
- Bear Guides and Orientation Tours for New Families
- Connection with Alumni

Documentary Record 002155

Demographics

- In 2023-24, Bullis enrollment included a higher socioeconomically disadvantaged student population, a higher percentage of students[1] with disabilities, and a higher percentage of English Learners.

	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%**

[1] Data shows percentage of students of sub population per all students of Bullis Charter School in the respective school year .

Documentary Record 002156

Enrollment by Ethnicity 2022-23	Bullis Charter 2022-23	Bullis Charter 2023-24	Los Altos Census 2020	Los Altos SD 2022-23
African American	**0.1%**	0.2%	0.6%	0.5%
American Indian or Alaska Native	**0.1%**	0.1%	0.1%	0.1%
Asian	**59.0%**	61.9%	35.2%	38.0%
Filipino	**1.2%**	1.4%	n/a	0.7%
Hispanic or Latino	**4.2%**	4.5%	4.9%	9.4%
Pacific Islander	**0.2%**	0.1%	0.1%	0.3%
White	**18.1%**	16.6%	52.6%	36.2%
Two or More Races	**14.5%**	12.9%	5.7%	12.6%
Not Reported	**2.6%**	2.4%	n/a	2.1%

Demographics

- Our student population is a **reflection of the community in which our sites are located**[1].

[1] Data shows percentage of ethnic groups as reported in DataQuest per 2022-2023 school year / Census 2020.

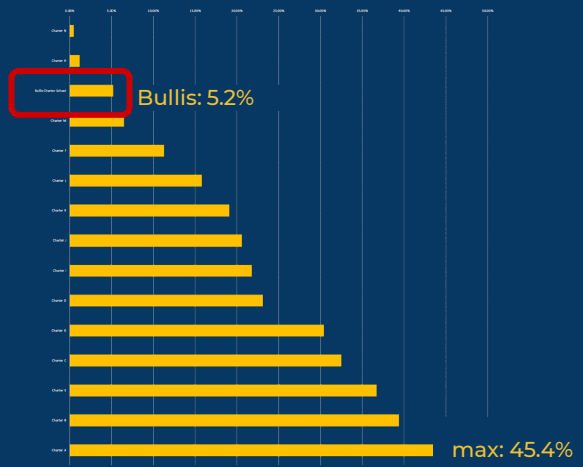
Documentary Record 002157

Bullis Charter School 20 years

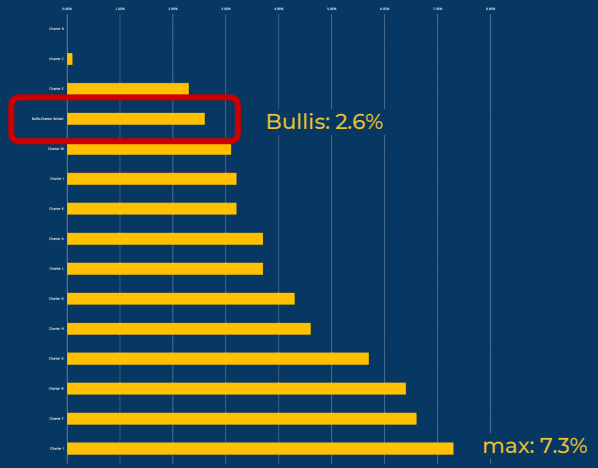
Reflecting the Community

- BCS is amongst the schools **closest reflecting the Local School District**[1], serving their general population.

Hispanic Population - Charter ./. District



SWD Population - Charter ./. District



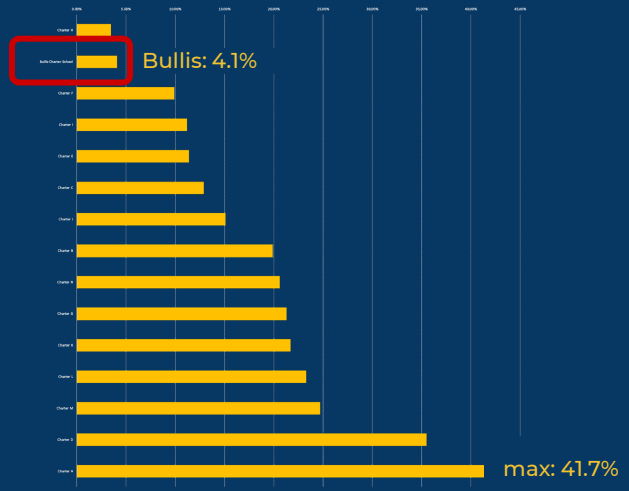
[1] Data shows percentage difference between Charter School and their respective Local School District subpopulations as declared.

Documentary Record 002158

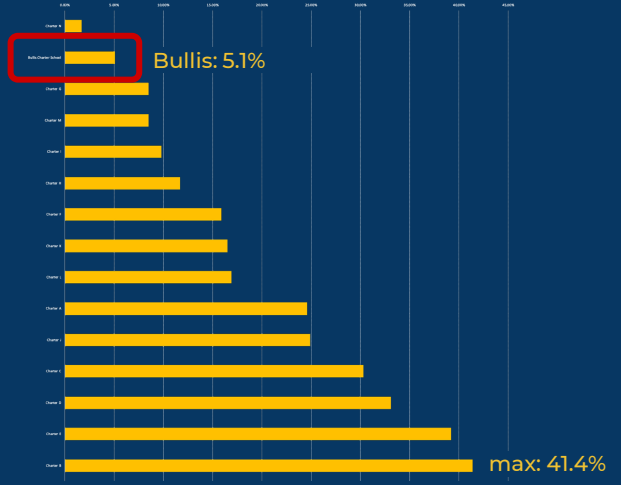
Reflecting the Community (cont.)

- BCS is amongst the schools **closest reflecting the Local School District**[1], serving their general population.

English Learner Population - Charter ./. District



SED Population - Charter ./. District



[1] Data shows percentage difference between Charter School and their respective Local School District subpopulations as declared.

Documentary Record 002159

Outreach and Engagement



- Flyers/registration packets distributed at local businesses, daycares, preschools, and door to door
- Visits and info sessions offered to daycares and nonprofit organizations such as HeadStart
- Signage/Advertising in local papers both in English and Spanish
- Flyers/posters in:
  - downtown Los Altos and Mountain View locations
  - Local libraries
  - Apartment building lobbies
  - Laundromats, car washes, grocery stores, food trucks, gas stations, etc.

Documentary Record 002160

Outreach and Engagement

- Direct mail postcards to Los Altos School District residents
- Direct mail postcard in Spanish, targeting North of El Camino (“NEC”) neighborhoods in LASD
- Three Parent Information Nights in person and online, with translation provided
- 8+ school tours led by students, including an online option and translation services
- Enrollment/Registration package in English and Spanish
- Sessions to provide 1:1 support to complete online enrollment form at school



Documentary Record 002161


Documentary Record 002162

The ask

We thank the County Office and County Board for supporting Bullis Charter School and its students and families. 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.**

Documentary Record 002163

SANTA CLARA COUNTY BOARD OF EDUCATION
1290 Ridder Park Drive
San Jose, California 95131

APPROVED on August 7, 2024
July 17, 2024
Regular Meeting #2444
San Jose Room
5:00 p.m.

1. SCCBOE CALL TO ORDER

President Berta called the meeting to order at approximately 5:00 p.m.

A. Livestream the Board Meeting: https://tinyurl.com/sccboardmeeting

B. Pledge of Allegiance

C. Roll Call (Including Action on Absences if Necessary)

Trustee(s) Present:
Don Rocha, Area 3 (Vice President)
Joseph Di Salvo, Area 4
Victoria Chon, Area 5
Maimona Afzal Berta, Area 6 (President)
Raeena Lari, Area 7
Student Board Member Erick De La Rosa Aguilera

Tara Sreekrishnan, Area 2 *(arrived at 5:03 p.m.)*
Grace Mah, Area 1 *(arrived at 5:11 p.m.)*

Trustee(s) Absent:
None

D. Set the Agenda

MOTION #2444-1 by Trustee Di Salvo and seconded by Trustee Chon to set the agenda with items 4D and 4I pulled for discussion. Motion carried 6-0-0-0-1.

Motion carried with the following vote:
Yes: President Berta, Vice President Rocha, Trustees Chon, Di Salvo, Lari, and Sreekrishnan

Documentary Record 002164

No: none
Abstain: none
Absent: none
Not Present at Vote: Trustee Mah

President Berta reviewed the livestream details for the July 17, 2024, Board meeting and explained where to call to listen to the meeting in Spanish or Vietnamese or view ASL interpretation.

2. STUDENT BOARD MEMBER REPORT

Student Board Member De La Rosa Aguilera shared the following updates:

- Community school students celebrated the end of the school year in mid-June and are now on summer break.
- Court schools remain in session and students use the summer to earn extra credit.
- Osborne school has a new summer course offering related to songwriting and social emotional learning.
- Student Board Member De La Rosa Aguilera congratulated a member of the Court School staff on her retirement and thanked her for her service.
- Students at Osborne School completed their pointillism projects and had the opportunity to exhibit their artwork for peers and vote for the winners of their competition.
- On July 17, eight (8) graduates were celebrated at the Blue Ridge school graduation ceremony. The three student speakers provided inspirational words of wisdom to attendees.

3. PUBLIC COMMENTS OF PERSONS DESIRING TO ADDRESS THE SANTA CLARA COUNTY BOARD OF EDUCATION

There were 10 public comments.

4. CONSENT ACTION ITEMS

Documentary Record 002165

A. Request Approval of Consent Action Items as listed in Item #4 Consent Action Items

B. Request Approval of Minutes of Regular Board Meeting of June 5, 2024 (#2442)

C. Request Approval of Minutes of Regular Board Meeting of June 12, 2024 (#2443)

E. Request Adoption of Resolution Recognizing the Anniversary of the Americans with Disabilities Act

F. Request Adoption of Resolution Recognizing National Immunization Awareness Month

G. Request Adoption of Resolution Recognizing American Muslim Appreciation and Awareness Month

H. Request Adoption of Resolution Raising Awareness of Potential Harm to Youth Due to Extensive Social Media Use

J. Request Adoption of the Order of Election, Specifications of the Election, and Consolidation Request Resolution

MOTION #2444-2 by Trustee Lari and seconded by Trustee Di Salvo to approve Consent Action Items #4A-4C, 4E-4H and 4I. Motion carried 7-0-0.

Motion carried with the following vote:
Yes: President Berta, Vice President Rocha, Trustees Chon, Di Salvo, Lari, Mah, and Sreekrishnan
No: none
Abstain: none
Absent: none

D. Request Approval of the Santa Clara County Office of Education's 2024-27 Countywide Plans for Expelled Students

Trustee Di Salvo requested that data on the numbers of expulsions and suspensions in Santa Clara County, including the trends overtime, to be shared with the board.

MOTION #2444-3 by Trustee Di Salvo and seconded by President Berta to approve the Santa Clara County Office of Education's 2024-27 Countywide Plans for Expelled Students. Motion carried 7-0-0.

Documentary Record 002166

Motion carried with the following vote:
Yes: President Berta, Vice President Rocha, Trustees Chon, Di Salvo, Lari, Mah, and Sreekrishnan
No: none
Abstain: none
Absent: none

I. Request Approval of Proposition 28 Report

Trustee Chon requested clarification regarding the reason that no Proposition 28 funds were expended during the 2023-2024 fiscal year and the spending plan for the remaining term of the grant. Assistant Superintendent Teresa Shipp indicated that the arrival of the funding in April made it difficult to hire for the 2023-2024 academic year. Instead, the SCCOE plans to hire two teachers for the next two years of the award period.

MOTION #2444-4 by Trustee Chon and seconded by Trustee Mah to approve the Proposition 28 Report. Motion carried 7-0-0.

Motion carried with the following vote:
Yes: President Berta, Vice President Rocha, Trustees Chon, Di Salvo, Lari, Mah, and Sreekrishnan
No: none
Abstain: none
Absent: none

5. INFORMATION ITEM

A. Charter Schools Update

Associate Director Michelle Johnson of the Charter Schools Department provided an update on three items:

- Local Control Accountability Plans (LCAP). Dr. Johnson indicated that charter school governing boards are responsible for approving their respective LCAPs. Additionally, charter schools must submit a copy of their LCAP to the SCCBOE. The charter school's department reviews and provides feedback on the LCAPs but does not approve them. At this time, all 21 SCCBOE-authorized charter schools have submitted their 2024-25 LCAPs to the SCCOE and all have been posted on the SCCOE website. Staff will now begin the review and feedback process and share that feedback with charter leaders in the fall.

Documentary Record 002167

- 2024-2025 Charter School Renewals. Charter school renewals have been on pause for the last three years. Five (5) SCCBOE-authorized charter schools are expected to request renewal in the upcoming year. They are as follows:
  - Bullis Charter School (submitted in June)
  - Alpha José Hernandez
  - Rocketship Sí Se Puede
  - Rocketship Alma
  - Rocketship Brillant Minds

- Charter Schools Data Book. The data book has been updated with the latest teacher credentialling information from the California Department of Education. The digital versions of the data book in English, Spanish, and Vietnamese are now available on the SCCOE website. Print versions of the data book in the same three languages will be available later this month.

6. PUBLIC HEARING

A. Public Hearing on the Bullis Charter School Renewal Petition

President Berta opened the public hearing on the renewal petition for Bullis Charter School (BCS) at 5:34 p.m. The hearing began with a report from staff of the Charter Schools Department.

Maureen Israel, Superintendent/Principal of BCS made a presentation on the renewal petition.

President Bryan Johnson of the Los Altos School District Board made a presentation on behalf of the Los Altos School District articulating their concerns with the BCS renewal petition.

There were 30 public comments on the BCS renewal petition.

Student Board Member De La Rosa Aguilera was excused at 8:00 p.m.

President Berta closed the hearing at 8:13 p.m.

7. CLOSED SESSION

The Board moved to a second Closed Session at approximately 8:15 p.m. President Berta called Closed Session to order at 8:20 p.m. and called roll. All Trustees were present.

Documentary Record 002168

A. Conference with Legal Counsel—Anticipated Litigation: Significant Exposure to litigation pursuant to Government Code Section 54956.9(d)(2): 1 case

B. Conference with Legal Counsel—Anticipated Litigation: Significant Exposure to litigation pursuant to Government Code Section 54956.9(d)(2): 2 cases

C. Interdistrict Attendance Appeal Filed on Behalf of Student, Resident District; Campbell Union High School District, Desired District: Fremont Union High School District

D. Interdistrict Attendance Appeal Filed on Behalf of Student, Resident District; Palo Alto Unified School District, Desired District: Los Altos School District

8. OPEN SESSION (Immediately Following Closed Session)

A. Report of Actions Taken in Closed Session

The Board concluded Closed Session at 12:18 a.m. and returned to Open Session at 12:20 a.m.

President Berta reported that in the matter of 7A, no reportable action was taken.

President Berta reported that in the matter of 7B, no reportable action was taken.

President Berta reported that in the matter of 7C, the County Board voted to approve the interdistrict transfer appeal.

MOTION #2444-5 by Trustee Di Salvo and seconded by Trustee Sreekrishnan to approve the appeal based on factor one (1) through grade 12. Motion carried 6-0-1.

Motion carried with the following vote:
Yes: Vice President Rocha, Trustees Chon, Di Salvo, Lari, Mah, and Sreekrishnan
No: none
Abstain: President Berta
Absent: none

President Berta reported that in the matter of 7D, the County Board voted to approve the interdistrict transfer appeal.

MOTION #2444-6 by Trustee Sreekrishnan and seconded by Trustee Di Salvo to approve the appeal based on factor one (1) for grades 7 and 8. Motion carried 7-0-0.

Documentary Record 002169

Motion carried with the following vote:
Yes: President Berta, Vice President Rocha, Trustees Chon, Di Salvo, Lari, Mah, and Sreekrishnan
No: none
Abstain: none
Absent: none

9. BOARD COMMITTEE REPORTS

President Berta indicated that the Superintendent Evaluation Ad Hoc Committee has been meeting and has developed a timeline for the completion of the 2023-2024 evaluation and beginning of the 2024-2025 evaluation process. A slide detailing the timeline was presented. The 2023-2024 evaluation process is scheduled to be concluded no later than October 2024. The Superintendent's goals for the 2024-2025 year, the first step in the evaluation process, are scheduled to be finalized no later than August 15, 2024.

Trustee Mah reported that the Head Start Policy Council met on July 16, 2024. The council approved the hiring of a new teacher. The attendees also voted on a motion to appoint an Executive Director, which Assistant Superintendent Shipp indicated would be taken as a recommendation from the Policy Council, as the role of the Policy Council is to approve hiring decisions by the SCCOE, not to select or to appoint Head Start program leadership independently.

10. COUNTY BOARD OF EDUCATION MEMBER REPORTS

Trustee Lari

- On June 7, Trustee Lari attended the Gateway Special Education Completion Ceremony.
- On June 8, Trustee Lari attended the groundbreaking ceremony of the Eastridge to BART regional connector.
- On June 11, Trustee Lari attended the U.S. Department of Health and Human Services Tick-Bourne Disease and Associated Illness National Community Engagement Initiative. She thanked Dr. Dewan and staff for the recent resolution raising awareness about Lyme Disease.
- On June 15, Trustee Lari attended an event on immigration with author Bill Ong Hing at the Roosevelt Community Center.
- On June 23, Trustee Lari attended a solidarity celebration of Juneteenth and Eid sponsored by the NAACP Silicon Valley.

Documentary Record 002170

Trustee Sreekrishnan

- On July 11, Trustee Sreekrishnan was the keynote speaker for the National Alliance on Mental Illness (NAMI) Bay Area Symposium for Minority Mental Health Month.

- Trustee Sreekrishnan also reported having several recent meetings including those with local childcare providers, mental health and wellness-related organizations. She thanked Dr. Dewan and staff for their work and follow-up from these meetings.

11. SUPERINTENDENT'S REPORT

- Dr. Dewan shared that the SCCOE has a new Workplace Violence Prevention Plan which was developed with input from the SCCOE's labor partners. It took effect July 1, 2024, and the SCCOE is in the process of providing training and other materials to spread the word.

- Dr. Dewan shared that Congressmember Anna Eshoo successfully secured $850,000 for the Walden West Science School Modernization Project in the federal budget for FY 2025. The funds will be disbursed once both houses of Congress approve the appropriations bill and it is signed into law. She thanked Congressmember Eshoo for her support.

- On June 15, a few of the SCCOE's Educator Preparation Programs celebrated graduations. Dr. Dewan offered her congratulations to all of the graduates.

- From June 23-26, Dr. Dewan traveled to San Diego for the Labor Management Initiative (LMI) Conference. She was joined by Dr. Gill and representatives from the SCCOE's labor partners. LMI provides tools for collaboration and problem-solving to ensure the best possible outcomes for students.

- This week, representatives of the Office of Head Start Regional Office have been on site conducting a special review.

- On July 16, the Governance Team Retreat was held at the South County Annex. She expressed gratitude to the student, Rigo, who joined the meeting as well as all the staff that helped make the day a success.

- Dr. Dewan reminded Trustees of two upcoming events:

    - The CSBA County Board Member Services Conference will be held in Monterey, CA September 13 through 15.

Documentary Record 002171

- Registration for CSBA's Annual Education Conference has opened. It will be held in December in Anaheim, CA.

12. INFORMATION ITEM

A. Future Agenda Items

Dr. Dewan reminded the Board that the purpose of the item is to raise topics for potential inclusion on a future agenda. She shared that the status of some items has been updated in the table in Board Docs.

Trustee Chon requested two agenda items. The first was an item where the bargaining units could address the board. The second item was for a budget study session for the upcoming school year.

Trustee Sreekrishnan made three additional requests. She asked for a resolution to support AB 3216, which would require local school districts to create policies to limit cell phone use in the classroom. The second request was to support a resolution submitted by Youth Take Over of Santa Clara County which is related to climate literacy. Third, Trustee Sreekrishnan requested a resolution supporting the implementation of Hindi Language courses.

Trustee Mah requested an update on all of the Office of Civil Rights (OCR) investigations. Dr. Dewan indicated there is one OCR complaint. The SCCOE provided all of the required documentation to the OCR and have not received a response.

Trustee Di Salvo requested a presentation following the AI Summit which is scheduled for October 28.

13. CONSENT INFORMATION ITEMS

A. Williams Settlement Quarterly Report

B. Disposition of Surplus Items - April 2024 - June 2024

C. Head Start/Early Head Start Monthly Board Reports

Documentary Record 002172

14. ADJOURNMENT

The next Santa Clara County Board of Education regular meeting is scheduled for August 7, 2024.

MOTION #2444-7 by Trustee Di Salvo and seconded by Vice President Rocha to adjourn the meeting. Motion carried 7-0-0. The meeting was adjourned at approximately 12:47 a.m.

Motion carried with the following vote:
Yes: President Berta, Vice President Rocha, Trustees Chon, Di Salvo, Lari, Mah, and Sreekrishnan
No: none
Abstain: none
Absent: none

Respectfully submitted,

Mary Ann Dewan

Mary Ann Dewan, Ph.D.
County Superintendent of Schools
Ex-Officio Secretary

: kc

Documentary Record 002173

[A. Public Hearing on the Bullis Charter School Renewal Petition]

THE COUNTY BOARD WILL NOW CONDUCT A PUBLIC HEARING REGARDING THE RENEWAL REQUEST OF THE CHARTER SCHOOL.

PETITION FOR BULLIS CHARTER SCHOOL.

MY NAME IS MAIMONA BERTA.

I'M THE BOARD PRESIDENT AND WILL BE ACTING AS THE CHAIRPERSON OF THIS HEARING.

THIS HEARING WILL PROCEED AS FOLLOWS.

FIRST, THE BOARD WILL HEAR AN OPENING STATEMENT OF NO MORE THAN TEN MINUTES FROM STAFF.

SECOND, BULLIS CHARTER SCHOOL WILL BE GIVEN THE OPPORTUNITY TO GIVE A PRESENTATION OF NO MORE THAN TEN MINUTES.

THIRD, LOS ALTOS SCHOOL DISTRICT WILL BE GIVEN AN OPPORTUNITY TO COMMENT ON THE REQUEST FOR NO MORE THAN TEN MINUTES.

[00:35:05]

4TH, THE BOARD WILL HEAR PUBLIC COMMENTS.

EACH SPEAKER WILL BE LIMITED TO ONE MINUTE.

SPEAKERS SHALL DIRECT THEIR COMMENTS TO THE BOARD AND ARE URGED TO AVOID REPEATING POINTS MADE BY PREVIOUS SPEAKERS.

5TH, BOARD MEMBERS MAY ASK CLARIFYING QUESTIONS.

THEREAFTER, THE PUBLIC HEARING WILL BE CLOSED.

THE BOARD ANTICIPATES RECONVENING THE ACT ON THIS REQUEST ON AUGUST 26TH, 2024.

AT THIS TIME, I CALL UPON SUPERINTENDENT DEWAN TO INTRODUCE STAFF.

THANK YOU, PRESIDENT BERTA.

THIS EVENING THROUGH THIS HEARING, THE BOARD WILL BE SIMPLY CONDUCTING A HEARING AND THERE WILL BE NO ACTION ON TONIGHT'S HEARING. THE ACTION WILL OCCUR AT AN ADDITIONAL MEETING OF THE COUNTY BOARD OF EDUCATION ON AUGUST 26TH.

Documentary Record 002174

THIS EVENING, DOCTOR MICHELLE JOHNSON, OUR ASSOCIATE DIRECTOR OF CHARTER SCHOOLS, WILL INTRODUCE THE TEAM AND PROVIDE THE STAFF REPORT.

GOOD EVENING.

I AM JOINED BY DAVINA HARDEN FROM ATKINSON ANDELSON AND CYNTHIA TAPIA AND MATT DOHERTY FROM THE CHARTER SCHOOLS DEPARTMENT. GOOD EVENING.

PRESIDENT BERTA TRUSTEES.

SUPERINTENDENT, DOCTOR DEWAN STAFF AND COMMUNITY.

WE ARE HERE THIS EVENING FOR THE PUBLIC HEARING ON THE RENEWAL REQUEST FOR BULLIS CHARTER SCHOOL.

AS YOU KNOW, CHARTER SCHOOL RENEWALS WERE ON HIATUS FOR THREE YEARS DUE TO THE LACK OF STATEWIDE ACADEMIC TESTING DATA RESULTING FROM COVID IN THE 2425 SCHOOL YEAR.

WE WILL RESTART THE CHARTER SCHOOL RENEWAL PROCESS.

THIS PROCESS CONSISTS OF ONE.

THE CHARTER SCHOOL SUBMITTING A CHARTER RENEWAL PETITION TO THE COUNTY BOARD OF EDUCATION, HOLDING THE REQUIRED PUBLIC HEARING ON THE RENEWAL PETITION REQUEST.

3. THE SCC CHARTER SCHOOLS DEPARTMENT STAFF ANALYZING THE RENEWAL REQUEST AGAINST THE STANDARDS FOR RENEWAL SET FORTH IN THE CHARTER SCHOOLS ACT FOR THE CHARTER SCHOOLS DEPARTMENT PUBLISHING ITS RECOMMENDATIONS, INCLUDING RECOMMENDED FINDINGS, AT LEAST 15 DAYS BEFORE THE BOARD MEETING AT WHICH THE SCC BOE WILL ACT ON THE REQUEST, AND 5 THE SCC BOE ACTING ON THE RENEWAL REQUEST.

IN SEPTEMBER 2003, BULLIS WAS INITIALLY APPROVED FOR A THREE YEAR TERM AS A K-6 CHARTER SCHOOL ON APPEAL FROM LOS ALTOS SCHOOL DISTRICT. ITS CHARTER HAD HAS BEEN MATERIALLY CHANGED TO SERVE K-8 AND WAS APPROVED IN 2007, 2012 AND 2016 FOR RENEWAL.

BULLIS IS CURRENT CHARTER TERM EXPIRES JUNE 30TH, 2025, AS THE TERM WAS EXTENDED BY OPERATION OF LAW FOR TWO YEARS IN 2021 AND BY AN ADDITIONAL YEAR IN 2023.

CURRENT ENROLLMENT IS APPROXIMATELY 1000 STUDENTS.

Documentary Record 002175

BULLIS SUBMITTED ITS RENEWAL PETITION ON JUNE 3RD, 2024, AND IS REQUESTING AN ADDITIONAL SEVEN YEAR TERM BECAUSE BULL QUALIFIES AS A HIGH PERFORMANCE TIER SCHOOL.

THE COUNTY BOARD CAN RENEW ITS CHARTER FOR 5, 6 OR 7 YEARS.

HOWEVER, ANY SCHOOL, REGARDLESS OF PERFORMANCE CATEGORY, MAY BE NON-RENEWED PER EDUCATION CODE 47 607 E IF THE AUTHORIZER FINDS THAT THE SCHOOL IS DEMONSTRABLY UNLIKELY TO SUCCESSFULLY IMPLEMENT THE PROGRAM DUE TO SUBSTANTIAL FISCAL OR GOVERNANCE ISSUES, OR IS FAILING TO SERVE ALL STUDENTS WHO WISH TO ATTEND, AND PROVIDES THE CHARTER SCHOOL NOTICE AND AN OPPORTUNITY TO REMEDIATE THESE CONCERNS? IN MAY 2021, THE SCC SENT BULLIS A NOTICE PURSUANT TO THESE REQUIREMENTS OF CONCERNS REGARDING WHETHER BULLIS IS SERVING ALL STUDENTS WHO WISH TO ATTEND. THE SCC SENT A REAFFIRMATION NOTICE IN AUGUST OF 2023.

BULLIS SUBMITTED A CORRECTIVE ACTION PLAN AND RESPONSES TO THESE NOTICES, AND BULLIS WORK IN THIS AREA IS BEING CONSIDERED AS WE ANALYZE ITS RENEWAL REQUEST. BULLIS HAS STATED THAT ITS STUDENT POPULATION MORE CLOSELY REFLECTS THE DEMOGRAPHICS OF LOS ALTOS SCHOOL DISTRICT, AS OPPOSED TO THE DEMOGRAPHICS OF OTHER. BOE AUTHORIZED CHARTER SCHOOLS AND THEIR RESPECTIVE DISTRICTS.

THE ISSUE IN BULLIS RENEWAL IS ITS OWN DEMOGRAPHICS, NOT THOSE OF OTHER CHARTER SCHOOLS.

IT IS ALSO NOTEWORTHY THAT MANY OF THE SCHOOLS TO WHICH BULLIS IS COMPARING ITSELF INCLUDE IN THEIR MISSION SERVING HISTORICALLY UNDERSERVED STUDENTS, SO HAVE LARGER POPULATIONS OF HISTORICALLY UNDERSERVED STUDENTS, WHICH IS CONSISTENT WITH THE CHARTER SCHOOLS ACT'S EMPHASIS ON EQUITY AND ACCESS AND SERVING ALL STUDENTS.

THE CHARTER SCHOOLS ACT PROVIDES NO LATER THAN 60 DAYS AFTER RECEIVING A PETITION, THE COUNTY BOARD OF EDUCATION SHALL HOLD A PUBLIC HEARING ON THE PROVISIONS OF THE CHARTER, AT

[00:40:02]

WHICH TIME THE COUNTY BOARD OF EDUCATION SHALL CONSIDER THE LEVEL OF SUPPORT FOR THE RENEWAL PETITION BY TEACHERS, OTHER SCHOOL DISTRICT EMPLOYEES AND PARENTS AND GUARDIANS. THE COUNTY BOARD'S DECISION ON THE

RENEWAL OF THE CHARTER SHOULD OCCUR WITHIN 90 DAYS OF RECEIPT, UNLESS THAT TIME IS EXTENDED BY AN ADDITIONAL 30 DAYS BY MUTUAL AGREEMENT.

THE DECISION HEARING WILL TAKE PLACE ON AUGUST 26TH, 2024 AT A SPECIAL MEETING ADDED TO THE SCC BOE MEETING CALENDAR IN ORDER TO MEET THE 90 DAY TIMELINE.

SCC STAFF HAS ALSO COMMUNICATED THROUGH EMAIL WITH THE LOCAL DISTRICT VIA ITS SUPERINTENDENT.

CHARTER SCHOOLS DEPARTMENT STAFF HAS BEGUN ITS PRELIMINARY ANALYSIS FOLLOWING EDUCATION CODE AND THE BOARD'S GUIDELINES AND BOARD POLICY 0420.4. REGARDING CONSIDERATION OF BULLIS CHARTER RENEWAL PETITION.

A FULL ANALYSIS WILL BE COMPLETED IN THE UPCOMING WEEKS, AND THE STAFF'S RECOMMENDATION AND RECOMMENDED FINDINGS WILL BE PUBLISHED ON THE SCC WEBSITE BY AUGUST 11TH.

THIS CONCLUDES STAFF'S OPENING STATEMENT.

THANK YOU. IS BULLIS CHARTER SCHOOL READY TO MAKE THEIR PRESENTATION? YES. GREAT AND WHO WILL BE SPEAKING FOR BULLIS CHARTER SCHOOL? HEY, EVERYBODY. MY NAME IS MAUREEN ISRAEL.

I'M THE SUPERINTENDENT PRINCIPAL WITH BULLIS CHARTER SCHOOL.

PLEASE PROCEED.

THANK YOU. GOOD EVENING.

TRUSTEES. GOOD EVENING, DR.

DEWAN, STAFF PRESIDENT BERTA.

THANK YOU FOR HAVING US TODAY.

I'M GRATEFUL TO BE HERE TO SHARE WITH YOU ABOUT OUR SCHOOL AND COMMUNITY AS PART OF OUR RENEWAL PROCESS.

BULLIS IS EXCITED TO BE CELEBRATING ITS 20TH YEAR IN EDUCATION THIS SCHOOL YEAR.

WE ARE FOUNDED OFFICIALLY IN 2004 AND CURRENTLY OPERATE ON TWO SITES IN LOS ALTOS, SERVING OVER 1000 K THROUGH EIGTH GRADE STUDENTS.

WE'VE BEEN NAMED A CALIFORNIA DISTINGUISHED SCHOOL MULTIPLE TIMES, MOST RECENTLY IN 2023, AND FOR THE FOURTH TIME HAVE RECEIVED ACCREDITATION BY THE WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES. ACCREDITATION PROCESS KNOWN AS WASC.

WE ARE PROUD TO BECOME ONE OF THE FIRST SCHOOLS IN CALIFORNIA TO JOIN TAKE ACTION GLOBAL AS A CLIMATE ACTION SCHOOL, PARTNERING WITH SCHOOLS AROUND THE WORLD TO CREATE OPPORTUNITIES FOR OUR STUDENTS TO COLLABORATE ON ENVIRONMENTAL ISSUES.

NEXT SLIDE PLEASE. THROUGH THE PAST 20 YEARS, OUR MISSION HAS REMAINED OUR NORTH STAR, DIRECTING US TO FOCUS ON EACH OF OUR STUDENTS, THEIR LOVE OF LEARNING, THE IMPORTANCE OF COMMUNITY IN ALL OF OUR LIVES, AND THE DESIRE TO INNOVATE IN SERVICE TO OUR STUDENTS GROWTH AND DEVELOPMENT.

NEXT SLIDE. TODAY WE ARE HERE FOR OUR PRESUMPTIVE RENEWAL.

THE PASSING OF AB 1505 CHANGED THE CHARTER SCHOOLS ACT, IDENTIFYING THAT HIGH PERFORMING CHARTER SCHOOLS SHALL BE RENEWED FOR FIVE, 6 OR 7 YEAR TERMS, PER THE CDE. BULLIS IS A HIGH PERFORMING CHARTER SCHOOL VIA CRITERION TWO, MEANING OUR ACADEMIC DATA FOR ALL STUDENTS AND SUBPOPULATIONS IS ABOVE THE STATE PERFORMANCE FOR TWO CONSECUTIVE YEARS BASED ON THE DASHBOARD DATA.

HERE YOU SEE OUR 2023 DASHBOARD DATA IN ELA, MATH, AND OUR ENGLISH LEARNER PROGRESS WITH OUR GENERAL PERFORMANCE FOR ALL STUDENTS AT BLUE, THE HIGHEST LEVEL.

NEXT SLIDE.

HERE IS OUR DATA FROM 2022.

OUR PERFORMANCE WAS HIGH IN VERY HIGH AGAIN ABOVE THE STATE AVERAGE.

NEXT SLIDE. HERE'S THE SUBPOPULATION DATA FOR 2023 WHICH CONTINUES TO QUALIFY BULLIS FOR ITS HIGH TRACK RENEWAL.

ALL SUBPOPULATION DATA CONTINUES TO SHOW SUBSTANTIALLY HIGH ACHIEVEMENT AS COMPARED TO THE STATE AVERAGES.

HERE YOU SEE OUR PERFORMANCE IN ELA AND MATH FROM 2023.

NEXT SLIDE AND HERE AGAIN IS THE SUBPOPULATION PERFORMANCE IN COMPARISON TO THE STATE FROM 2022.

Documentary Record 002178

AGAIN ALL INDICATORS FROM THE DASHBOARD ARE MEASURED AT HIGH OR VERY HIGH.

THE COMBINATION OF ALL THIS DATA PLACES US IN THE TOP 1% OF ALL CHARTER SCHOOLS ACROSS THE STATE OF CALIFORNIA, AND QUALIFIES US FOR THAT HIGH TRACK RENEWAL.

NEXT SLIDE. WE WANT TO SHARE WITH YOU SOME OF THE PROGRAMING THAT HAS BEEN PART OF BULLIS DNA AND ITS MISSION SINCE ITS INCEPTION 20 YEARS AGO AT BULLIS.

WE FOCUS ON A CORE PLUS CURRICULUM.

THIS IS FOR ALL STUDENTS.

WHAT THIS MEANS IS THAT STARTING IN TK, ALL OF OUR STUDENTS HAVE THE CORE CLASSES MATH, ENGLISH, SCIENCE, HISTORY PLUS MANDARIN, DRAMA, MUSIC, P.E., ART, AND MAKERSPACE.

THESE ARE BUILT INTO THEIR DAILY SCHEDULES OR WEEKLY SCHEDULES.

ADDITIONALLY, ALL GRADE LEVELS HAVE PROJECT BASED LEARNING OR PBL UNITS THAT DRIVE INSTRUCTION.

STUDENT VOICE AND CHOICE CAN BE FOUND IN CO-CURRICULAR AND EXTRACURRICULAR ACTIVITIES, WHICH STUDENTS GET TO SELECT.

THESE COULD INCLUDE CLASSES SUCH AS 3D MODELING, DANCE OR ECO CHAMPIONS.

NEXT SLIDE. STARTING IN SIXTH GRADE, OUR MIDDLE SCHOOL PROGRAM HAS A SIMILAR FOCUS ON THE CORE PLUS CURRICULUM, INCLUDING ADDITIONAL OPPORTUNITIES FOR CHOICE IN WORLD

[00:45:05]

LANGUAGE AND THE CHANCE TO TAKE PART IN ADVANCED ELECTIVES.

WE ALSO HAVE A CLUB MODEL, WHICH OUR STUDENT DESIGN COURSES DEVELOPED AND RUN BY STUDENTS, WITH TEACHERS SERVING AS FACILITATORS.

THESE CLUBS INCLUDE TOPICS SUCH AS DEBATE AND CRITICAL THINKING, WOODWORKING, AND VIDEO EDITING.

NEXT SLIDE. AT BULLIS, WE BELIEVE DEEPLY IN THE DEVELOPMENT OF OUR CHILDREN THROUGH OUR CURRICULUM, WHICH HAS A STEAM FOCUS SCIENCE, TECHNOLOGY, ENGINEERING, ART AND MUSIC.

Documentary Record 002179

THIS HAS BEEN INTERWOVEN INTO OUR CLASSROOMS FOR THE PAST 20 YEARS.

OUR STUDENTS HAVE THE OPPORTUNITY TO PRACTICE CODING AND ROBOTICS IN OUR MAKERSPACE AND FAB LAB SPACES, WHILE ALSO GETTING THE CHANCE TO TAKE PART IN ART, DRAMA AND MUSIC.

NEXT SLIDE. MOST IMPORTANTLY, WE BELIEVE IN SERVING ALL STUDENTS.

OUR SCHOOL SCHEDULE HAS INTENTIONAL TIME BUILT IN AND DEVOTED TO SMALL GROUP SUPPORT, AND WE HAVE A DEDICATED TEAM OF TEACHERS AND SUPPORT STAFF, INCLUDING A LITERACY SPECIALIST, A DIRECTOR OF SPECIAL EDUCATION, AND A LEAD COUNSELOR THAT COLLABORATE THROUGH OUR STUDENT RESPONSE TEAM.

THIS TEAM IS CONSISTENTLY FOCUSED ON SUPPORTING STUDENTS AND TEACHERS IN THE CLASSROOM TO ENSURE THAT WE ARE PROVIDING ALL STUDENTS ACCESS TO THE CONTENT IN WAYS THAT MAKE THE MOST SENSE FOR THEM.

NEXT SLIDE. WE KNOW THAT EDUCATION AND ITS OUTPUTS ARE SHIFTING RAPIDLY AS WE PREPARE STUDENTS FOR A FUTURE THAT NONE OF US ARE AWARE OF.

WE'RE PROUD OF OUR MIDDLE SCHOOL INTERSESSION PROGRAM AND INTEGRATED INTERDISCIPLINARY DESIGN THINKING APPROACH TO TEACHING FUTURE READY COMPETENCIES THREE TIMES A YEAR FOR TWO WEEKS EACH TIME, STUDENTS ENGAGE IN IN-DEPTH UNITS FOCUSED ON DEVELOPING SKILLS AND CREATIVE THINKING, CRITICAL THINKING, COMMUNICATION, AND TEAMWORK.

THIS CAN LOOK LIKE LEARNING HOW TO CREATE A BUSINESS PLAN AND THEN GATHERING MARKET DATA FROM OUR COMMUNITY TO DEVELOP A PROTOTYPE OF A PRODUCT THAT'S ALIGNED TO ONE OF THE UN SUSTAINABILITY GOALS.

NEXT SLIDE. WE BELIEVE TEACHING AND LEARNING IN THESE WAYS INCLUDES A DEEP FOCUS ON THE ARTS AND ALREADY CONTRIBUTES TO THE WHOLE CHILD.

YET THERE ARE ADDITIONAL WAYS IN OUR PROGRAM THAT WE FOCUS ON DEVELOPING STUDENTS AS HUMANS FIRST.

ALL OF OUR STUDENTS HAVE ACCESS TO A WEEKLY AND IN MIDDLE SCHOOL DAILY CELL OR ADVISORY CURRICULUM.

WE ALSO HAVE OPPORTUNITIES FOR STUDENTS TO INTERACT ACROSS GRADE LEVELS, AIMING TO CREATE CROSS GRADE LEVEL RELATIONSHIPS AND DEVELOP A DEEPER SENSE OF COMMUNITY THROUGHOUT THE SCHOOL. NEXT SLIDE.

Documentary Record 002180

WE KNOW IN TODAY'S WORLD THE IMPORTANCE OF PREPARING STUDENTS TO BECOME FUTURE LEADERS.

AT BCS, WE SEEK OPPORTUNITIES FOR OUR STUDENTS TO DEVELOP THESE LEADERSHIP SKILLS.

THIS CAN LOOK LIKE STUDENT LED PLAY PRODUCTIONS IN BOTH ON STAGE AND OFF STAGE ROLES.

IT LOOKS LIKE PRESENTATION OPPORTUNITIES IN ALL GRADE LEVELS.

IT LOOKS LIKE STUDENTS WHO, STARTING IN PRE K, CREATE ACADEMIC AND PERSONAL GOALS THAT THEY CAN TRACK PROGRESS TOWARDS THROUGHOUT THE SCHOOL YEAR.

NEXT SLIDE. YOU'VE HEARD ME MENTION COMMUNITY A FEW TIMES.

COMMUNITY IS TRULY THE CORNERSTONE OF OUR SCHOOL.

I'M SO PROUD TO SEE US ALL REPRESENTED HERE TONIGHT.

WE'VE CONTINUED TO FOCUS ON OPPORTUNITIES TO GROW AND CELEBRATE OUR COMMUNITY EACH SCHOOL YEAR.

THIS HAS INCLUDED THE HIRING OF A DEDICATED DIRECTOR OF COMMUNITY ENGAGEMENT AND OUTREACH.

IT ALSO INCLUDES YEARLY EVENTS FOR OUR FAMILIES AND FOR THE GREATER LOS ALTOS AREA, INCLUDING AN ANNUAL MAKERS FAIR AND A DIVERSITY CELEBRATION, WHICH I KNOW SOME OF YOU HAVE HAD THE OPPORTUNITY TO ATTEND OVER THE PAST FEW YEARS.

NEXT SLIDE. I WANT TO ACKNOWLEDGE THE IMPORTANCE OF OUR COMMUNITY, BECAUSE UNFORTUNATELY, THERE IS THIS FALSE NARRATIVE ABOUT THE STUDENTS THAT BCS SERVES AND THAT DOES HURT OUR COMMUNITY.

AS YOU'VE SEEN AND HEARD FROM ME BEFORE, WE'RE PROUD TO BE A SCHOOL THAT IS SUPPORTIVE AND INCLUSIVE TO ALL STUDENTS WHO WISH TO ATTEND.

WE CONSISTENTLY WORK HARD TO CONTINUE TO DIVERSIFY OUR STUDENT BODY.

LAST SCHOOL YEAR, WE SAW A 95% INCREASE IN OUR CITY POPULATION AND A 47% INCREASE IN OUR EL POPULATION.

NEXT SLIDE. FOR EDUCATION CODE AS A CHARTER SCHOOL, WE SHOULD STRIVE TO ACHIEVE A RACIAL AND ETHNIC BALANCE AMONGST OUR STUDENTS.

Documentary Record 002181

THIS SHOULD BE REFLECTIVE OF THE GENERAL POPULATION RESIDING WITHIN THE TERRITORIAL JURISDICTION OF THE LOS ALTOS SCHOOL DISTRICT.

HERE YOU SEE OUR DEMOGRAPHIC DATA COMPARED TO THE CENSUS DATA OF LOS ALTOS.

OUR SCHOOL IS A REFLECTION OF THE COMMUNITY WHERE OUR SITES ARE LOCATED.

NEXT SLIDE. AS A 22-23 SCHOOL YEAR DATA PUBLISHED BY THE CDE INDISPUTABLY DEMONSTRATES, BULLIS IS AMONGST THE CLOSEST TO REFLECTING A STUDENT POPULATION BALANCE OF THE DISTRICT WHERE IT'S LOCATED, AS COMPARED WITH THE OTHER SCHOOLS AUTHORIZED BY THE COUNTY BOARD.

THIS INFORMATION WAS SHARED WITH YOU IN A RESPONSE WE SENT EARLIER THIS CALENDAR YEAR.

HERE YOU SEE, OUR HISPANIC AND SPECIAL EDUCATION POPULATIONS ARE WITHIN 5% AND 2.5% OF THE LOCAL SCHOOL DISTRICTS SIMILAR POPULATIONS.

BULLIS MORE CLOSELY REFLECTS THE LOCAL DISTRICT PERCENTAGES IN THE VAST MAJORITY OF SCHOOLS THAT THE COUNTY BOARD OF EDUCATION AUTHORIZES.

NEXT SLIDE. THE SAME IS TRUE FOR OUR ENGLISH LEARNERS AND OUR CITY POPULATION, BUT THIS MORE CLOSELY REFLECTS THE LOCAL DISTRICT PERCENTAGES IN THE VAST MAJORITY OF SCHOOLS AUTHORIZED FOR THE MORE.

DOCTOR DEWAN HAS ACKNOWLEDGED IN A PUBLIC STATEMENT THAT BCS HAS TAKEN THE NECESSARY STEPS TO ENROLL STUDENTS FROM HISTORICALLY UNDERSERVED GROUPS.

[00:50:08]

NEXT SLIDE. WE ARE GLAD TO RECEIVE THIS ACKNOWLEDGMENT FROM DOCTOR DEWAN, AND YET WE CONTINUE TO FIND WAYS TO EXPAND OUR OUTREACH TO ALL MEMBERS OF OUR COMMUNITY.

OUR DIRECTOR OF COMMUNITY ENGAGEMENT AND OUTREACH IS A KEY LEADER IN THIS PROCESS.

NOW ENTERING HER THIRD YEAR, VERONICA AND VOLUNTEERS WORKED DURING OPEN ENROLLMENT SEASON TO DISTRIBUTE FLIERS TO A VARIETY OF LOCATIONS THROUGHOUT OUR AREA DAYCARES, LOCAL BUSINESSES. FOOD TRUCKS.

APARTMENT COMPLEXES, DOOR TO DOOR.

Documentary Record 002182

THEY RUN ADVERTISEMENTS IN LOCAL NEWSPAPERS IN BOTH SPANISH AND ENGLISH.

NEXT SLIDE. MAILERS ARE SENT OUT TO ALL LOS ALTOS SCHOOL DISTRICT RESIDENTS IN ENGLISH AS WELL AS IN SPANISH.

WE RUN PARENT INFORMATION SESSIONS IN PERSON AND ONLINE WITH TRANSLATIONS PROVIDED AND THE SAME IS TRUE FOR TOURS IN PERSON, ONLINE AND TRANSLATED.

OUR CURRENT FAMILIES ARE AN INCREDIBLE RESOURCE, SERVING AS THEIR BEAR GUIDES TO ASK QUESTIONS FOR OUR FAMILIES AND INVITE THEM TO EVENTS WE HOST.

NEXT SLIDE. BUT AT THE HEART OF ALL THIS OUTREACH IS THE CORE OF OUR MISSION.

IT'S ACTUALLY THE STUDENTS.

FOR THE PAST 20 YEARS, WE HAVE BEEN COMMITTED TO BUILDING A SCHOOL THAT SERVES ALL STUDENTS.

THIS CONTINUES TO BE OUR PRIORITY AND OUR FOCUS FOR THE NEXT 20 YEARS AND BEYOND.

THIS IS FUNDAMENTALLY WHAT IT MEANS TO BE AN EDUCATOR.

WE ARE IN THIS WORK BECAUSE OF OUR STUDENTS.

I'M SURROUNDED TONIGHT BY OUR STAFF AND OUR TEAM WHO UNEQUIVOCALLY BELIEVE IN THE POSSIBILITIES OF OUR KIDS IN EVERY SINGLE DAY.

THIS TEAM WORKS IN SERVICE OF OUR STUDENTS, ASKING OURSELVES, WHAT CAN WE DO TO MAKE SURE ALL STUDENTS HAVE THE ABILITY TO REACH THEIR FULL POTENTIAL? NEXT SLIDE. WE APPRECIATE THE COUNTY OFFICE AND COUNTY BOARD SUPPORT OF BULLIS CHARTER SCHOOL, AND RESPECTFULLY REQUEST YOU APPROVE OUR PETITION FOR A SEVEN YEAR TERM.

THANK YOU.

ARE THERE ANY REPRESENTATIVES FROM THE LOS ALTOS SCHOOL DISTRICT WHO WISH TO COMMENT AT THIS TIME? AND WHO WILL BE SPEAKING FOR THE DISTRICT? MY NAME IS BRIAN JOHNSON.

I'M THE CURRENT PRESIDENT OF LOS ALTOS SCHOOL DISTRICT.

GOOD EVENING. PRESIDENT BERTA.

VICE PRESIDENT ROCHA TRUSTEES.

Documentary Record 002183

SUPERINTENDENT DEWAN STAFF, THANK YOU FOR THE OPPORTUNITY TO COMMENT TONIGHT ON BEHALF OF LOS ALTOS SCHOOL DISTRICT.

AS HAS BEEN MENTIONED, IN 2003, A GROUP OF LOS ALTOS HILLS FAMILIES ORGANIZED THE CREATION OF BULLIS CHARTER SCHOOL.

THE ORIGINAL CHARTER PETITION STATED PLAINLY THAT THE SCHOOL WOULD, AND I QUOTE, FOCUS ON SERVING PRIMARILY STUDENTS WITHIN THE FORMER BULLIS CHARISMA, BOUNDARIES, AND THE LOS ALTOS HILLS COMMUNITY AS A WHOLE.

APPLICANTS FROM THAT AREA WOULD RECEIVE ENROLLMENT PRIORITY, EVEN OVER SIBLINGS OF CURRENT STUDENTS.

WHILE THE EXACT ORDER OF ENROLLMENT PREFERENCES SHIFTED OVER TIME, THIS DISCRIMINATION IN FAVOR OF STUDENTS FROM ONE OF THE WEALTHIEST PARTS OF SANTA CLARA COUNTY PERSISTED.

AS RECENTLY AS 2019, THE BCS BOARD INSISTED THAT REMOVAL OF THIS GEOGRAPHIC ENROLLMENT PREFERENCE CONSTITUTED A HARDSHIP FOR THE SCHOOL, AND THEY FINALLY RELENTED ONLY UNDER SIGNIFICANT PRESSURE FROM THE COUNTY IN THE WAKE OF THE PASSAGE OF AB 1505.

THE RESULT OF 20 YEARS OF FOCUS ON PRIMARILY SERVING AN AFFLUENT COMMUNITY HAS BEEN A MYRIAD OF DECISIONS, LARGE AND SMALL, THAT HAVE RESULTED IN AN EDUCATIONAL PROGRAM THAT IS FINANCIALLY DEPENDENT ON PARENTS WHO ARE ABLE TO MAKE MILLIONS OF DOLLARS IN ANNUAL CONTRIBUTIONS TO THEIR CHILDREN'S SCHOOLS, AND IN AN ATMOSPHERE THAT HAS DISCOURAGED AND CONTINUES TO DISCOURAGE ENROLLMENT OF A TRULY DIVERSE STUDENT POPULATION.

THE EXISTENCE AND IMPACT OF THESE PRACTICES HAS BEEN COMMUNICATED REGULARLY BY MEMBERS OF THE COMMUNITY AT LARGE, OVER THE ENTIRE 20 YEARS OF BCS EXISTENCE.

SOME OF THEM MAY TELL THEIR STORIES TONIGHT, AND DUE TO SUMMER VACATION SCHEDULES, SOME OF THEM MAY REACH OUT TO YOU OVER THE COMING WEEKS.

I HOPE THAT YOU WILL TAKE ALL OF THEM TO HEART.

RECOGNIZE THAT THEY ARE A SMALL SUBSET OF THE STORIES THAT WE HAVE HEARD OVER THE YEARS, AND CONSIDER WHAT MAY BE REQUIRED UNDER CURRENT CHARTER LAW TO CORRECT SUCH LONG STANDING ISSUES. IN 2018, RATHER THAN EXPLORE CONCRETE WAYS TO SERVE A PROPORTIONAL NUMBER OF SOCIOECONOMICALLY

DISADVANTAGED STUDENTS IN THE EXISTING PROGRAM, THE BCS BOARD PURSUED CREATION OF A NEW CHARTER SCHOOL IN THE NEIGHBORING MOUNTAIN VIEW WHISMAN SCHOOL DISTRICT.

THAT DISTRICT BOARD MADE IT CLEAR THAT THEY WOULD INSIST THAT THE NEW CHARTER PROACTIVELY AVOID THE SAME KINDS OF FAILURES TO SERVE ALL STUDENTS THAT HAD OCCURRED IN LASD, AND REQUIRED, AS A CONDITION OF APPROVAL, THAT BCS MAKE THE PLANNED LOTTERY PREFERENCE FOR FREE AND REDUCED MEAL ELIGIBLE STUDENTS THE FIRST PREFERENCE RATHER THAN THE FOURTH PREFERENCE. THE SUBSEQUENT ABANDONMENT OF THAT CHARTER CREATION EFFORT SPEAKS VOLUMES ABOUT BCS ATTITUDE TOWARDS THEIR DESIRED DEMOGRAPHICS, AND SUGGESTS THAT THEY MAY BELIEVE THEM TO BE KEY, NOT ONLY TO THEIR FINANCES, BUT ALSO TO THE EDUCATIONAL OUTCOMES REFLECTED IN THE STATE DASHBOARD.

AS OUTLINED BY STAFF, AS A RESULT OF THE LONG STANDING AND SIGNIFICANT GAPS BETWEEN THE STUDENT DEMOGRAPHICS OF LASD AND BCS, ESPECIALLY WITH REGARD TO HISPANIC STUDENTS, ENGLISH LANGUAGE LEARNERS, STUDENTS WITH DISABILITIES, AND SOCIOECONOMICALLY DISADVANTAGED STUDENTS, AND IN LIGHT OF RECENT CHANGES TO CHARTER LAW IN MAY 2021, THE SCCOE ISSUED A NOTICE OF CONCERN ESTABLISHING THAT BCS HAD BEEN SERVING, AND I QUOTE STATISTICALLY SIGNIFICANTLY LOWER PROPORTIONS OF ALL FOUR STUDENT GROUPS THAN IN LISD END QUOTE,

[00:55:06]

INFORMING BCS OF THE POSSIBLE CONSEQUENCES FOR CHARTER RENEWAL, AND EXPRESSING A DESIRE TO WORK COLLABORATIVELY WITH THE CHARTER SCHOOL TO RESOLVE THE ISSUES.

UNFORTUNATELY, THE BCS BOARD HAS INSTEAD CONTINUED TO INSIST THAT THE CITED DEMOGRAPHIC ISSUES EITHER DO NOT EXIST OR DO NOT MATTER AND SO THE CHARTER RENEWAL PETITION BEFORE YOU OFFERS EVEN FEWER CONCRETE EFFORTS FOR REMEDIATION THAN THE 2016 RENEWAL PETITION DID, AND MAINTAINS THE ARBITRARY 10% CAP ON THE LOTTERY PREFERENCE FOR FRPM ELIGIBLE STUDENTS WHO RESIDE WITHIN LISD AND AS INADEQUATE AS THAT IS LIKELY TO BE IN CLOSING THE GAP IN TERMS OF SOCIOECONOMICALLY DISADVANTAGED STUDENTS, THE RENEWAL PETITION OFFERS NO CONCRETE SOLUTIONS AT ALL TO ADDRESS THE HISTORIC AND ONGOING UNDER ENROLLMENT OF STUDENTS WITH DISABILITIES, ESPECIALLY INCLUDING THOSE WITH MORE SEVERE DISABILITIES.

DATA SHOWS THAT BCS NOT ONLY SERVES A SMALLER PERCENTAGE OF STUDENTS WITH DISABILITIES THAN LISD, BUT ALSO FAILS TO SERVE STUDENTS IN MOST OF THE 13 CATEGORIES OF ELIGIBILITY UNDER IDEA.

AS PREVIOUSLY SHARED WITH THE SCCOE AND BOE, THE DISTRICT HAS ANECDOTAL AND VERIFIABLE EVIDENCE THAT BCS HAS EXPLICITLY DECLINED TO SERVE THESE VARIOUS TYPES OF STUDENTS WITH MORE SIGNIFICANT NEEDS, ON THE GROUNDS THAT THEY ARE NOT A FIT FOR THE BCS EDUCATIONAL PROGRAM.

IN THE THREE YEARS SINCE THE NOTICE OF CONCERN, VERY LITTLE HAS CHANGED, AS REFLECTED BY THIS BOARD'S UNANIMOUS VOTE IN AUGUST OF 2023 TO REAFFIRM THAT NOTICE OF CONCERN.

WHILE THE RENEWAL PETITION ATTEMPTS TO MINIMIZE THESE ONGOING DEFICIENCIES BY RANKING BCS AGAINST INDIVIDUAL LISD SCHOOLS OR AGAINST OTHER SCHOOLS ACROSS THE COUNTY.

CHARTER LAW CLEARLY REQUIRES COMPARISON TO THE DISTRICT AS A WHOLE, AND MORE IMPORTANTLY, THE CLEAR INTENTION OF CHARTER LAW IS REINFORCED BY THE PASSAGE OF AB 1505 HAS ALWAYS BEEN THAT CHARTER SCHOOLS SHOULD BE ACCESSIBLE TO ALL STUDENTS, AND THAT THEY SHOULD VIEW UNDERSERVED STUDENT POPULATIONS AS A FOCUS RATHER THAN AS AN AFTERTHOUGHT.

THE CHARTER RENEWAL PETITION CLAIMS TO SHOW RECENT SIGNIFICANT INCREASES IN ENROLLMENT OF SOME UNDERREPRESENTED GROUPS.

HOWEVER, THESE INCREASES, EVEN IF CORRECT, DO NOT CLOSE THE GAPS WITH DISTRICT DEMOGRAPHICS, AND IN FACT INCREASES OF THAT SIZE ARE ONLY POSSIBLE BECAUSE THEY ARE RELATIVE TO INCREDIBLY LOW BASELINES THAT HAVE NOT MOVED IN A DECADE OR MORE.

WE HAVE NO CONFIDENCE THAT THIS ONE YEAR TREND WILL CONTINUE IF THIS RENEWAL PETITION IS APPROVED AS IS, GIVEN THE SERIOUS NATURE OF THE ISSUES PRESENTED IN THE NOTICE OF CONCERN MORE THAN THREE YEARS AGO.

BULLIS CHARTER SCHOOLS FAILURE TO ADDRESS THEM IN THE RENEWAL PETITION IS MADE EVEN MORE GLARING BY THE EXISTENCE OF SEVERAL STRAIGHTFORWARD MEASURES, WHICH COULD HAVE BEEN INCLUDED, FOR EXAMPLE, TO ADDRESS THEIR UNDER ENROLLMENT OF SOCIOECONOMICALLY DISADVANTAGED STUDENTS.

THE FIRST AND MOST OBVIOUS CHANGE WOULD BE TO MOVE THE EXISTING PREFERENCE FOR FRPM ELIGIBLE STUDENTS TO THE FIRST POSITION IN THE LIST OF

PREFERENCES, DRAMATICALLY INCREASING THE NUMBER OF SLOTS AVAILABLE EACH YEAR FOR THOSE STUDENTS, AND TO REMOVE THE ARBITRARY 10% CAP ENTIRELY.

BEYOND THAT, BCS HAS ANOTHER OPPORTUNITY TO MAKE ITSELF MORE ATTRACTIVE TO A MORE DIVERSE POPULATION.

WE HAVE DEVELOPED PLANS TO BUILD AN ENTIRE NEW CAMPUS IN THE MOST DENSELY POPULATED PART OF THE DISTRICT, IN CLOSE PROXIMITY TO MANY FAMILIES MATCHING THE UNDERREPRESENTED COHORTS IN BCS.

PLANNING TO MOVE THERE WOULD SEEM TO BE AN OBVIOUS WAY TO STRENGTHEN THE RENEWAL PETITION, AND YET THE BCS BOARD HAS EXPRESSED OUTRIGHT HOSTILITY TO THE IDEA, DESPITE THE ALTERNATIVE BEING TO REMAIN INDEFINITELY IN AGING PORTABLE BUILDINGS SPLIT ACROSS TWO OR POSSIBLY EVEN THREE SHARED CAMPUSES.

OVERALL, THE DATA SHOWS THAT BCS HAS NOT REMEDIED THE ISSUES DETAILED IN YOUR NOTICE OF CONCERN AND THAT THE MEASURES OUTLINED IN THE RENEWAL PETITION ARE UNLIKELY TO DO SO.

WE BELIEVE THAT THE LONG STANDING FAILURES BY BULLIS CHARTER SCHOOL TO SERVE ALL STUDENTS WITHIN THE MEANING OF THE EDUCATION CODE, AND THE FAILURE OF THE RENEWAL PETITION TO OUTLINE HOW THEY WILL ACHIEVE DEMOGRAPHICS IN LINE WITH LSDS ARE SUFFICIENTLY SEVERE AND PERSUASIVE AS TO PRECLUDE STRAIGHTFORWARD APPROVAL OF THE CHARTER RENEWAL PETITION BEFORE YOU. AS THE MOUNTAIN VIEW WHISMAN BOARD DID WITH BULLIS MOUNTAIN VIEW, YOU COULD APPROVE THE PETITION, BUT ALSO ADOPT MEASURABLE CONDITIONS ON WHICH THAT APPROVAL WOULD DEPEND, SUCH THAT FAILURE TO MEET THOSE CONDITIONS WOULD RESULT IN CLEAR AND CONCRETE CONSEQUENCES.

ALTERNATIVELY, YOU COULD DIRECT VCS TO WORK WITH ALL PARTIES TO CREATE A MATERIAL REVISION TO BE APPROVED ALONGSIDE THE RENEWAL PETITION THAT WOULD EFFECTIVELY ADDRESS THE ISSUES RAISED IN THE NOTICE OF CONCERN.

AT THE END OF THE DAY, WHAT WE WOULD LIKE TO SEE AND WHAT WE BELIEVE IS REQUIRED BY CHARTER LAW IS A DOCUMENT THAT FULLY ADDRESSES THE LEGAL REQUIREMENTS TO SERVE ALL STUDENTS, AND TO STRIVE TO MATCH THE HOST DISTRICT'S DEMOGRAPHICS.

THAT HOLDS BULLIS CHARTER SCHOOL ACCOUNTABLE FOR THE SUCCESS OF THOSE EFFORTS WITH MEASURABLE CRITERIA AND CLEAR CONSEQUENCES AND THAT DEMONSTRATES A REAL COMMITMENT ON THE PART OF THE CURRENT BCS BOARD AND

ADMINISTRATION TO BREAK WITH THE ATTITUDES AND PRACTICES OF THE LAST 20 YEARS THAT HAVE CREATED THESE PROBLEMS IN THE FIRST PLACE.

[01:00:08]

THANK YOU VERY MUCH FOR YOUR TIME AND ATTENTION.

THANK YOU.

WE WILL NOW TAKE PUBLIC COMMENT ON THIS ITEM.

COMMENTERS ARE LIMITED TO ONE MINUTE.

IF YOU WISH TO SPEAK, PLEASE HAND IN YOUR HAND ANY SPEAKER CARD.

SPEAKERS SHALL DIRECT THEIR COMMENTS TO THE BOARD AND ARE URGED TO AVOID REPEATING POINTS MADE BY PREVIOUS SPEAKERS.

MODERATOR DO WE HAVE ANY PUBLIC COMMENTS? YES, WE HAVE 30 PUBLIC COMMENT CARDS.

PLEASE PROCEED WITH PUBLIC COMMENT AS YOU HEAR YOUR NAME.

PLEASE LINE UP FOR PUBLIC COMMENT BEHIND THE PODIUM LOCATED AT THE CENTER OF THE ROOM.

AS A REMINDER, ONE PERSON AT A TIME CAN BE AT THE PODIUM TO PRESENT THEIR COMMENT.

UNLESS LANGUAGE SUPPORT IS NEEDED BY AN SCCOE INTERPRETER OR ASL INTERPRETER.

THOSE USING ASL INTERPRETATION WILL RECEIVE THREE MINUTES, AS MENTIONED EARLIER, TO PRESENT SOUND.

TO PREVENT SOUND DISTORTION, PLEASE KEEP THE MICROPHONE A SHORT DISTANCE FROM YOUR MOUTH.

THE FIRST SET OF SPEAKERS ARE WEN CHEN, BALDWIN CHANG.

MONICA [INAUDIBLE].

KYLE [INAUDIBLE].

[INAUDIBLE].

LISA STONE.

Documentary Record 002188

CAROL MONROY.

JASON JANG.

RONNIE BOWES.

ELAINE YU.

THE FIRST SPEAKER IS WEN CHEN.

PLEASE CLEARLY STATE YOUR NAME AND PRESENT YOUR PUBLIC COMMENT.

WEN CHEN, A STUDENT PARENT IN FOR 2022, MY SON ENROLLED AT BULLIS.

BULLIS FAILED TO EXECUTE HIS IEP AND THEN EXPOSED HIM TO AN UNSAFE ENVIRONMENT FOR SEVERAL MONTHS.

IN 2023, MY SON WAS DIAGNOSED WITH PTSD DUE TO SEVERE SCHOOL [INAUDIBLE].

MOREOVER, BULLIS CREATED AN EXECUTION LOG TO HIDE ITS LACK OF SERVICE, BUT DID SUCH A POOR JOB THAT THE DOCUMENT SHOWS SERVICE ON DAYS AND TIMES. MY SON WAS NOT IN SCHOOL DUE TO DENIAL OF [INAUDIBLE].

I WAS FORCED TO EXECUTE THE RIGHT TO UNILATERALLY PLACE MY SON IMMEDIATELY, BULLIS KICKED HIM OUT AND SHIFTED HIS RESPONSIBILITY TO LASD. IT'S ILLEGAL AND UNETHICAL.

WE ARE NOT THE FIRST FAMILY TO EXPERIENCE THIS.

I URGE THE BOARD TO TAKE ACTION TO STOP THIS AND ENSURE THAT BULLIES HAS A REAL CAPABILITY AND COMMITMENT TO SERVE ALL STUDENTS BEFORE APPROVING ITS CHARTER RENEWAL.

THANK YOU. OUR NEXT SPEAKER IS BALDWIN CHANG.

PLEASE CLEARLY STATE YOUR NAME AND PRESENT YOUR PUBLIC COMMENT.

GOOD EVENING. TRUSTEES PRESIDENT AND DOCTOR DEWAN AND STAFF.

MY NAME IS BALDWIN CHANG. I'M ONE OF THE MAKERSPACE TEACHERS AT BULLIS CHARTER SCHOOL AT THE NORTH ELEMENTARY CAMPUS.

MY FIRST CAREER WAS IN ARCHITECTURE AND DESIGN.

WHAT I LOVED ABOUT THOSE FIELDS IS THE FOCUS ON DESIGN THINKING AND CREATIVE PROBLEM SOLVING.

NOW, AS A TEACHER, IT'S MY PASSION TO TEACH THOSE SKILLS TO ELEMENTARY STUDENTS.

BCS GIVES ME THE PERFECT ENVIRONMENT TO DO THAT.

THE MAKERSPACE IS LIKE A WORKSHOP AND A STUDIO AND A CLASSROOM ALL ROLLED TOGETHER, WHERE KIDS CAN DESIGN AND BUILD HANDS ON PROJECTS.

WHETHER IT'S THE CULMINATING SHOWCASE FOR A PROJECT BASED LEARNING UNIT OR THE PROTOTYPE TO ANSWER A DRIVING QUESTION, THEY LEARNED BOTH HIGH TECH AND LOW TECH SKILLS AND APPLIED THEM TO SOLVING CHALLENGES AND PROBLEMS WHILE REINFORCING THEIR STEAM CONCEPTS.

BCS IS A PLACE WHERE I WORK CLOSELY WITH OTHER TEACHERS, AND WE'RE ALL STUDENTS ARE SCHEDULED AND THE SCHEDULE IS BAKED INTO THEIR EXPERIENCE.

AT. OUR NEXT SPEAKER IS MONICA [INAUDIBLE].

PLEASE CLEARLY STATE YOUR NAME AND PRESENT YOUR PUBLIC COMMENT.

GOOD EVENING, TRUSTEES PRESIDENT BERTA.

MY NAME IS MONICA AND I HAVE THREE DAUGHTERS AT BCS.

KARINA, BIANCA AND DIANA AND THEY'RE HERE TODAY.

ONE OF THE STANDOUT ASPECTS OF BULLIS, TO ME IS THE STRONG RELATIONSHIPS BETWEEN THE PARENTS, THE TEACHERS AND THE ADMINISTRATORS.

THE STAFF ARE INCREDIBLY APPROACHABLE AND DEDICATED, ALWAYS WILLING TO GO THE EXTRA MILE AND SUPPORT OUR CHILDREN'S NEEDS.

I HAVE SO MANY EXPERIENCES TO HIGHLIGHT FROM MR. ROUDA, WHO TRULY NURTURED MY DAUGHTER'S LOVE OF READING.

TO MISS VERNICK, WHO WORKED THROUGH A REALLY HARD EXPERIENCE MY DAUGHTER WAS HAVING WITH A FRIEND, AND SHE SHOWED MY DAUGHTER WHAT A TRUSTED ADULT COULD BE.

AND TO MISS KIMBERLY, WHO ENCOURAGED MY DAUGHTER IN HER FIRST DRAMA CLASS AND COUNTLESS MORE.

MY KIDS AND I WALKED TO BULLIS EVERY MORNING, AND WHEN I WAVED GOODBYE TO THEM, I KNOW THAT THE TEACHERS AT BCS ARE REALLY PASSIONATE ABOUT OUR CHILDREN, AND THEY REALLY DO WANT

Documentary Record 002190

[01:05:05]

TO ENSURE THE BEST OUTCOMES FOR OUR KIDS AND I REALLY THANK YOU FOR YOUR SUPPORT.

OUR NEXT SPEAKER IS KYLE JUAN.

PLEASE CLEARLY STATE YOUR NAME AND PRESENT YOUR PUBLIC COMMENT.

ALL RIGHT. GOOD EVENING, TRUSTEES AND PRESIDENT BERTA.

I'M KYLE AND I'M A ALUM OF BULLIS CHARTER SCHOOL, AND I AM SUPER GRATEFUL FOR THE EDUCATION AND SUPPORT I RECEIVED DURING MY TIME AT BULLIS.

MY TEACHERS WERE BEYOND EXCEPTIONAL, AND THEY CONTINUOUSLY ENCOURAGED ME TO PURSUE MY PASSIONS IN SCIENCE AND MATH.

ABOVE ALL, BULLIS IS EXCEPTIONAL AT TEACHING US HOW TO BUILD AND INNOVATE CREATIVELY.

I LEARNED HOW TO TRY AND FAIL AND TRY AGAIN.

I LEARNED HOW TO DEVELOP NEW IDEAS DURING OUR HOUR OF CODE, AND I LEARNED HOW TO BE INSPIRED BY MY PEERS AND MY TEACHERS, MOTIVATING MY OWN GROWTH.

OF COURSE, THE TRUE TREASURES ARE THE CONNECTIONS WE MADE ALONG THE WAY.

EVEN THOUGH IT HAS BEEN THREE YEARS SINCE MY TIME AT BULLIS, I'VE REMAINED VERY CLOSE FRIENDS WITH MANY OF MY CLASSMATES, AND I CAN'T IMAGINE HAVING FORMED SUCH STRONG BONDS WITHOUT THE KIND AND WELCOMING COMMUNITY AT BULLIS.

SO I WANT TO THANK ALL OF YOU FOR YOUR CONTINUOUS SUPPORT OF THE SCHOOL.

THANK YOU. OUR NEXT SPEAKER IS [INAUDIBLE].

PLEASE CLEARLY STATE YOUR NAME AND PRESENT YOUR PUBLIC COMMENT.

GOOD EVENING, TRUSTEES AND PRESIDENT BERTA.

MY NAME IS NITA AND I'M A MIDDLE SCHOOL MATH AND SCIENCE TEACHER AT BULLIS.

I'VE HAD THE PRIVILEGE OF BEING PART OF THIS INCREDIBLE COMMUNITY FOR OVER TEN YEARS.

TODAY, I'D LIKE TO SHARE THE LASTING IMPACT OUR SCHOOL HAS HAD ON OUR STUDENTS AND THE REMARKABLE ACHIEVEMENT OF OUR ALUMNI AT BULLIS.

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WE SEE OUR STUDENTS AS WHOLE HUMANS, NURTURING NOT ONLY THEIR ACADEMIC SKILLS, BUT ALSO THEIR PERSONAL GROWTH THROUGH OUR UNIQUE PROGRAMS SUCH AS OUR INTERSESSION CLUBS AND PBLS.

WE FOSTER CRITICAL THINKING, PROBLEM SOLVING, AND RESILIENCE, ENSURING OUR STUDENTS ARE PREPARED FOR ANY CHALLENGE THEY FACE.

OUR ALUMNI ARE TESTAMENT TO THE EFFECTIVENESS OF OUR APPROACH AND SEEING OUR STUDENTS GROW INTO CAPABLE, CONFIDENT ADULTS WHO FACE CHALLENGES OPENLY AND MASTER THEIR LIVES SUCCESSFULLY IN THE GREATEST IS THE GREATEST REWARD FOR US AS EDUCATORS.

MANY HAVE TAKEN ON LEADERSHIP ROLES IN VARIOUS FIELDS AND IN THEIR SCHOOLS, DEMONSTRATING THE VALUES AND SKILLS THEY DEVELOPED AT BULLIS.

I AM DEEPLY COMMITTED TO CONTINUING THIS TRADITION OF HOLISTIC EDUCATION.

OUR FOCUS ON SEEING STUDENTS AS WHOLE HUMANS AND EQUIPPING THEM WITH FUTURE READY SKILLS ENSURES THEY NOT ONLY SUCCEED ACADEMICALLY, BUT ALSO LEAD FULFILLING AND IMPACTFUL LIVES.

OUR NEXT SPEAKER IS LISA STONE.

PLEASE CLEARLY STATE YOUR NAME AND PRESENT YOUR PUBLIC COMMENT.

GOOD EVENING, TRUSTEES AND PRESIDENT BERTA.

MY NAME IS LISA STONE, AND I AM PROUD TO BE A PRINCIPAL AT BULLIS CHARTER SCHOOL.

20 YEARS AGO, I STARTED HERE AS A TEACHER, AND I'VE HAD THE HONOR OF WITNESSING OUR INCREDIBLE JOURNEY FIRST HAND.

WE BEGAN WITH JUST 170 STUDENTS, AND TODAY WE ARE A THRIVING COMMUNITY OF OVER 1000.

I HAVE LITERALLY SEEN THOUSANDS OF STUDENTS WALK THROUGH OUR DOORS, EACH ONE A UNIQUE INDIVIDUAL WITH BOUNDLESS POTENTIAL.

WATCHING THEM GROW, LEARN, AND SUCCEED HAS BEEN THE MOST REWARDING EXPERIENCE OF MY LIFE.

OUR MISSION TO SEE EACH AND EVERY ONE OF OUR STUDENTS AS A WHOLE HUMAN BEING REMAINS AS STRONG TODAY AS IT WAS WHEN WE FIRST OPENED OUR DOORS.

Documentary Record 002192

WE ARE COMMITTED TO NURTURING NOT ONLY THEIR ACADEMIC SKILLS, BUT ALSO THEIR PERSONAL GROWTH AND CHARACTER.

ONE OF OUR EARLY GRADUATES RECENTLY TOLD ME HOW HOW THE SUPPORTIVE ENVIRONMENT AT BULLIS HELPED HER BECOME THE LEADER SHE IS TODAY.

STORIES LIKE HERS REMIND ME WHY OUR WORK IS SO IMPORTANT, AND WHY I AM SO PROUD TO BE PART OF THIS COMMUNITY.

I WILL CONTINUE TO DEDICATE MYSELF TO BULLIS, ENSURING THAT WE UPHOLD OUR MISSION AND SUPPORT OUR STUDENTS IN EVERY WAY POSSIBLE.

THANK YOU FOR YOUR CONTINUED SUPPORT AND BELIEVE.

OUR NEXT SPEAKER IS CAROL MONROY.

PLEASE CLEARLY STATE YOUR NAME AND PRESENT YOUR PUBLIC COMMENT.

GOOD EVENING. TRUSTEES.

PRESIDENT BERTA. [SPANISH].

I AM CAROL MONROY.

I AM A COLOMBIAN MOTHER AT BULLIS CHARTER SCHOOL, WHERE MY CHILDREN OLIVER AND VICTORIA STUDY.

[SPANISH].

LANGUAGE BARRIERS CAN CAUSE INSECURITIES, BUT BCS HAS CREATED A FUN PROGRAM THAT IS ALSO EASY FOR MY STUDENTS TO ADAPT QUICKLY TO ENGLISH IN A PROFESSIONAL AND PERSONALIZED ENVIRONMENT.

[SPANISH]. MY CHILDREN HAVE ADVANCED A LOT AND THEY FORM PART PART NATURALLY WITH THEIR FRIENDS AND THEIR TEACHERS.

[SPANISH] . NOW THEY'RE ABLE TO ENJOY A CULTURALLY ENRICHING ENVIRONMENT WITHOUT IT MATTERING WHAT COUNTRY THEY'RE FROM OR WHAT CUSTOMS THEIR FAMILIES HAVE. BCS HAS AN INVALUABLE HUMAN RESOURCE THAT TEACHES RESPECT FOR THE SURROUNDINGS, AND THAT STRENGTHENS ADAPTATION TO THIS CHANGING

[01:10:08]

WORLD. [SPANISH].

I'M EXTREMELY GRATEFUL FOR THE DEDICATION OF BULLIS AND ITS DEDICATION TO DEVELOPING EACH STUDENT AND CREATING AN ENVIRONMENT THAT'S HEALTHY

AND INCLUSIVE, AND HELPING STRENGTHEN THEM FOR THEIR FUTURE AND SO THAT THEY'LL BE SUCCESSFUL IN THE FUTURE.

I WILL NOW ANNOUNCE OUR NEXT SET OF PUBLIC COMMENTS.

AS YOU HEAR YOUR NAME, PLEASE LINE UP FOR PUBLIC COMMENT.

BEHIND THE PODIUM VALERIE WU, KENZIE JONES, CLAYTON JONES, MADHVI KOHLI, HEATHER [INAUDIBLE], RACHELLE MIRKIN, [INAUDIBLE], CLAUDINE DEL ROSARIO, [INAUDIBLE], SOPHIE [INAUDIBLE], JEFFREY MATTSON, DWIGHT WANG, IVAN MARCHENKO.

OUR NEXT SPEAKER IS JASON ZHANG.

PLEASE CLEARLY STATE YOUR NAME AND PRESENT YOUR PUBLIC COMMENT.

CHAIRPERSON BERTA, TRUSTEE.

MY NAME IS JASON ZHANG.

I'M A [INAUDIBLE] LANGUAGE TEACHER AT BULLIS.

I'VE BEEN WORKING AT THE SCHOOL FOR OVER TEN YEARS AND THEN I WANT TO SHARE WITH YOU TONIGHT MY ENTHUSIASM FOR TEACHING LANGUAGES AND THE IMPACT IT HAS ON OUR STUDENTS.

TEACHING SECOND LANGUAGE IS ABOUT SO MUCH MORE THAN JUST VOCABULARY AND GRAMMAR.

IT'S ABOUT OPENING DOORS FOR NEW CULTURES AND PERSPECTIVES, FOSTERING A DEEP SENSE OF CONNECTIONS AND RESPONSIBILITY FOR THE WORLD.

AT BULLIS, OUR STUDENTS DEVELOP SOLID SKILLS IN READING, WRITING, AND SPEAKING A SECOND LANGUAGE, WHICH EQUIPS THEM TO NAVIGATE AND APPRECIATE OUR DIVERSE WORLD.

ONE OF MY GREATEST JOYS IS SEEING STUDENTS HONOR EACH OTHER'S DIFFERENCES IN OUR CLASSES, WE EXPLORE OUR OR GLOBAL CULTURES AND THROUGH THESE EXPLORATION AND STUDENTS LEARN, RESPECT, AND CELEBRATE DIVERSITY.

THEY BECOME MORE EMPATHETIC, OPEN MINDED, AND PREPARED TO ENGAGE IN MEANINGFUL, RESPECTFUL DIALOGS WITH OTHERS.

I DEEPLY COMMIT TO NURTURING THIS GLOBAL MINDSET IN OUR STUDENTS, EXPANDING THEIR COMMUNICATION SKILLS AND THEIR ABILITY TO UNDERSTAND AND APPRECIATE THE WORLD AND AROUND THEM. OUR NEXT SPEAKER IS RANI BOWES.

PLEASE CLEARLY STATE YOUR NAME AND PRESENT YOUR PUBLIC COMMENT.

GOOD EVENING, TRUSTEES PRESIDENT BERTA.

MY NAME IS RONNIE BOWES, AND I'M A PROUD PARENT AT BULLIS CHARTER SCHOOL WITH MY CHILDREN, ARUN AND BELLA AND FOURTH GRADE, ONE OF THE THINGS I VALUE MOST ABOUT BULLIS IS THE STRONG SENSE OF COMMUNITY.

FROM THE MOMENT WE JOINED IN THE FALL OF 2020, IN KINDERGARTEN, WE FELT WELCOMED AND SUPPORTED.

GREAT COMMUNICATION IS THE FOUNDATION OF TRUST IN A RELATIONSHIP, AND MISS ISRAEL AND THE ADMIN GAVE US THE CONFIDENCE THROUGH THEIR ZOOM SESSIONS AND EMAILS TO TAKE THE OPPORTUNITY TO COME BACK IN PERSON IN SEPTEMBER OF 2020 FOR A WONDERFUL YEAR OF KINDERGARTEN WITH MISS LUNSFORD.

OVER THE COURSE OF THE NEXT THREE YEARS, WE BUILT FRIENDSHIPS AND CONNECTIONS WITH TEACHERS, ADMIN, AND FAMILIES.

THAT GIVES ME SO MUCH CONFIDENCE THAT MY CHILDREN ARE TAUGHT AND SURROUNDED BY PEOPLE WHO TRULY CARE ABOUT THEIR GROWTH AND WELL-BEING.

I'M GRATEFUL FOR THE FRIENDSHIPS AND CONNECTIONS WE'VE MADE THROUGH BULLIS, AND PROUD TO BE PART OF SUCH A POSITIVE, INCLUSIVE, AND ENGAGED COMMUNITY THAT PROVIDES MY CHILDREN WITH A SENSE OF BELONGING AND RESPONSIBILITY TO OTHERS.

THANK YOU. OUR NEXT SPEAKER IS ELAINE YU.

PLEASE CLEARLY STATE YOUR NAME AND PRESENT YOUR PUBLIC COMMENT.

GOOD EVENING, PRESIDENT BERTA AND TRUSTEES.

MY NAME IS ELAINE YU AND I'M A VERY PROUD PARENT AT BCS.

ONE OF THE MOST REMARKABLE ASPECTS OF BULLIS IS ITS FOCUS ON THE WHOLE CHILD.

THE SCHOOL NURTURES NOT ONLY ACADEMIC GROWTH, BUT ALSO EMOTIONAL, SOCIAL, AND PHYSICAL DEVELOPMENT.

PROGRAMS AND ACTIVITIES ARE DESIGNED TO SUPPORT EVERY ASPECT OF OUR CHILDREN'S WELL-BEING, FROM MINDFULNESS PRACTICES TO EXTRACURRICULAR OPPORTUNITIES.

THIS HOLISTIC APPROACH ENSURES THAT OUR CHILDREN ARE WELL ROUNDED.

FOR INSTANCE, MY DAUGHTER VALERIE, A RISING FIFTH GRADER, AND HER FRIENDS SHOWED INTEREST IN TEACHING YOUNGER KIDS IN SCHOOL TO DANCE, AND THEY GOT PERMISSION FROM THEIR PRINCIPAL TO HOST DANCING BEAR SESSIONS AT RECESS.

AS A RESULT, VALERIE GAINED GREAT SATISFACTION IN TEACHING YOUNGER KIDS TO EXPRESS THEMSELVES THROUGH DANCE.

THEY ARE NOW EXPLORING THE POSSIBILITY OF TURNING THIS EXPERIENCE INTO A CO-CURRICULAR CLASS FOR THE NEXT SCHOOL YEAR.

I'M VERY GRATEFUL FOR THE COMPREHENSIVE EDUCATION BULLIS PROVIDES HELPING OUR CHILDREN BECOME BALANCED AND CONFIDENT INDIVIDUALS.

THANK YOU VERY MUCH.

OUR NEXT SPEAKER IS VALERIE WU.

PLEASE CLEARLY STATE YOUR NAME AND PRESENT YOUR PUBLIC COMMENT.

GOOD AFTERNOON, TRUSTEES AND PRESIDENT BERTA.

MY NAME IS VALERIE WU, AND I'M A RISING FIFTH GRADER AT BULLIS CHARTER SCHOOL.

I'M HERE TO SHARE A BIT ABOUT MY SCHOOL EXPERIENCE AT BULLIS CHARTER SCHOOL.

I'VE ENJOYED LEARNING SUBJECTS LIKE SCIENCE, WHERE I'VE DISCOVERED HOW TO MAKE OUR EARTH A BETTER PLACE.

[01:15:02]

THE TEACHERS ARE VERY SUPPORTIVE AND HAVE HELPED ME GROW.

FOR EXAMPLE, THERE WAS SUCH A DIVISION BETWEEN GIRLS AND BOYS IN MY CLASS.

MY TEACHER HELD CLASS CLIMATE MEETINGS TO HELP US RESOLVE CONFLICTS.

EXTRACURRICULAR ACTIVITIES LIKE TECH CREW FOR OUR SCHOOL MUSICAL HAVE ALSO BEEN A HIGHLIGHT FOR ME.

THEY'VE ALLOWED ME TO DEVELOP SKILLS LIKE PLAY PRODUCTION AND MAKE NEW FRIENDS.

THANK YOU FOR YOUR SUPPORT IN MAKING OUR SCHOOL A GREAT PLACE TO LEARN AND GROW.

OUR NEXT SPEAKER IS KENZIE JONES.

PLEASE CLEARLY STATE YOUR NAME AND PRESENT YOUR PUBLIC COMMENT.

Documentary Record 002196

GOOD EVENING. MY NAME IS KENZIE.

I'M A RISING THIRD GRADER AT BCS.

BCS IS AN AMAZING SCHOOL.

IT PROVIDES A LOT OF CLASSES AND IT HAS CO-CURRICULARS.

BCS ALSO CAN HELP CHILDREN'S BRAVERY SKILLS AND THEIR ABILITY TO TALK IN FRONT OF OTHER PEOPLE IN MY EXPERIENCE.

BCS IS A GREAT SCHOOL.

IT HELPED ME EXHIBIT A LOT OF SKILLS, LIKE COMMUNICATING WITH MY FRIENDS AND HOW TO SHOW MY WORK IN DIFFERENT WAYS.

BCS HAS AWESOME DRAMA PROGRAMS. THE SCHOOL PERFORMED MANY MUSICALS LIKE LION KING, SHREK, ADDAMS FAMILY AND MORE.

ONCE AGAIN, I SAY BCS IS AN AMAZING SCHOOL AND I HOPE IT STAYS THAT WAY.

OUR NEXT SPEAKER IS CLAYTON JONES.

PLEASE CLEARLY STATE YOUR NAME AND PRESENT YOUR PUBLIC COMMENT.

GOOD EVENING. GOOD EVENING, TRUSTEES, PRESIDENT BERTA.

MY NAME IS CLAYTON JONES, AND MY CHILD KENZIE IS GOING TO BULLIS CHARTER SCHOOL IN THIRD GRADE.

I AM PARTICULARLY A HUGE FAN OF BULLIS EMPHASIS ON DESIGN THINKING AND PROJECT BASED LEARNING.

THESE INNOVATIVE APPROACHES ENCOURAGE OUR CHILDREN TO THINK CRITICALLY, CREATIVELY, AND EMPATHETICALLY TO SOLVE REAL WORLD PROBLEMS. PROJECT BASED LEARNING ALLOWS STUDENTS TO ENGAGE DEEPLY WITH SUBJECTS, WORK COLLABORATIVELY, AND APPLY THEIR KNOWLEDGE IN MEANINGFUL WAYS.

FOR INSTANCE, WE WERE LUCKY ENOUGH TO EXPERIENCE THE IMPACT ON MY DAUGHTER AND HER CLASSMATES DESIGNING SEA TURTLE HABITATS AND PRESENTING THEM ON VIDEO.

THIS HAS HELPED HER DEVELOP A DEEPER CURIOSITY ABOUT THE SEA AND ALSO CONFIDENCE TO SPEAK IN PUBLIC.

MY DAUGHTER AND HER CLASSMATES HAVE DEVELOPED INVALUABLE SKILLS SUCH AS COLLABORATION, RESILIENCE AND INNOVATIVE THINKING.

Documentary Record 002197

I AM GRATEFUL FOR BULLIS COMMITMENT TO FOSTERING CREATIVITY, PROBLEM SOLVING AND HANDS ON LEARNING IN OUR STUDENTS.

THANK YOU. OUR NEXT SPEAKER IS [INAUIDIBLE]..

PLEASE CLEARLY STATE YOUR NAME AND PRESENT YOUR PUBLIC COMMENT.

GOOD EVENING TRUSTEES PRESIDENT BERTA.

MY NAME IS [INAUDIBLE] AND I'M A TEACHER AT BULLIS.

I'M GRATEFUL TO BE HERE TODAY TO SHARE WITH YOU THE STRIDES WE'VE MADE IN SUPPORTING ALL LEARNERS AT BULLIS.

WE PRIDE OURSELVES ON DIFFERENTIATING INSTRUCTION AND PROVIDING ROBUST SUPPORT FOR STUDENTS WITH DIVERSE LEARNING NEEDS THROUGH A WELL IMPLEMENTED, MULTI-TIERED INTERVENTION PROGRAM. THROUGH A PBL'S AND FOCUSED LEARNING GOALS, WE EMPHASIZE CRITICAL THINKING, DISCOVERY, AND JOY, ENCOURAGING STUDENTS TO PURSUE THEIR PASSIONS INSIDE AND OUTSIDE OF THE SCHOOL. OUR SPECIAL EDUCATION PROGRAM ALIGNS BY FOCUSING ON STUDENT STRENGTHS, FOSTERING INDEPENDENCE, SELF-ADVOCACY, AND ACADEMIC GROWTH.

OUR COMPREHENSIVE PROGRAMS ENSURE THAT EACH STUDENT NOT ONLY GETS THE ACADEMIC AND SOCIAL EMOTIONAL SUPPORT THEY NEED, BUT ALSO GET MULTIPLE OPPORTUNITIES THROUGHOUT THE YEAR TO SHINE THROUGH A BROAD RANGE OF CO-CURRICULARS, AS WELL AS OUR PERFORMING ARTS PROGRAMS SUCH AS DRAMA AND MUSIC.

EQUIPPING THEM WITH SKILLS TO MAKE MEANINGFUL CONTRIBUTIONS TO THE SOCIETY.

I AM HONORED TO BE PART OF SUCH A DEDICATED EDUCATIONAL COMMUNITY, AND I HOPE YOU, AS TRUSTEES, WILL CONTINUE TO SUPPORT OUR EFFORTS IN PROVIDING EQUITABLE AND HIGH QUALITY EDUCATION. THANK YOU.

OUR NEXT SPEAKER IS HEATHER [INAUDIBLE].

PLEASE CLEARLY STATE YOUR NAME AND PRESENT YOUR PUBLIC COMMENT.

GOOD EVENING, TRUSTEES.

PRESIDENT BERTA. MY NAME IS HEATHER [INAUDIBLE], AND I AM A PARENT AT BULLIS CHARTER SCHOOL WITH A RISING SECOND GRADER AND AN INCOMING KINDERGARTNER.

Documentary Record 002198

ONE VERY SPECIAL FEATURE OF BULLIS IS THE WIDE RANGE OF CO-CURRICULAR AND EXTRACURRICULAR ACTIVITIES AVAILABLE TO OUR ELEMENTARY STUDENTS, FROM ART SUCH AS DANCES OF THE WORLD TO PHYSICAL EDUCATION TO SCIENCE CLUBS.

THERE IS SOMETHING FOR EVERY INTEREST.

MY CHILD HAS BENEFITED IMMENSELY FROM PARTICIPATING IN THESE ACTIVITIES BY DEVELOPING NEW SKILLS, BUILDING FRIENDSHIPS OUTSIDE OF THE CLASSROOM, GAINING CONFIDENCE AND DISCOVERING NEW INTERESTS. FOR EXAMPLE, MY DAUGHTER PARTICIPATED IN THE MUSICAL ENSEMBLE WHERE SHE HAD THE OPPORTUNITY TO PERFORM IN THE MIDDLE SCHOOL MUSICAL.

IT WAS SO HEARTWARMING TO SEE THE ALL THE MIDDLE SCHOOLERS CHEER THE FIRST GRADERS ON AND MAKE THEM FEEL LIKE THE STARS OF THE SHOW.

THROUGH THAT EXPERIENCE, SHE LEARNED TEAMWORK, SELF-DISCIPLINE, AND FOCUS, AS WELL AS DEVELOPED A STRONG SENSE OF BELONGING.

I'M GRATEFUL FOR THE COMPREHENSIVE AND ENRICHING OPPORTUNITY BULLIS PROVIDES OUR CHILDREN.

THANK YOU AND PLEASE RENEW BULLIS CHARTER TERM.

OUR NEXT SPEAKER IS RACHELLE MIRKIN.

PLEASE CLEARLY STATE YOUR NAME AND PRESENT YOUR PUBLIC COMMENT.

GOOD EVENING. MY NAME IS RACHELLE MIRKIN, AND I'M A PARENT OF TWIN EIGHTH GRADE BOYS AT BULLIS CHARTER SCHOOL.

WE'VE BEEN AT THE SCHOOL SINCE TRANSITIONAL KINDERGARTEN.

I'M CONTINUALLY IMPRESSED BY THE INTERSESSIONS AND THE PROJECT BASED LEARNING OPPORTUNITIES THAT ARE OFFERED NOT JUST THROUGH THE ELEMENTARY, BUT ALSO IN THE MIDDLE SCHOOL. THESE EXPERIENCES HAVE ALLOWED MY CHILDREN TO DIVE DEEPLY INTO SUBJECTS, EXPLORE THEIR DIFFERENT INTERESTS, AND APPLY THEIR KNOWLEDGE IN PRACTICAL WAYS

[01:20:08]

AS BOTH SIBLINGS AND AS INDIVIDUALS.

THE MY TWINS HAVE VERY DIFFERENT INTERESTS AND PERSONALITIES, AND I'VE LOVED SEEING EACH INDIVIDUALLY DEVELOP A PASSION FOR LEARNING AND GAIN VALUABLE SKILLS THROUGH THESE UNIQUE OPPORTUNITIES.

EVERY SPRING, MY HUSBAND AND I KIND OF LOOK AT EACH OTHER AND WE SAY, ARE WE DOING BULLIS AGAIN? AND EVERY YEAR WE CONNECT AND WE THINK ABOUT THE COMMUNITY.

WE THINK ABOUT THE EXPERIENCE AND WE SAY YES TO BULLIS CHARTER SCHOOL.

WE'RE VERY GRATEFUL.

OUR NEXT SPEAKER IS [INAUDIBLE].

HELLO, MY NAME IS ALANA [INAUDIBLE].

I IS TAKING OVER, BUT SOME THINGS I CANNOT TAKE OVER IS COMMUNICATION, COMMUNITY, A PERSON'S ABILITY TO CONFIDENTLY AND COMPETENTLY SPEAK IN FRONT OF OTHER PEOPLE.

IN BULLIS, KIDS LEARN THIS IN TK.

SO THE CHILDREN LEARN TO STAND UP, PERFORM, SPEAK IN FRONT OF AN AUDIENCE.

THEY GROW THEIR LEADERSHIP AND TEAMWORK SKILLS MOTIVATE THEMSELVES AND THEIR PEERS.

CONFIDENCE AND PUBLIC SPEAKING BECOME PART OF THESE CHILDREN'S IDENTITIES INSTEAD OF THE FEARS OF PUBLIC SPEAKING LIKE MOST OF US HAVE, OR SOME OF US HERE IN THIS ROOM. BULLIS SEES THE WHOLE CHILD AND TAKES THE CHILD'S SUPERPOWERS FROM TECHNOLOGY TO CREATIVITY TO COSTUMES, LIGHTING, SOUND, ACTING, DANCING, AND EVEN DIRECTING.

BULLIS NURTURES ALL OF THAT.

FOR EIGHT YEARS, I HAVE EXPERIENCED THE BULLIS COMMUNITY.

I HAVE SEEN MY CHILD GROW AND TAKE IT TAKES A VILLAGE AND THIS VILLAGE IS BCS.

OUR NEXT SPEAKER IS CLAUDINE DELROSARIO.

PLEASE CLEARLY STATE YOUR NAME AND PRESENT YOUR PUBLIC COMMENT.

GOOD EVENING TRUSTEES, I'M CLAUDINE DELROSARIO.

I'M A SINGLE PARENT AND A BOARD MEMBER AT BULLIS.

I'VE BEEN A CIVIL SERVANT AND A TEACHER, WORKING TWO JOBS MOST OF MY CAREER, ALL IN THE SERVICE OF SOCIAL JUSTICE, EQUITY, AND ACCESS TO EDUCATION.

MY SON WAS IN KINDERGARTEN WHEN THE PANDEMIC HIT THE YEAR BEFORE.

WHEN THE PANDEMIC HIT AND THE YEAR THE NEXT YEAR WHEN THE SCHOOL REOPENED.

HIS TEACHER, MISS OSBORNE, DID A HOUSE VISIT ON HIS BIRTHDAY.

MISS QUAYLE AND MISS ISRAEL HAVE COME TO HIS BASEBALL GAMES ON SEPARATE OCCASIONS AND UNFORGETTABLY, WHEN I HAD TO HAVE MULTIPLE SURGERIES FOR TWO SEPARATE, LIFE THREATENING, UNEXPECTED DISEASES DURING THE PANDEMIC.

IT WAS THE SCHOOL COMMUNITY THAT TOOK CARE OF MY SON AND HELPED OUR FAMILIES SURVIVE THAT DEEPLY SCARY TIME.

TODAY, I'M GRATEFUL TO BE RECOVERING AND THAT BULLIS HAS A RICH AFTER SCHOOL PROGRAM AND PARENT COMMUNITY THAT HAS HELPED ME RETURN TO WORK IN PERSON.

I WILL ADD THAT I KNOW MY SON HAS MANY CLASSMATES WITH LEARNING DIFFERENCES WHO ARE INTEGRAL PARTS OF OUR FRIEND, CIRCLE, AND COMMUNITY.

OUR NEXT SPEAKER IS [INAUDIBLE].

PLEASE CLEARLY STATE YOUR NAME AND PRESENT YOUR PUBLIC COMMENT.

GOOD EVENING TRUSTEES.

I'M A BLACK AND FILIPINO GOING INTO THE FIFTH GRADE.

I ENJOY SPORTS AND PERFORMING ARTS, AND I LIVE WITH MY MOM.

BCS HELPED ME WITH SPORTS AND PERFORMING ARTS AS WELL, DEVELOPING COMMUNICATION SKILLS AND BEING A KIND PERSON.

THE SCHOOL TEACHES ME TO HELP THE EARTH, LIKE PICKING UP TRASH AT LUNCH AND THIS HAS THE STUDENTS DO PROJECT BASED LEARNING, WHICH REALLY HELPS CREATIVITY.

BCS HAS SIGNIFICANTLY HELPED ME BECOME KIND AND SMART.

PLEASE APPROVE THE CHARTER RENEWAL FOR MY SCHOOL.

THANK YOU. OUR NEXT SPEAKER IS SOPHIE MATTSON.

PLEASE CLEARLY STATE YOUR NAME AND PRESENT YOUR PUBLIC COMMENT.

GOOD EVENING, TRUSTEES AND PRESIDENT BERTA.

MY NAME IS SOPHIE MATTSON.

I AM A RISING THIRD GRADER AND I LOVE BULLIS CHARTER SCHOOL.

EVERY DAY I GET TO LEARN THINGS LIKE SCIENCE.

THAT MAKES ME EXCITED ABOUT THE WORLD.

MY TEACHERS ARE SO NICE AND HELP ME UNDERSTAND EVERYTHING FROM MATH TO SCIENCE AND READING.

MY FAVORITE SUBJECTS ARE P.E., MUSIC, AND DRAMA.

BECAUSE IT'S MY TEACHERS ARE SO NICE AND ALWAYS HELP ME WITH THE THINGS THAT I DON'T UNDERSTAND.

BUT IT'S NOT JUST ABOUT LEARNING, BUT IT'S NOT JUST ABOUT LEARNING.

IT'S ALSO ABOUT MY FRIENDS.

WE PLAY TOGETHER, HELP EACH OTHER WITH OUR HOMEWORK, AND HAVE FUN DURING DRAMA CLASSES, MUSIC DURING DRAMA CLASSES, AND MUSIC SCHOOL IS A PLACE WHERE WE GROW, LAUGH.

I WILL NOW CALL OUR NEXT SET OF SPEAKERS.

AS YOU HEAR YOUR NAME, PLEASE LINE UP FOR PUBLIC COMMENT.

BEHIND THE PODIUM LOCATED AT THE CENTER OF THE ROOM, VERONICA [INAUDIBLE], CHRISTOPHER HAZLETON, DOROTHY ANN,

[01:25:09]

JOSEPH DOLBY, ALI SAMAD, ELAINE YU, STEPHANIE CRUZ, DONALD GARDNER. OUR NEXT SPEAKER IS JEFFREY MADSEN.

PLEASE CLEARLY STATE YOUR NAME AND PRESENT YOUR PUBLIC COMMENT.

HI. MY NAME IS JEFFREY MADSEN, AND I AM A FATHER OF A RISING FIFTH GRADER AND THIRD GRADER AT BULLIS CHARTER SCHOOL, ONE OF WHOM WAS JUST SOPHIE, WHO YOU SAW AND SHE'S A LIVING EXAMPLE OF THE TYPE OF FOCUS ON THE HUMAN THAT WE FIND AT BULLIS CHARTER SCHOOL.

BELIEVE IT OR NOT, IN THE BEGINNING OF THE SCHOOL YEAR THIS YEAR, SHE WAS REMARKABLY LACKING IN CONFIDENCE, AS MANY YOUNG GIRLS ARE, AND SHE WAS RELUCTANT TO SPEAK UP IN CLASS. HER TEACHER WORKED ON AN INDIVIDUAL PERSONAL PROJECT WITH HER TO START WRITING DOWN HER FEELINGS, WRITING

SONGS, SINGING THE SONGS IN LARGER AND LARGER AUDIENCE TO LARGER AND LARGER AUDIENCES, AND THE RESULTS HAS BEEN REMARKABLE.

THAT, COMBINED WITH THE ART AND DRAMA AND DANCE PROGRAM, SHE'S TRANSFORMED AS A PERSON.

YOU SEE HOW CONFIDENT SHE IS TODAY.

ANOTHER THING THAT'S HELPED HER ALSO IS THE COMMUNITY OUTREACH.

YOU KNOW, SHE'S, YOU KNOW, DONE HER TIME IN FRONT OF WALMART AND TAQUERIAS HANDING OUT LEAFLETS ABOUT BULLETS AND TALKING TO STUDENTS THAT PROSPECTIVE STUDENTS SHE MEETS ABOUT WHAT A GREAT EXPERIENCE SHE'S HAD THERE.

OUR NEXT SPEAKER IS DWIGHT WANG.

PLEASE CLEARLY STATE YOUR NAME AND PRESENT YOUR PUBLIC COMMENT.

HI, ESTEEMED BOARD, MY NAME IS DWIGHT WANG.

I UNDERSTAND I HAVE LESS THAN A MINUTE HERE, SO I APPRECIATE THAT, GIVEN MY FEAR OF PUBLIC SPEAKING.

I JUST WANTED TO SAY THAT IN ADDITION TO THE QUALITY OF THE INSTRUCTION AND EDUCATION AT BULLIS, I'M THE FATHER OF TWO KIDS THAT ARE PART OF THE SYSTEM.

THERE'S A REAL FOUNDATIONAL SENSE OF COMMUNITY THAT YOU IS REALLY SPECIAL AND I CAN SAY THAT AS A LONG TERM PRODUCT OF LASD, ACTUALLY I WISH I HAD THE RESOURCES THAT THE SCHOOL HAS PROVIDED FOR US.

AS AN EXAMPLE, MY SON THE ELDER OF THE TWO, WAS ABLE TO PARTICIPATE IN KINDERGARTEN AND IN A DRAMATIC SCHOOL PLAY, AND HE WAS A SHY, QUIET KID AND REALLY CAME OUT OF HIS SHELL SUPPORTED BY SUCH COMMUNITY.

SO I PLEAD FOR YOU TO PLEASE CONTINUE ALLOWING THE COMMUNITY TO EXIST.

THANK YOU VERY MUCH. OUR NEXT SPEAKER IS IVAN [INAUDIBLE].

PLEASE CLEARLY STATE YOUR NAME AND PRESENT YOUR PUBLIC COMMENT.

GOOD EVENING, TRUSTEES PRESIDENT BERTA.

MY NAME IS IVAN [INAUDIBLE], AND MY DAUGHTER HAS BEEN GOING TO THE BULLIS CHARTER SCHOOL SINCE FIRST GRADE, AND NOW SHE'S IN SIXTH.

I'M CONTINUALLY IMPRESSED BY THE ACADEMIC RIGOR BY THE BULLIS.

THE SCHOOL CHALLENGES OUR CHILDREN TO EXCEL AND THINK CRITICALLY.

FOSTERING A LOVE OF LEARNING THAT EXPANDS BEYOND THE CLASSROOM.

THE CURRICULUM IS DEFINITELY DEMANDING YET SUPPORTIVE, ENSURING THAT THE STUDENTS ARE WELL PREPARED FOR THEIR FUTURE ACADEMIC PURSUITS.

MY CHILD HAS DEVELOPED STRONG STUDIES, HABITS AND DEEP UNDERSTANDING OF VARIOUS SUBJECTS THANKS TO DEDICATED AND PASSIONATE TEACHERS OF THE BULLIS CHARTER SCHOOL. I'M REALLY PROUD TO TELL YOU THAT MY DAUGHTER HAS MADE VERY BIG PROGRESS IN THE SUBJECTS SHE HAS GOT IN THE BULLIS CHARTER SCHOOL AND FINALLY, I AM ABSOLUTELY CONFIDENT THAT THE SOLID ACADEMIC FOUNDATION BULLIS PROVIDES WILL BENEFIT OUR CHILDREN.

OUR NEXT SPEAKER IS VERONICA [INAUDIBLE].

PLEASE CLEARLY STATE YOUR NAME AND PRESENT YOUR PUBLIC COMMENT.

GOOD EVENING, TRUSTEES PRESIDENT BERTA.

IT'S AN HONOR TO STAND BEFORE YOU TODAY AS THE DIRECTOR OF COMMUNITY ENGAGEMENT AND OUTREACH AT BULLIS CHARTER SCHOOL.

BEING A SINGLE MOM HAS TAUGHT ME THE IMPORTANCE OF COMMUNITY AND THE STRENGTH THAT COMES FROM UNITY.

IT IS THIS SPIRIT THAT I BRING TO MY ROLE EVERY DAY, STRIVING TO MAKE OUR SCHOOL A BEACON OF HOPE AND OPPORTUNITY FOR ALL.

OUR COMMUNITY IS RICH WITH DIVERSITY, RESILIENCE, AND POTENTIAL.

MY WORK FOCUSES ON CONNECTING WITH EACH FAMILY, PARTICULARLY THOSE WHO FACE FINANCIAL HARDSHIPS TO ENSURE THEY HAVE THE SUPPORT AND RESOURCES THEY NEED TO THRIVE. I SEE FIRSTHAND THE STRUGGLES AND TRIUMPHS OF OUR LOW INCOME FAMILIES, AND IT IS MY MISSION TO CREATE A NURTURING AND INCLUSIVE ENVIRONMENT WHERE EVERY FAMILY FEELS VALUED AND EMPOWERED.

EVERY CHILD DESERVES A CHANCE TO SUCCEED, AND EVERY FAMILY DESERVES TO FEEL LIKE THEY ARE A VITAL PART OF OUR COMMUNITY.

THANK YOU FOR YOUR TIME.

OUR NEXT SPEAKER IS CHRISTOPHER HAZLETON.

PLEASE CLEARLY STATE YOUR NAME AND PRESENT YOUR PUBLIC COMMENT.

GOOD EVENING. I'M CHRISTOPHER HAZLETON.

I'M A TEACHER IN LOS ALTOS SCHOOL DISTRICT, AND FOR THE PAST TWO YEARS, I'VE ALSO SERVED AS THE LOS ALTOS UNION PRESIDENT AND I'M STRUCK TONIGHT

[01:30:02]

LISTENING TO THE PRESENTATIONS AND THE PARENTS THAT HAVE SPOKEN ABOUT HOW SIMILAR A BULLISH CHARTER SCHOOL SOUNDS TO ALL SCHOOLS IN LASD BUT THE DIFFERENCE IS THAT THEY ARE NOT RESPONSIBLE FOR EDUCATING ALL STUDENTS, AND LASD IS THE COST OF EDUCATING OUR MOST VULNERABLE STUDENTS, ESPECIALLY IN SPECIAL EDUCATION, IS SIGNIFICANTLY HIGHER THAN BCS FACES, ESPECIALLY FOR OUR MILD, MODERATE AND MODERATE SEVERE CLASSES THOSE STUDENTS SOMETIMES REQUIRE MEDICAL ASSISTANCE AS WELL AS DEDICATED ONE ON ONE AIDES THAT CAN COST AS MUCH AS $60,000 PER YEAR.

THIS IS WHY I WANT THE BOARD TO SIGNIFICANTLY CURTAIL BULLIS ABILITY TO REJECT, INCLUDING ALL STUDENTS FROM OUR DISTRICT.

THANK YOU. OUR NEXT SPEAKER IS DOROTHY ANN.

PLEASE CLEARLY STATE YOUR NAME, AND PRESENT YOUR PUBLIC COMMENT.

GOOD EVENING, TRUSTEES AND PRESIDENT BERTA EIGHT YEARS AGO, MY HUSBAND AND I DROVE THROUGH NEARLY TWO HOURS OF RUSH HOUR TRAFFIC FROM SAN FRANCISCO BECAUSE I DESPERATELY WANTED TO SPEAK TO THIS ESTEEMED BODY IN SUPPORT OF BCS CHARTER RENEWAL.

MY PASSION FOR THE AMAZING, INTEGRATED, INTERDISCIPLINARY, AND WELL-ROUNDED EDUCATIONAL ENRICHMENT THAT BCS OFFERS FOR ALL STUDENTS REMAINS EVEN STRONGER.

NOW AS I ENTER MY 12TH YEAR AS A BCS PARENT, I HAVE SEEN NOT ONLY MY CHILDREN, BUT ALSO A WIDELY DIVERSE RANGE OF LEARNERS, QUITE A NUMBER OF WHOM DID NOT FIND THAT THEIR LOCAL SCHOOLS SERVED THEIR SPECIAL LEARNING NEEDS.

BEING QUICKLY WELCOMED INTO OUR COMMUNITY AND BLOSSOMING THROUGH THE CONTINUALLY INNOVATING PROGRAMS OFFERED BY BCS.

I HAVE ALSO PROUDLY BEEN ONE OF THE PARENTS AND TEACHERS WHO FOR 11 YEARS, HAD THE JOYFUL PRIVILEGE OF PROVIDING A SUMMER BRIDGE PROGRAM FOR UNDERSERVED CHILDREN IN OUR COMMUNITY.

AS THE CHILDREN OF REFUGEES WHO CAME TO THIS COUNTRY WITH NOTHING BUT DREAMS THAT THEIR CHILDREN COULD HAVE A BETTER LIFE THROUGH EDUCATION, I BELIEVE STRONGLY IN THE TRANSFORMATIONAL IMPORTANCE OF A STRONG K THROUGH EIGHT.

OUR NEXT SPEAKER IS JOSEPH DOLBY.

PLEASE CLEARLY STATE YOUR NAME AND PRESENT YOUR PUBLIC COMMENT.

GOOD EVENING TRUSTEES.

PRESIDENT BERTA.

MY NAME IS JOSEPH DOLBY, AND I'M A PROUD PARENT OF A STUDENT AT BULLIS CHARTER SCHOOL WHO JUST COMPLETED SIXTH GRADE AS PREVIOUSLY.

AS PREVIOUSLY STATED, PROJECT BASED LEARNING IS A CORE PART OF BULLIS CURRICULUM, AND BULLIS PARTICIPATION AS A GLOBAL CLIMATE ACTION SCHOOL FURTHER UNDERSCORES THAT POINT. THE WAY BULLIS INTEGRATES ENVIRONMENTAL EDUCATION INTO THE CURRICULUM THROUGH PROJECT BASED LEARNING CENTERED AROUND THE LEATHERBACK SEA TURTLE, THOROUGHLY ENGAGES ALL STUDENTS INTO THE ACTIVITIES IN A FUN AND MEMORABLE WAY.

THE LEATHERBACK SEA TURTLE IS A CENTRAL PART OF THE CURRICULUM AT EVERY GRADE LEVEL, STARTING IN KINDERGARTEN, AND EACH PROJECT IN EACH GRADE BUILDS ON THE LAST.

THE LEATHERBACK SEA TURTLE PROJECT BASED LEARNING CULMINATES IN THE SIXTH GRADE CLASS FIELD TRIP, WHERE STUDENTS GET TO INTERACT DIRECTLY WITH EXPERT SCIENTISTS AND HELP GUIDE THE TURTLE HATCHLINGS SAFELY TO THE OCEAN.

MY SON AND HIS CLASSMATES DEVELOPED A DEEP RESPECT AND NOW KNOW WHY WE USE PLASTIC PAPER STRAWS INSTEAD OF PLASTIC ONES AS A RESULT OF THE PROJECT.

THANK YOU. OUR NEXT SPEAKER IS ALI, [INAUDIBLE].

PLEASE CLEARLY STATE YOUR NAME AND PRESENT YOUR PUBLIC COMMENT.

GOOD EVENING, TRUSTEES.

PRESIDENT BERTA.

MY NAME IS ALI, SEMNAN.

MY SON DARIAN, [INAUDIBLE] HAS STARTED AT KINDERGARTEN AT BULLIS CHARTER.

NOW HE'S ENROLLED FOR THE SEVENTH GRADE.

SO I WANT TO SHARE AN EXPERIENCE THAT I HAD WHEN HE WAS IN THE KINDERGARTEN.

HE DIDN'T LIKE WEEKENDS BECAUSE HE WAS NOT AT SCHOOL.

THINK ABOUT IT. A KID WHO LIKES SCHOOL DAYS OVER WEEKEND AND THAT'S TO ME WAS WEIRD, BIZARRE AND STRANGE.

SO I DON'T KNOW WHAT THEY DID TO HIM BACK AT THE BULLIS CHARTER, BUT I WANT THEM TO CONTINUE DOING IT BECAUSE AS A RESULT, HE'S HIGHLY SOCIAL, ACADEMICALLY EXCELLING, AND MORE IMPORTANTLY, HE'S HAPPY WHEN HE'S AT SCHOOL.

AND I ATTRIBUTE THAT TO THE STAFF, TEACHERS, THE COMMUNITY, AND MORE IMPORTANTLY, THE CULTURE THAT THEY CREATED FOR THE SCHOOL AND THE COMMUNITY AS A WHOLE. SO I HIGHLY ENCOURAGE YOU TO RENEW THE CHARTER FOR THE SCHOOL.

THANK YOU. OUR NEXT SPEAKER IS ELAINE YU.

PLEASE CLEARLY STATE YOUR NAME AND PRESENT YOUR PUBLIC COMMENT.

SECOND CALL FOR ELAINE YU.

OUR NEXT SPEAKER IS STEPHANIE CRUZ.

PLEASE CLEARLY STATE YOUR NAME AND PRESENT YOUR PUBLIC COMMENT.

GOOD EVENING. MY NAME IS STEPHANIE CRUISE.

I'M A FORMER STUDENT FROM BULLIS CHARTER SCHOOL.

TO START OFF, I'VE ATTENDED BCS FROM FIRST TO EIGHTH GRADE.

I AM NOW GOING INTO MY SENIOR YEAR AT LOS ALTOS HIGH SCHOOL.

I HAD AN IEP FOR MY MOST OF MY YEARS AT BULLIS, WHICH ALSO HELPED ME PREPARE AND MADE ME FEEL READY FOR HIGH SCHOOL.

I CAN SPEAK FOR MYSELF AND MY SIBLINGS WHEN I SAY THAT BULLIS IS TRULY AN AMAZING SCHOOL.

[01:35:04]

WE HAVE ALWAYS FELT LOVED AT THIS SCHOOL AND MOST IMPORTANTLY, HEARD FROM PERSONAL EXPERIENCE.

Documentary Record 002207

THE TEACHERS ARE AMAZING.

THEIR MATERIALS AND TOOLS THEY USE TO TEACH HELPED ME STRIVE IN MY EDUCATION AND FUTURE.

THANK YOU. OUR NEXT SPEAKER IS STEPHANIE CRUZ.

PLEASE CLEARLY STATE YOUR NAME AND PRESENT YOUR PUBLIC COMMENT.

OH MY APOLOGIES.

OUR NEXT SPEAKER IS DONALD GARDENER.

PLEASE CLEARLY STATE YOUR NAME AND PRESENT YOUR PUBLIC COMMENT.

GOOD EVENING TRUSTEES.

MY NAME IS DONALD GARDNER, AND THIS IS MY SON TIMOTHY.

I AM BOTH A PARENT AT BULLIS AND A VOLUNTEER DEVOTED TO GIVING BACK TO OUR LOCAL COMMUNITY.

I AM PROUD TO SHARE HOW OUR SCHOOL'S INITIATIVES EXTEND BEYOND THE CLASSROOM.

AS A VOLUNTEER, I HELP COORDINATE THE DONATION OF LEFTOVER LUNCHES TO SHELTERS AND FOOD BANKS IN THE MOUNTAIN VIEW AND LOS ALTOS NEIGHBORHOOD.

OVER THE PAST 18 MONTHS, WE HAVE DONATED MORE THAN 12,000 POUNDS OF UNOPENED EXTRA LUNCH FOOD, INCLUDING AT HOPE'S CORNER, LIFE MOVES, THE DAY WORKER CENTER AND HOMES FIRST.

THIS EFFORT NOT ONLY ADDRESSES FOOD WASTE BUT ALSO SUPPORTS THOSE IN NEED WITHIN OUR COMMUNITY.

BEING PART OF A SCHOOL THAT VALUES COMPASSION AND COMMUNITY SERVICE IS MEANINGFUL.

OUR STUDENTS LEARN THE IMPORTANCE OF GIVING BACK AND UNDERSTAND THAT THEIR ACTIONS CAN MAKE A DIFFERENCE.

THIS INITIATIVE HAS PROVIDED VITAL SUPPORT TO LOCAL SHELTERS AND ALSO HAS TAUGHT OUR CHILDREN VALUABLE LESSONS AND THIS IS THE FINAL CALL FOR ELAINE YU.

THIS CONCLUDES PUBLIC COMMENT.

THANK YOU FOR YOUR COMMENTS.

SEEING NO FURTHER SPEAKERS ON THIS MATTER, PUBLIC COMMENT IS CLOSED.

I WILL NOW MOVE TO THE BOARD.

ARE THERE ANY CLARIFYING QUESTIONS FROM THE BOARD? I SEE A NUMBER OF CARDS, SO I'M JUST GOING TO MOVE THROUGH.

STARTING WITH TRUSTEE SREEKRISHNAN.

THANK YOU SO MUCH AND PRESIDENT BERTA, DO WE HAVE REPRESENTATIVES FROM THE BOARD HERE TODAY OR SUPERINTENDENT DEWAN DO WE HAVE THAT? I BELIEVE THERE'S AT LEAST ONE MEMBER FROM THE BOARD HERE.

OKAY. SO BECAUSE I HAVE A FEW QUESTIONS FOR BOTH, YOU KNOW, BULLETS, WHETHER IT BE SUPERINTENDENT ISRAEL AND OUR BOARD TRUSTEE, ALONG WITH OUR OWN STAFF.

BUT MY FIRST IS AND JUST TO SORT OF FRAME MY QUESTIONS, YOU KNOW, MY INTERPRETATION OF CHARTER SCHOOL LAW IS THAT IT EMPHASIZES AN IMPORTANCE ON SERVING HISTORICALLY UNDERSERVED STUDENTS AND REALLY EXPANDING EDUCATIONAL CHOICES AND OPPORTUNITIES FOR THOSE STUDENTS AND SO THAT'S GOING TO SORT OF FRAME MY QUESTIONS AND SO MY FIRST QUESTION IS WHY THE 10% CAP ON FREE AND REDUCED PRICE MEALS FOR THAT PREFERENCE IN YOUR LOTTERY? YOU KNOW, WHY NOT? INSTEAD OF A CAP, MAKE IT A FLOOR.

THERE WE GO. THAT WAS MATERIAL REVISION WE BROUGHT TO THE BOARD 2022.

2022, I BELIEVE AND THE RATIONALE AT THAT TIME FOR THE 10% WAS THAT IT WAS, IF I'M CORRECT, DOUBLE THAT TIME AT DOUBLE THE PERCENTAGE OF THE FRPM PERCENTAGE OF THE LOCAL DISTRICT AND SO THE INTENTION WAS IF WE SET THAT CAP AT 10%, THEN THAT WOULD IN THEORY BE ABLE TO CATCH US UP, BUT ALSO SURPASS WHAT THE LOCAL DISTRICT PERCENTAGE OF FRPM WOULD BE.

I APPRECIATE THAT, AND I REMEMBER VOTING ON THAT AND BUT YOU KNOW, I IN ESPECIALLY LOOKING AT, I THINK IT WAS SLIDE 16 AND 17.

YOU KNOW, FOR ME IN THIS DECISION, IT WON'T JUST BE ABOUT THE RACIAL DEMOGRAPHICS AND RACIAL DIVERSITY, YOU KNOW, MIRRORING THE DISTRICT, BUT IT ALSO BE LOOKING DEEPER AT, YOU KNOW, SOCIOECONOMIC STATUS.

ALSO LOOKING AT ENGLISH LEARNERS, ALSO LOOKING AT STUDENTS WITH DISABILITIES AND SO I WANTED TO ASK IF MAYBE YOUR BOARD HAD THOUGHT ABOUT INCREASING

THAT CAP, CONSIDERING YOU KNOW, THAT'S BEEN A CONCERN EVEN COMING FROM OUR BOARD.

I DON'T I'M NOT PREPARED TO SPEAK FOR OUR BOARD ON THE BOARD'S BEHALF.

BUT I KNOW THAT WAS A CONVERSATION WE HAD, WHICH IS WHY WE BROUGHT THAT TOGETHER IN 2022.

[01:40:04]

WE HAVEN'T HAD A CONVERSATION SINCE REGARDING AN ADJUSTMENT THERE.

OKAY AND THEN FOR OUR OWN STAFF IS WANTED TO GET ANY OF YOUR THOUGHTS ON THAT? OUR THOUGHTS ON THE 10%.

YEAH. IF, YOU KNOW, BECAUSE SOME OF THE ISSUES THAT WERE RAISED AROUND EQUITY IF CHANGING THAT CAP COULD HELP.

I KNOW THAT WE'RE STILL LOOKING AT THE ANALYSIS RIGHT NOW.

WE HAVE NOT ADDRESSED THAT AT THIS MOMENT, BUT WE WILL TAKE THAT UNDER ADVISEMENT AND LOOK AT WHETHER OR NOT THAT DIFFERENCE OR CHANGING THAT NUMBER WILL HAVE AN IMPACT. OKAY.

I GUESS I'LL ASK ONE MORE QUESTION OR I WAS ALSO INTERESTED IN FOR THE LAST QUESTION.

TWO, I YOU KNOW, REPRESENTATIVE FROM THE BOARD CAN ALSO SPEAK.

I DON'T WANT TO PUT ALL THE PRESSURE ON SUPERINTENDENT ISRAEL.

BUT THE MOUNTAIN VIEW SITE, I MEAN, THIS IS SOMETHING I'VE BEEN HEARING ABOUT IN THE COMMUNITY AS WELL AS IS THAT BEING A WAY TO POTENTIALLY, YOU KNOW, HELP ENROLL STUDENTS OF DIFFERING ABILITIES, DIFFERENT SOCIOECONOMIC STATUSES AND JUST SORT OF REACHING OUT.

SO WANTED TO, YOU KNOW, GET BULLIS TAKE ON THEIR OPINION OF THAT POTENTIAL SITE.

HI, I'M ANDREA EYRING, AND I'M ONE OF THE BCS BOARD MEMBERS.

I HAVE BEEN INVOLVED IN THOSE DISCUSSIONS AND WE'VE ACTUALLY HAD VERY WE HAVE, YOU KNOW, BEEN VERY OPEN TO HAVING CONVERSATIONS WITH LASD ABOUT THAT.

WE'VE TOURED THE SITE WITH THEM.

WE DEFINITELY HAVE CONCERNS THAT THE SITE IS NOT LARGE ENOUGH FOR OUR ENTIRE ENROLLMENT.

WE FELT LIKE IT WOULD BE HELPFUL TO YOU KNOW, REALLY HAVE SOME OPEN CONVERSATIONS AND WE SUGGESTED A CONFIDENTIALITY AGREEMENT SO THAT WE COULD REALLY TALK, YOU KNOW, AND TRY TO FIGURE OUT SOMETHING THAT WOULD WORK IF THAT SITE WAS GOING TO WORK FOR OUR SCHOOL AND UNFORTUNATELY, LASD OPTED NOT TO TAKE US UP ON IT.

THEY SAID THEY WERE NOT THEY DID NOT FEEL THAT THEIR BOARD COULD COMPLY WITH THE CONFIDENTIALITY AGREEMENT.

CAN YOU EXPLAIN THAT ONE MORE TIME? THE CONFIDENTIALITY AGREEMENT OF WHAT EXACTLY? SO FOR THE CONVERSATIONS TO DISCUSS THE POSSIBILITY OF THAT SITE, THAT SITE DOES NOT PROVIDE ANYWHERE NEAR THE AMOUNT OF SO THE WAY FACILITIES WORK FOR CHARTER SCHOOLS IS THEY SHOULD BE SIMILAR IN ACRES PER STUDENT AND THAT SITE DOES NOT PROVIDE.

NOT ONLY DOES IT NOT PROVIDE SUFFICIENT ACRES PER STUDENT, IT DOESN'T EVEN MEET CDC GUIDELINES FOR RECOMMENDED SIZE FOR A SITE FOR 900 STUDENTS, WHICH IS WHAT THEY SUGGESTED.

AND ON TOP OF THAT, WE HAVE WELL OVER 1000 STUDENTS AND SO, YOU KNOW, WE WERE OPEN TO CONVERSATIONS AND WE FELT LIKE WE'D NEED TO HAVE WE FELT LIKE AS WE'VE GONE THROUGH THIS PROCESS IN THE PAST WITH THE SCHOOL DISTRICT, WE'VE GONE ACTUALLY THROUGH MANY AGREEMENTS.

I'VE PARTICIPATED IN EVERY ONE OF THOSE CONVERSATIONS AND WE FELT LIKE WE NEED TO COME OUT WITH COMMON LANGUAGE THAT, YOU KNOW, AND THAT WAY, A CONFIDENTIALITY AGREEMENT, WE WOULD AGREE AT WHAT COMES OUT, AT WHAT TIMES TO THE COMMUNITY AND LASD HAD NO INTEREST IN DOING THAT. SO AT THIS POINT, WE'VE, YOU KNOW, WE'VE STOPPED THOSE CONVERSATIONS, BUT WE HAVE NEVER SAID THAT WE WOULD NOT CONTINUE THEM.

OKAY. THAT'S HELPFUL BACKGROUND FOR ME.

WERE THERE ANY REASONS AROUND WHY THEY DID? MAYBE YOU CAN'T SPEAK ON THEIR BEHALF, BUT I DON'T KNOW IF IT'S APPROPRIATE TO LOOP IN THE DISTRICT RIGHT NOW, BUT I WOULD.

I DON'T KNOW WHY THEY HAD CONCERNS ON SPEAKING IN CONFIDENCE.

I'D LOVE TO HEAR THAT PERSPECTIVE.

PRESIDENT BERTA.

IF A REPRESENTATIVE FROM LAST WOULD LIKE TO.

RESPOND? SURE, I'M HAPPY TO.

A MINUTE TO CLICK ON PERHAPS.

THERE WE GO. THANK YOU. I CAN SPEAK ON IT BRIEFLY.

I MEAN, I WOULD SAY THAT AS A SCHOOL BOARD, WE TAKE SERIOUSLY OUR OBLIGATION UNDER THE BROWN ACT TO CONDUCT SERIOUS BUSINESS IN PUBLIC.

AND WE, AT THE END OF THE DAY FROM OUR PERSPECTIVE, BCS OFFERED NO RATIONALE AS TO WHY THOSE DISCUSSIONS NEEDED TO

[01:45:07]

HAPPEN IN PRIVATE AND I THINK OUR BOARD'S INTERPRETATION OF THE BROWN ACT IS THAT OUTSIDE OF A VERY SMALL AND SPECIFIC SET OF CIRCUMSTANCES THAT ALLOW FOR CLOSED SESSION, ESSENTIALLY DISCUSSIONS, THINGS UNDER THE BOARD'S PURVIEW NEED TO BE DISCUSSED IN PUBLIC, AND WE'VE STRIVEN TO DO THAT.

MISS EYRING REFERS TO SOME CONDITIONS IN THE PAST WHEN LAWSUITS WERE ONGOING OR IN THE VERY RECENT REAR VIEW MIRROR, WHERE THERE WAS MEDIATION AND THEN CONFIDENTIAL DISCUSSIONS WERE HELD, SORT OF AS A SEQUEL TO THAT MEDIATION, TO SORT OF CALM EVERYTHING DOWN AND ENSURE THAT THINGS WEREN'T DIDN'T SHOW UP IN COURT TRANSCRIPTS SHORTLY THEREAFTER.

BUT THE LAST LAWSUIT WAS QUITE A FEW YEARS AGO.

SO I THINK IT'S OUR BOARD'S JUDGMENT THAT THOSE RATIONALES DON'T APPLY ANYMORE, ESPECIALLY WHEN WE'RE TALKING ABOUT ALLOCATION OF SUCH A VALUABLE COMMUNITY ASSET.

THAT'S HELPFUL.

BACKGROUND. I DO HOPE THAT SOMEHOW THAT THOSE CONVERSATIONS CAN CONTINUE, YOU KNOW, AND I DON'T I'M NOT AN EXPERT ON THAT SITE OR BUT YOU KNOW, I THINK THAT AGAIN, TO FRAME WHERE I'M COMING FROM, I THINK THAT THIS IS ONE OF OUR TOP PERFORMING CHARTERS IN THE COUNTY ON MANY DIFFERENT LEVELS.

BUT YOU KNOW, I DO THINK THAT WHY NOT STRIVE, YOU KNOW, TO TAKE IN MORE STUDENTS THAT COULD HAVE AN AMAZING OPPORTUNITY AT YOUR SCHOOL AND ESPECIALLY IN THOSE EARLY YEARS.

SO I HAVE MORE QUESTIONS, BUT I'LL TURN IT TO PRESIDENT BURTON.

THANK YOU. WELL, WE'LL KEEP GOING AND IF WE NEED TO DO ANOTHER ROUND, WE WILL.

TRUSTEE CHON. YEAH.

THANK YOU, PRESIDENT BERTA.

I WANTED TO SAY JUST THANK YOU FOR THE BCS COMMUNITY THAT CAME OUT HERE.

I KNOW A LOT OF YOU GAVE UP YOUR SUMMER DAY TIME TO BE HERE.

OUR STUDENTS AND OUR TEACHERS AND OUR PARENTS.

SO THANK YOU FOR COMING AND GIVING YOUR TIME TO BE HERE.

BUT I DO WANT TO EMPHASIZE AS MUCH AS THE GREAT THINGS THAT WE HEAR ABOUT WHAT GOES ON AT BCS, IT IS OUR RESPONSIBILITY AS AN AUTHORIZER TO MAKE SURE THAT EQUITABLE PRACTICES ARE HAVING AND SO I'M GLAD TO HEAR THE POSITIVE EXPERIENCES OF THE ATTENDEES OF THE SCHOOL.

THAT'S ALWAYS A GOOD THING TO HEAR AS WELL AS THE EDUCATORS.

AS AN TEACHER MYSELF, IT'S ALWAYS GOOD TO HEAR THAT.

BUT I DID HAVE QUESTIONS VERY SIMILAR TO WHAT TRUSTEE SREEKRISHNAN WAS ASKING AND JUST REALLY THIS TRANSPARENCY ON THE ENROLLMENT PROCESS AND THEN SUPERINTENDENT ISRAEL, I BELIEVE, I REMEMBER OUR CONVERSATION WHEN WE TALKED ABOUT THE ATTENDANCE AND THE 10% AND ONE OF THE QUESTIONS I HAD BROUGHT UP BACK THEN WAS WHEN WE THINK ABOUT TEN, 10% AS A PERCENTAGE, IT'S MUCH DIFFERENT WHEN WE THINK ABOUT IT IN NUMBERS, BECAUSE I THINK ONE OF THE QUESTIONS I ASKED WAS ABOUT HOW MANY STUDENTS WERE ENROLLING TAKING OUT KINDERGARTEN, BECAUSE OBVIOUSLY IT'S THE FIRST YEAR.

AND WITH THE OTHER GRADES, YOU KNOW, THAT IT WAS A PRETTY LOW NUMBER.

SO 10% WOULD ESSENTIALLY EQUAL TO ONE STUDENT AND IT'S BEEN A COUPLE OF YEARS SINCE THEN AND I WAS CURIOUS AS TO THE KINDERGARTEN CLASSES OR TK CLASSES THAT HAVE SINCE ENROLLED SINCE THAT BOARD MEETING.

I WOULD BE INTERESTED, AND I'M NOT.

Documentary Record 002213

I'M SURE YOU DON'T HAVE THE NUMBERS MEMORIZED, BUT WHAT IS THE PERCENTAGE THAT WE SAW IN THOSE INCOMING CLASSES? YEAH, GREAT.

I APPRECIATE YOUR QUESTION.

I DON'T HAVE THAT DATA WITH ME NOW.

SO AND I DON'T WANT TO SPEAK OFF CUFF AND SPEAK INAPPROPRIATELY, BUT I THINK THAT SOMETHING WE HAVE SEEN, WHICH IS AN INTERESTING SPACE THAT WE CAN ACKNOWLEDGE, IS WE HAVE SEEN SPECIFICALLY IN SOME OF OUR UPGRADES FIRST GRADE.

SPECIFICALLY, WE ARE BRINGING MORE STUDENTS IN BECAUSE OF THE SHIFT NOW WITH THE TK LAW.

THAT IS HAVING STUDENTS ENROLL AT YOUNGER AGES.

WE MADE THIS SHIFT THIS PAST SCHOOL YEAR TO WE USED TO HAVE COMBINED TK CLASSES.

NOW WE HAVE A SEPARATE TC CLASS.

WHICH DOING THAT HAS SHIFTED THE NUMBER OF PRE K STUDENTS WE HAVE ULTIMATELY RIGHT, THAT ARE COMING IN THROUGH THE SYSTEM, WHICH THEN IMPACTS THE NUMBER OF FIRST GRADE STUDENTS.

SO WE ARE SEEING ENROLLMENT NOW SHIFT WHERE WE ARE ABLE TO ENROLL MORE STUDENTS IN UPPER GRADE LEVELS, FIRST BEING AN EXAMPLE.

SO THAT'S SORT OF A TANGENT, BUT I'D HAVE TO SAY WE'D HAVE TO PULL THAT DATA SPECIFICALLY TO SEE WHAT ENROLLMENT LOOKS LIKE.

WHEN WE PULL WHEN WE BRING IN ROUGHLY AROUND 140 TO 160 STUDENTS EACH SCHOOL YEAR.

SO WE'D HAVE TO LOOK AT THAT BREAKDOWN TO SEE WHAT IT IS BY GRADE LEVEL.

YEAH. I WOULD BE REALLY INTERESTED IF WE COULD GET THAT INFORMATION, WHETHER FROM OUR STAFF OR FROM YOU ALL, TO SEE HOW THAT PERCENTAGE HAS HOPEFULLY RISEN IN THE LAST COUPLE OF YEARS.

COULD I MAKE A COMMENT AROUND OUR OUTREACH EFFORTS? SO IT'S BEEN REALLY CRITICAL TO OUR SCHOOL.

[01:50:01]

Documentary Record 002214

I MEAN, AS YOU'VE HEARD, WE TRULY DO BELIEVE IN EDUCATING ALL CHILDREN TO OUR BEST OF OUR ABILITY.

IN PREVIOUS YEARS, WE DID MUCH OF THAT OUTREACH WITH PARENT VOLUNTEERS, AND WE RECOGNIZED ABOUT 2 OR 3 YEARS AGO THE IMPORTANCE OF ACTUALLY HAVING A STAFF MEMBER AND VERONICA SPOKE TO YOU, AND WE FOUND THAT HAS MADE A HUGE DIFFERENCE BECAUSE NOT ONLY IS SHE HELPING WITH THE OUTREACH, BUT SHE'S WORKING WITH THOSE FAMILIES AFTER THEY ARRIVE TO ENSURE THAT WE DON'T MISS A BEAT WITH THOSE KIDS, THAT WE ENSURE THAT THEY'RE GETTING EVERYTHING THAT THEY NEED.

THAT'S GREAT AND THEN THAT ACTUALLY KIND OF LEADS INTO MY SECOND QUESTION, IF THAT'S OKAY, ABOUT CONTINUALLY SUPPORTING OUR SPECIAL EDUCATION STUDENTS AND OUR STUDENTS WITH DISABILITIES AND FREE AND REDUCED LUNCH AT AT BCS, ARE STUDENTS BEING PROVIDED WITH EQUITABLE OPPORTUNITIES FOR ALL CIRCUMSTANCES AND WHAT KIND OF SUPPORTS ARE BEING GIVEN AND ON THE DAY TO DAY? WELL, I SHOULDN'T SAY DAY TO DAY, BUT AT SCHOOL.

I THINK MAUREEN CAN ALSO ADD IN TO THIS.

BUT THERE ARE SOME THINGS THAT HAVE CHANGED.

I MEAN, AS SOMEBODY WHO IS WORKING IN OFTEN TWO JOBS I MENTIONED IN MY.

IT'S REALLY IMPORTANT TO HAVE AFTER SCHOOL PROGRAMING THAT IS NOT PAID FOR, THAT YOU CAN LEAVE YOUR CHILD THERE AND BE ABLE TO WORK.

I WOULD SAY THAT OUR GROUPS OF FRIENDS ARE VERY, I THINK, VERY SOCIOECONOMICALLY DIVERSE AND THAT EVERYONE IS EMBRACED. THERE ARE MORE THAN 27 LANGUAGES AND DIFFERENT.

I KNOW IT'S NOT JUST ABOUT RACIAL DIVERSITY OR ETHNIC DIVERSITY, BUT I CAN SPEAK AS SOMEBODY WHO DOES NOT MAYBE FIT THE STEREOTYPE OF WHAT A TYPICAL BLISS, WHAT PEOPLE THINK OF AS A TYPICAL BLISS PARENT, AS A SINGLE PARENT WITH NO FAMILY AROUND, IT IS A STRUGGLE TO BE ABLE TO TAKE CARE OF MY CHILD AND MAKE SURE THAT HE GETS TO SCHOOL AND HE I MEAN, LIKE THE OTHER PARENT THAT SPOKE EARLIER, HE JUST LIKES TO BE THERE AND I THINK I WOULD SAY THAT IN ADDITION TO THE SCHOOL ITSELF BEING A SUPPORTIVE PLACE FOR HIM, AS SOMEONE WHO MAYBE DOESN'T LOOK LIKE EVERYBODY ELSE AROUND IN THIS NEIGHBORHOOD HE LOVES BEING AROUND THE COMMUNITY AND HAS REALLY BEEN ABLE TO MAKE, I THINK, LIFE LONG FRIENDS WHERE THE PARENTS ARE ALSO PITCHING IN AND MAKING SURE THAT HE'S SAFE AND THAT HE FEELS INCLUDED.

AND THE SAME GOES FOR EVERYONE.

ALL THE PARENTS THERE, IN MY EXPERIENCE, TREAT THEIR KIDS LIKE THEY'RE OUR KIDS AND I THINK IN TERMS OF DATA, MAUREEN MIGHT HAVE MORE TO ADD.

TRUSTEE CHON, CAN YOU SAY YOUR QUESTION ONE MORE TIME SO I MAKE SURE I ADDRESS IT? YEAH IT'S JUST FROM SINCE WE DID THE ATTENDANCE.

THE. YEAH. MEETING PREFERENCE.

YEAH. WHEN WE HAD CHANGED THOSE PREFERENCES BACK IN, I THINK IT WAS 2021, 2000 AROUND THAT TIME, A COUPLE YEARS AGO.

WE'VE HAD KINDERGARTEN AND TK CLASSES START SINCE THEN.

SO I WOULD BE CURIOUS TO SEE WHAT THE PERCENTAGES WERE OF THE FREE AND REDUCED LUNCH AND STUDENTS WITH DISABILITIES AND AND I UNDERSTAND THAT YOU WANT.

SURE. YOUR SECOND QUESTION WAS AROUND THE SUPPORTS THEY GET.

YES. THE SUPPORTS THAT ARE GIVEN FOR OUR STUDENTS THAT ARE ADMITTED.

YEAH, I CAN SPEAK TO THAT IN A FEW DIFFERENT WAYS AND I'LL ACTUALLY POINT TO A FEW FOLKS SITTING IN THIS AUDIENCE.

IF YOU'RE A STAFF, CAN YOU RAISE YOUR HAND FOR ME? THIS IS PRETTY COOL. ON JULY 17TH TO SEE YOU ALL.

THANK YOU FOR BEING HERE.

WE'VE GOT SPECIAL. I'M LOOKING AT THE CROWD OF WHO I SEE.

WE'VE GOT A DIRECTOR OF SPECIAL EDUCATION HERE.

WE'VE GOT OTHER MEMBERS OF THE SPECIAL EDUCATION TEAM HERE.

OUR PRINCIPALS, PRINCIPALS.

RAISE YOUR HANDS FOR ME. THERE, THERE.

I'M POINTING TO YOU SPECIFICALLY BECAUSE WE TALK A LOT ABOUT THIS DATA, RIGHT? LIKE WHEN I THINK ABOUT HOW WE SPEND OUR TIME, LIKE, I AM AN EDUCATOR AT MY CORE, I STARTED IN TEACHING A MIDDLE SCHOOL CLASS, SEVENTH GRADE.

Documentary Record 002216

RIGHT. THIS IS THIS IS WHAT WE DO IS HOW ARE WE SUPPORTING KIDS? YOU GET IT? FOR THOSE OF YOU WHO'VE BEEN EDUCATORS, YOU GET IT AS MEMBERS OF THIS BOARD, THIS IS WHAT YOU'RE TASKED WITH.

IT'S WHAT I'M TASKED WITH IS WHAT ARE WE ACTUALLY DOING TO MAKE SURE KIDS ARE GETTING WHAT THEY NEED? AND I CALL OUT THESE PEOPLE AND POINT TO THESE INDIVIDUALS, THOSE WHO TEACH.

WE'VE GOT SOME FOLKS WHO TEACH SPECIFICALLY IN SUPPORT OUR ELL LEARNERS HERE AS WELL IN SMALL GROUP.

PULLOUTS. YEP. THANKS.

LIKE THIS IS PRIORITY FOR US, RIGHT? WHEN WE SPEND TIME LOOKING AT DATA, WE BUILT IN DATA DAYS TO OUR CALENDAR TWO YEARS AGO.

THIS IS WHAT WE'RE DOING, IS WE'RE DIVING INTO THE DATA TO SEE WHAT DO ALL OF OUR STUDENTS NEED.

WHAT IS OUR GROWTH LOOK LIKE? MY IDEAL WORLD IS THAT I'M SHARING THIS GROWTH DATA WITH YOU ALL ABOUT OUR PERFORMANCE DATA.

IT'S FANTASTIC.

IT'S NOT WHERE WE WANT TO BE.

THE STAFF HAS HEARD ME TALK ABOUT WHERE WE WANT TO BE, AND IT'S EVERY SINGLE KID IS MEETING THOSE EXPECTATIONS, HANDS DOWN.

SO THIS IS WHY I DO THE WORK.

[01:55:02]

IT'S MAKING SURE THAT WE ARE FINDING WAYS TO SUPPORT OUR ELS, OUR FRPM'S OUR SPECIAL EDUCATION STUDENTS.

LIKE THIS IS WHY I'M IN IT AND I DEEPLY BELIEVE THAT EVERY MEMBER OF MY TEAM IS HERE FOR THE SAME REASON WE SHARE THAT SAME MINDSET.

IT IS HARD WORK AND WE SHOW UP EVERY DAY.

FOR THOSE REASONS, WE EXPANDED OUR TK PROGRAM TO FULL DAY TO MEET PARENT NEEDS.

THAT WAS A CALL WE HEARD FROM OUR COMMUNITY AND WE SAID, LET'S DO THAT.

WE KNOW THAT'S GOING TO BE NECESSARY.

Documentary Record 002217

WE'RE EXPANDING OUR AFTER SCHOOL PROGRAM NEXT YEAR TO RUN IN DIFFERENT WAYS AS WELL.

WE'VE BUILT THAT IN SO WE CAN PROVIDE ACCESS FOR FAMILIES WHO CAN'T AFFORD THAT SCALED STRUCTURES THAT WE'RE WORKING ON AND THEN I WILL JUST SHOUT OUT VERONICA AS WELL, WHO'S DONE INCREDIBLE WORK IN ADVOCATING CONSISTENTLY FOR FAMILY VOICES.

SHE IS CALLING FAMILIES CONSISTENTLY ALL SUMMER, ALL YEAR.

SHE HAS THE PULSE OF WHAT'S GOING ON AND MAKING SURE THAT WE'RE NOT MISSING VOICES.

SO IS THERE WORK TO BE DONE? THERE ALWAYS IS WORK TO BE DONE, UNFORTUNATELY.

RIGHT. THAT'S WHY WE ARE IN THESE POSITIONS IS BECAUSE THERE IS A CONSISTENT NEED TO DO BETTER IN OUR SCHOOLS AND I BELIEVE DEEPLY IN THE WORK OUR TEAM IS DOING TO EVERY DAY SHOW UP AND SAY, WHAT CAN WE DO BETTER? THANK YOU. AND THEN I JUST WANTED TO I'LL SAVE MY NEXT QUESTION.

BUT I DID ALSO WANT TO JUST ECHO THE CONCERNS ABOUT, YOU KNOW, DOING A CONFIDENTIALITY AGREEMENT IN REGARDS TO NEGOTIATIONS OF A SITE.

LA USE, AS WELL AS THIS BOARD ARE PUBLIC ENTITIES AND SO WE NEED TO MAKE SURE THAT INFORMATION IS TRANSPARENT TO THE PUBLIC AND SO I WOULD REALLY URGE BOTH BOARDS TO BE ABLE TO HOPEFULLY BE ABLE TO ENGAGE IN THAT CONVERSATION IN A TRANSPARENT WAY FOR THE PUBLIC AS WELL AS FOR THIS BOARD.

DEFINITELY. THE TO BRIAN MADE A POINT THAT WE WOULD BE VIOLATING THE BROWN ACT.

THAT IS NOT TRUE. WE'VE ONLY WORKED IN SUB QUORUMS OF THE TWO BOARDS SO THAT WE CAN HAVE THOSE CONVERSATIONS. BUT IT'S VERY HARD TO WORK OUT A HARD NEGOTIATION WITHOUT HAVING SOME, YOU KNOW, CONVERSATIONS TO, YOU KNOW, VET INTERESTS, AND THE LAST THING YOU WANT TO DO IS TO THROW OUT SOME IDEAS AND HAVE SOMEBODY GO PUBLIC IMMEDIATELY.

YOU REALLY WANT TO GO PUBLIC AS A GROUP AND THAT'S WHAT WE FELT LIKE IS NECESSARY.

IT ISN'T THAT WE AREN'T OPEN TO SHARING INFORMATION, BUT WE WANT TO SHARE IT AS AN AGREED UPON MESSAGE.

Documentary Record 002218

AS AND OBVIOUSLY, AT THE END OF THE DAY, A PUBLIC MEETING WOULD MAKE THE DECISIONS AROUND THAT AND, YOU KNOW, WE'RE VERY OPEN TO CONTINUING CONVERSATIONS.

MOVING DOWN THE LINE VICE PRESIDENT ROCHA DO YOU WANT TO TRUSTEE DI SALVO WAS FIRST.

OKAY. WE WERE JUST GOING DOWN THE LINE.

BUT GO AHEAD. IF YOU WOULD PREFER TO SWAP, THAT'S FINE TOO.

OKAY. THANK YOU.

I DID HAVE A FEW QUESTIONS, AND IT'S MAINLY FOR THE BULLETS.

REPRESENTATIVES AND PLEASE BEAR WITH ME.

AS YOU KNOW, NEW TO THIS EXPERIENCE AS A NEW PERSON ON THIS BOARD AND SEEING THESE RENEWALS STARTING TO COME THROUGH.

SO IN TERMS OF PAST PRACTICES, PAST NORMS, THESE ARE TYPICALLY HANDLED.

WHAT QUESTIONS ARE FAIR GAME? WHAT QUESTIONS ARE NOT I'M NOT GOING TO BE WELL VERSED IN THAT.

SO I'M JUST GOING TO ASK SOME QUESTIONS THAT, YOU KNOW, FOR ME, I'VE BEEN THINKING ABOUT WHEN I WAS LOOKING THROUGH THE PETITION AND ALSO HEARING THE TESTIMONY AND I WANT TO JOIN TRUSTEE CHON IN THANKING ALL THE BULLIS REPRESENTATIVES, STAFF AND FAMILIES FOR TAKING TIME TO COME DOWN HERE.

IT'S VERY HELPFUL TO HEAR FROM YOU WHAT YOUR PERSONAL EXPERIENCE IS.

SO AND IT MAY BE THE PETITION WAS ALMOST 600 PAGES LONG, AND WHILE IT MAY OR MAY NOT BE IN THERE, I THINK IT'S ALSO BENEFICIAL FOR THE PUBLIC IN SOME OF THESE QUESTIONS, EVEN THOUGH IT MAY BE THERE TO HEAR SOME OF THESE PARTICULAR ANSWERS AND THAT'S RELATED TO HOW YOU ACCEPT STUDENTS.

MAYBE THAT'S NOT THE RIGHT WORD.

THE LOTTERY SYSTEM HOW STUDENTS ARE SELECTED.

COULD I PLEASE KIND OF GET A BRIEF EXPLANATION OF HOW THE STUDENT POPULATION ENDS UP AT BULLIS VERSUS THOSE? AND THEN ALSO A QUESTION AS TO HOW MANY APPLICATIONS OR REQUESTS DO YOU GET ANNUALLY AND HOW MANY ARE TURNED AWAY.

Documentary Record 002219

SO FOR ME, THAT'S AN IMPORTANT POINT FOR ME JUST TO UNDERSTAND MORE OF YOUR OPERATIONS, IF YOU DON'T MIND, PLEASE.

SORRY. IT'S BLINKING NOW.

IT'S GREEN. [INAUDIBLE]. MY APOLOGIES.

YEAH. OUR PROCESS IS WE ARE AN OPEN ENROLLMENT, SO THERE IS THE NEED TO FILL OUT ENROLLMENT PAPERWORK THAT HAPPENS THROUGH A PLATFORM CALLED SCHOOLMANS IT'S A FAIRLY COMMON PLATFORM THAT MANY CHARTER SCHOOLS UTILIZE.

WHAT'S BUILT INTO THAT ARE THE PREFERENCES THAT WE HAVE AND SO ALL APPLICANTS WHO WE SET OUR ENROLLMENT WINDOW, IT'S TYPICALLY SOMEWHERE IN THE RANGE OF NOVEMBER TO FEBRUARY AND THEN ALL APPLICANTS, ANYONE WHO'S FILLED OUT AN APPLICATION UP TO THAT POINT IS ENTERED INTO OUR PUBLIC LOTTERY.

[02:00:06]

THOSE APPLICATIONS ARE VERY BASIC.

THERE'S NOT THINGS WE CAN ASK AROUND.

DISABILITY, RACIAL IDENTITY, NONE OF THOSE THINGS.

IT'S JUST. WHERE DO YOU LIVE AND WHAT GRADE IS YOUR STUDENT GOING INTO? ON THE DATE THAT HAS BEEN PREDETERMINED AND SHARED IS THE PUBLIC LOTTERY.

THAT IS A VERY ANTI-CLIMATIC TIME BECAUSE IT'S ALL SYSTEMIZED.

IT'S RUN BY THE SCHOOL PLATFORM AND SO IT TAKES THOSE PREFERENCES AND THEN BASED ON WHAT APPLICANTS HAVE PUT IN THE INFORMATION THEY'VE SHARED, IT RANDOMIZES THEM.

AND THEN IT SPITS OUT THE LOTTERY LIST.

SO LET'S SAY, FOR EXAMPLE, YOU HAVE 100 STUDENTS WHO'VE APPLIED TO A GRADE LEVEL AND YOU'RE ACCEPTING, YOU KNOW, TEN STUDENTS WE PUT IN RIGHT NOW.

WE KNOW THERE'S TEN OPENINGS.

WE HIT GO, AND IT RANDOMIZES THOSE 100 BASED ON THE LOTTERY PREFERENCES THAT THEY QUALIFY FOR AND THEN THOSE FIRST TEN ARE THE ONES WE ADMIT AND THEN AS THINGS SHIFT, IF MORE OPENINGS BECOME AVAILABLE OR WHATNOT, WE CONTINUE MOVING DOWN THE LIST.

THANK YOU AND THOSE PREFERENCES ARE THOSE ADJUSTED BASED UPON WHAT YOUR STUDENT POPULATION CURRENTLY REPRESENTS.

LET'S JUST SAY IF IT'S HIGH IN A CERTAIN ETHNICITY, IS THAT ADJUSTED IN THE PREFERENCES OR IT'S A STANDARD PREFERENCE FROM OPENING DAY TO WHATEVER? YEAH. THE STANDARD PREFERENCE IS APPROVED BY YOU ALL AS PART OF THE OUR PETITION AND SO THE STANDARD PREFERENCES ARE THINGS LIVING IN THE DISTRICT QUALIFYING FOR FRPM HAVING A SIBLING, THERE'S A LIST OF PREFERENCES THAT INDIVIDUALS WHO QUALIFY OR STUDENTS WHO QUALIFY BASED ON THOSE PREFERENCES.

THAT'S HOW THEY PRIORITIZE. WE CANNOT ASK QUESTIONS ON RACE, ETHNICITY, DISABILITY, ANY OF THOSE ITEMS. UNDERSTOOD. YEAH.

THANK YOU. SO THEN.

WELL, ALL RIGHT, I'LL LEAVE THAT ONE ALONE FOR A LITTLE BIT AND MAYBE COME BACK TO IT LATER.

I DID HAVE A QUESTION IN YOUR PRESENTATION.

YOU USED THE WORD HIGH ACHIEVEMENT OFTEN, AND THAT'S VERY GREAT AND I CAN TELL THAT EVERYBODY'S EXCITED ABOUT IT.

AND THAT'S VERY IMPORTANT TO EVERYBODY.

I'M SURE YOU AS AN EDUCATOR AND THE FAMILIES AND THE STUDENTS AS WELL.

BUT WHAT ABOUT THOSE STUDENTS WHO AREN'T HIGH QUALIFY OR FALL INTO THAT HIGH ACHIEVEMENT WORD? AND WHAT'S THEIR EXPERIENCE AT THE SCHOOL? BECAUSE, YOU KNOW, I CAN TALK ABOUT MY PERSONAL EXPERIENCE THROUGH PUBLIC EDUCATION WITH ME, MY CHILDREN, OR IN MY PREVIOUS ROLE ON THE CAMBRIDGE SCHOOL DISTRICT.

NOT EVERY STUDENT IS IN THE HIGH ACHIEVEMENT ONE, AND THEY MAY NEVER BE IN THAT PARTICULAR ONE.

EVERY STUDENT IS DIFFERENT IN TERMS OF HOW THEY LEARN AND AND THEIR CAPACITY.

SO CAN YOU PLEASE SPEAK A LITTLE BIT ABOUT THOSE STUDENTS THAT AREN'T THE ONES THAT WE TALK ABOUT IN TERMS OF THE AWARDS? YEAH, I, I CAN'T SPEAK ON THEIR BEHALF, BUT I CAN SPEAK ABOUT HOW WE THINK AND ENSURE THAT WE'RE SUPPORTING ALL KIDS.

YOU HEARD THE WORD ALL USED A LOT, AND WE DON'T USE THAT LIGHTLY.

IT IS PART OF HOW WE OPERATE THIS TEAM AND THIS STAFF.

YOU KNOW, THE WORK THAT WE'VE DONE AROUND THIS, WE TALK ABOUT THE 7%.

WE TALK ABOUT THOSE 7% THAT AREN'T REPRESENTED IN THE 93% THAT ARE PERFORMING ON [INAUDIBLE].

THAT IS THE DATA THAT WE ZONE IN ON.

WHAT ARE WE DOING TO ENSURE THAT THEIR EXPERIENCE MEANS THAT THEY ALSO ARE REACHING THOSE LEVELS OF ACHIEVEMENT WE WANT TO SEE.

WE HAD A DAY TO DAY WHERE WE SAT DOWN AND LOOKED THROUGH, AND YOU GUYS BUILT OUT AND LOOKED AT THE CONNECTION SURVEY.

WHAT'S HAPPENING WITH OUR KIDS? ARE THEY FEELING CONNECTED? ARE THEY GETTING WHAT THEY NEED IN CLASSROOMS? WHAT'S THE INTERSECTION, WHAT'S HAPPENING ACADEMICALLY, AND WHAT DOES THAT MEAN AS FAR AS WHAT STUDENTS ARE PERCEIVING THEMSELVES AS HAPPENING? WE LOOK AT OUR STUDENT SURVEY DATA.

WHAT DOES THAT TELL US? WHO MIGHT BE WHOSE VOICES ARE MISSED.

SO THAT'S REALLY IMPORTANT FOR US TO MAKE SURE WE'RE CONSISTENTLY CONSIDERING THOSE STUDENTS WHO MIGHT NOT FALL IN THAT TIER OF OF HAVING THOSE THOSE TOP LEVELS OF PERFORMANCE ON THE STATE ASSESSMENT.

BUT SUCCESS LOOKS DIFFERENT TOO, RIGHT? WE ARE OBLIGATED AS A PUBLIC ENTITY TO SHARE SUCCESS THROUGH THE MEANS AND ARE HELD ACCOUNTABLE THROUGH THE MEANS OF A STATE ASSESSMENT AND I KNOW I SPEAK FOR MANY OF US AT THE SCHOOL, THAT SUCCESS DOESN'T JUST LOOK LIKE A NUMBER ON ONE TEST THAT YOU TAKE ONE TIME.

IT IS THE CURRENCY WE ARE WE HAVE TO DEAL WITH WHEN WE TALK ABOUT THINGS LIKE RENEWAL AND WHEN WE PRESENT NUMBERS PUBLICLY.

BUT SUCCESS CAN MEAN AND LOOK LIKE A LOT OF DIFFERENT THINGS BESIDES A TEST AND SO THAT DEFINITELY IS A MINDSET THAT WE ENSURE THAT WE BRING TO THE TABLE EVERY DAY.

THANK YOU AND THEN MY LAST TWO QUESTIONS AND I'LL STOP THERE.

A NUMBER OF THEM WERE ALREADY ADDRESSED.

Documentary Record 002222

YOU COULD WAIT FOR THEM MAYBE IN THE NEXT ROUND.

OH, SURE. QUESTIONS? SO EVERYONE GETS A CHANCE TO SPEAK.

THANK YOU. TRUSTEE.

DI SALVO. THANK YOU VERY MUCH.

PRESIDENT BERTA AND LIKE MY COLLEAGUES, I WANT TO THANK ALL THOSE WHO CAME TONIGHT TO GIVE THEIR TESTIMONY ABOUT BULLIS CHARTER SCHOOL, PARTICULARLY THE CHILDREN.

SO THANK YOU FOR ENLIGHTENING AND INSPIRING ME BY YOUR WORDS ABOUT EDUCATION.

BEFORE I ASK MY QUESTION, JUST A COMMENT THAT WE HAVE A CRISIS IN OUR PUBLIC SCHOOL SYSTEM.

WE HAVE CHRONIC ABSENTEEISM IS THE HIGHEST IT'S EVER BEEN.

YOU HAVE STUDENTS THAT WANT TO ATTEND BECAUSE THEY HAVE AN OPPORTUNITY TO THRIVE WITHIN THE INSTRUCTIONAL ENVIRONMENT YOU'VE CREATED OVER THE YEARS.

[02:05:04]

SO TO THAT, I SAY CONGRATULATIONS, AND I HOPE YOUR MODEL CAN SHOW OTHERS THROUGHOUT OUR COUNTY, PARTICULARLY, THAT THERE'S OTHER WAYS TO MAKE SURE THAT STUDENTS THRIVE AND WANT TO COME TO SCHOOL, NOT STAY HOME.

SO WITH THAT AS A BACKDROP, LET ME ALSO SAY AS A BACKDROP THAT I WAS CHAIR OF THE BOARD DURING ONE OF THE RENEWAL MEETINGS AND I MET WITH HUNDREDS OF PEOPLE, INCLUDING I WENT WITH TRUSTEE MAH TO MEETINGS IN LOS ALTOS TO TRY TO BROKER THE DIVIDE THAT EXISTED BETWEEN NEIGHBORS THAT LIVE ON THE SAME STREET, WHO WON'T TALK TO EACH OTHER ANYMORE, WHOSE CHILDREN DON'T PLAY TOGETHER ANYMORE.

BECAUSE OF THIS DIVIDE BETWEEN BULLIS AND LOS ALTOS SCHOOL DISTRICT.

SO HERE'S MY QUESTION AND I HAVE MANY, BUT I'M ONLY GOING TO ASK ONE.

AND SO I WOULD LIKE MY STAFF, THE SUPERINTENDENT STAFF, TO OPINE.

I'D LIKE THE BOARD TO OPINE, I'D LIKE THE LOS ALTOS BOARD PRESIDENT TO OPINE. MY ONLY QUESTION.

IF THERE WAS A MATERIAL REVISION TO IF THIS BOARD DECIDES TO APPROVE BULLETS FOR SEVEN YEARS, WHAT IS THE ONE MATERIAL REVISION THAT WOULD REDUCE THE DIVIDE THAT I FEEL GUILTY ABOUT? I FELT GUILTY ABOUT IT EVERY TIME I VOTED ON THIS, BECAUSE IT JUST DOESN'T SEEM RIGHT TO HAVE A COMMUNITY DIVIDED BY A SCHOOL WHOSE STUDENTS THRIVE. IN FACT, YOUR STUDENTS IN LOS ALTOS ELEMENTARY THRIVE.

SO EVERYBODY PROBABLY FOR THE MOST PART, IS THRIVING AND THERE'S STILL THIS FEUDING.

SO THAT'S MY QUESTION.

WOULD YOU OPINE, PLEASE, ABOUT WHAT? NUMBER ONE, IF THERE WAS A MATERIAL REVISION THAT WOULD IMPROVE THE DIVIDE THAT EXISTS.

IT HAS EXISTED SINCE YOUR INCEPTION IN 2004, AND IT EXISTS, I'M SURE, TONIGHT.

SO THANK YOU. THAT'S ALL.

YEAH, I ACTUALLY DON'T KNOW IF I FEEL EQUIPPED TO ANSWER THAT BECAUSE I AGREE.

I DON'T THINK WE WANT TO DIVIDE.

I MAYBE SOMEBODY FROM LASD WOULD WANT TO START.

AM I, OKAY SINCE I HAVEN'T BEEN VISITED I HAVEN'T VISITED THERE FOR 3 OR 4 YEARS.

IS THERE STILL A DIVIDE? MAYBE THERE'S NOT. OH, YES AND I THINK WE'VE MADE STRIDES, BUT YEAH, THERE'S I MEAN, THERE'S STILL A DIVIDE, RIGHT? WE'RE STILL IN A SITUATION WHERE YOU'RE HEARING FROM.

SO THEN MY QUESTION IS RELEVANT AND I HOPE SOME OF YOU COULD ANSWER IT.

YEAH. I DON'T KNOW IF I FEEL EQUIPPED TO.

I DON'T WANT THERE TO BE A DIVIDE.

I THINK WE ALL SHARE THE SAME DESIRE WHICH IS SUPPORTING CHILDREN.

I THINK THERE'S.

YEAH. SO I WOULD BE INTERESTED TO HEAR OTHERWISE, BUT I THINK WE ALL I, WE COME TO THE TABLE, I COME TO THE TABLE IN WANTING TO SERVE KIDS AND THAT'S ALL KIDS IN THE COMMUNITY.

COULD IT BE FINDING A WAY TO USE THE ELEMENTARY SCHOOL THAT'S BEEN BUILT? THAT WE HEARD DISCUSSED TONIGHT? THAT MIGHT BE WHAT THAT LASD NEEDS AGAIN, I DON'T KNOW.

I MEAN, AS WE SHARED, WE'VE BEEN OPEN TO THOSE CONVERSATIONS AND EXPLORING THEM, WHICH I THINK IS A BIG STEP FORWARD FOR US TO BE ABLE TO ENGAGE IN THAT WAY.

I WILL SPEAK THAT I'VE HAD GREAT CONVERSATIONS WITH THE SUPERINTENDENT LASD OF WAYS THAT WE CAN COLLABORATE.

I REALLY APPRECIATE HER AS A LEADER, AND I THINK ON THE GROUND, I KNOW OUR STAFF INTERACT VERY WELL TOGETHER.

WE HAVE TO AS SHARED FACILITIES AND SO I THINK IN THE DAY TO DAY WE FUNCTION QUITE WELL AND THEN WHEN WE LAYER ON POLITICS AND HISTORY, THINGS BECOME MORE COMPLICATED AND THE ANSWER FROM LASD MIGHT BE THAT BUILDING WOULD BE THE THING AND FOR US, I THINK WE'RE SORT OF STUCK.

ANYBODY ELSE? THANK YOU FOR THAT.

ANYBODY ELSE? MY UNDERSTANDING IS THAT THE PETITION IS THE PETITION AND AS SOMEBODY WHO IS DEDICATED TO SOCIAL JUSTICE AND EQUITY, IT IS REALLY A VALUE TO ME TO MAKE SURE THAT EVERYONE I MEAN, I RAN OUT OF TIME IN MY ONE MINUTE, BUT MY CLOSING COMMENT WAS THAT I WOULD LOVE TO SEE ALL CHILDREN HAVE ACCESS TO THE KIND OF COMMUNITY THAT I'VE BEEN ABLE TO BENEFIT FROM, AND I'M NOT SURE ABOUT WHETHER THE DIVIDE IS THERE.

I HAVE HAD TALKS WITH MY NEIGHBORS AND SOME FOLKS HAVE SAID EVEN FOLKS WHO SENT THEIR KIDS TO BULLIS SAID, HOW COULD THERE IS? THERE'S SOME DIVIDE THAT I MAY NOT EVEN REALLY UNDERSTAND.

AS SOMEONE WHO'S ONLY BEEN THERE FOR FIVE YEARS, AND I CAN SAY THAT MY CHILD IS INVOLVED IN ALL KINDS OF HE MENTIONED THAT HE'S INVOLVED IN LOS ALTOS SPORTS.

[02:10:02]

HE HAS A FRIEND CIRCLE THAT PRIMARILY IS IN HIS SCHOOL, BUT HAS MADE REALLY GREAT FRIENDS WITH CHILDREN WHO ARE IN ALL OF THE LOS ALTOS SCHOOLS AS WELL.

SO HE OUR EXPERIENCE IS THAT WE ARE FRIENDS.

I COULD JUST ADD THAT MY CHILDREN WENT THROUGH DURING THE TIMES WHEN THERE WAS A LOT OF ANIMOSITY BETWEEN THE TWO AND I DEFINITELY SEE THAT HAVING MUCH BETTER TODAY.

I MEAN, WE'RE ON CAMPUSES.

WE'RE, YOU KNOW, OUR STAFF WORK WONDERFULLY TOGETHER.

THEY WORK OUT SCHEDULES THEY'RE, YOU KNOW, SUPPORTIVE OF EACH OTHER.

IF ONE OF THE SCHOOLS NEEDS USE OF THE GYM, THEY LET THE OTHER SCHOOL USE IT.

IF THEY IF IT DOESN'T IMPACT THEIR SCHEDULE.

WHEREAS MY SON FELT THAT WITH PEOPLE IN THE COMMUNITY THAT ACTUALLY HARASSED HIM FOR ATTENDING BULLIS CHARTER SCHOOL, I'M VERY HAPPY TO SAY THAT I DON'T SEE THAT TODAY.

I'M VERY HAPPY THAT THE STUDENTS THAT YOU SAW HERE ARE HAPPY, AND THEY REALLY, I THINK, ARE FOR THE MOST PART OBLIVIOUS TO THE POLITICAL PIECE.

I APPRECIATE HEARING WHAT I'M HEARING.

SO THANK YOU. IS THERE ANY WOULD YOU PLEASE.

THANK YOU. YEAH.

IF I COULD OFFER SOME BRIEF COMMENTS, I WOULD SAY HAVING LIVED IN LOS ALTOS SINCE 2006, THE WORST OF THE DIVIDE HAS ALWAYS OCCURRED AS PART OF THE PROP 39 FACILITIES ALLOCATION PROCESS.

BECAUSE THAT BASICALLY REQUIRES VCS TO COME FORWARD IN A VERY BUREAUCRATIC WAY AND SAY WHERE THEY WOULD LIKE TO BE PLACED AND BASICALLY EVERY TIME THAT HAPPENED BECAUSE OF THE STRUCTURE OF IT, THEY WOULD HAVE TO REQUEST ASSIGNMENT TO AN EXISTING ELEMENTARY SCHOOL AND OBVIOUSLY THAT WOULD INFLAME THE PARENTS OF THAT ELEMENTARY SCHOOL AND ALLEGATIONS WOULD GET THROWN BACK AND FORTH, AND IT WOULD GET VERY BAD.

THINGS HAVE BEEN MUCH BETTER LATELY, IN PART BECAUSE OUR TWO BOARDS HAVE BEEN ABLE TO COME TO AGREEMENTS FOR FACILITY PLACEMENT AT OUR SHARED JUNIOR HIGH SCHOOLS.

ONE OF THE THINGS THAT WE ARE FACING IS THAT DUE TO ENROLLMENT DECLINES, WHICH WE KNOW EVERYONE ACROSS THE COUNTY IS EXPERIENCING, WE ONLY HAVE TWO CLASSROOMS OF SIXTH GRADERS AT OUR ELEMENTARY SCHOOLS, WHERE ONE

OF THE FEW DISTRICTS THAT HAS K SIX ELEMENTARY SCHOOLS AND THEN SEVEN EIGHT JUNIOR HIGH SCHOOLS.

AND LOOKING AT OUR EDUCATIONAL PROGRAM, WE REALLY NEED TO MAKE THOSE SIX EIGHT PROGRAMS IN THE FUTURE, BECAUSE THE SPECIALIZED TEACHING IS VERY DIFFICULT TO DO WITH TWO SIXTH GRADE TEACHERS AND JUST TWO CLASSROOMS, AND OUR JUNIOR HIGHS ARE SHRINKING AS WELL, OBVIOUSLY, AND WE WANT TO BE ABLE TO OFFER ALL THE THINGS THERE.

SO THE PLACEMENT, WHICH HAS BEEN STABLE AND AMICABLE FOR A LONG TIME NOW, IS PROBABLY NOT GOING TO WORK FOR OUR EDUCATIONAL PROGRAM BECAUSE WE HAVE RIGHT NOW, I THINK, 1200 STUDENTS ON OUR JUNIOR HIGH CAMPUS BETWEEN OUR PROGRAM AND THE MAJORITY OF BCS KIDS AND WE'RE JUST GOING TO NEED TO COME UP WITH AN ALTERNATIVE DISCUSSION.

SO TO ANSWER YOUR EARLIER QUESTION, IF WE COULD COME UP WITH A MATERIAL REVISION OR SOME KIND OF DOCUMENT, THE ONE THING IS FOR US TO COME UP WITH A LONG TERM PLAN FOR FACILITIES PLACEMENT THAT WILL WORK FOR BOTH OF US AND RIGHT NOW, UNFORTUNATELY, WE DON'T HAVE AN AGREEMENT THAT LASTS PAST THE END OF THIS COMING SCHOOL YEAR.

SO THE PROP 39 PROCESS IS SLATED TO START AGAIN AND I'M REALLY HOPEFUL THAT AS PART OF THIS RENEWAL PROCESS, WE CAN COME TO AN AGREEMENT WITH BCS THAT WILL INCLUDE THAT WHICH I THINK BOTH, AS I STATED IN MY COMMENTS EARLIER, WILL SOLVE SOME OF THE ISSUES FROM THE NOTICE OF CONCERN AND WILL ALSO ENSURE THAT THIS WAR DOESN'T BREAK OUT AGAIN IN THE COURSE OF THE PROP 39 PROCESS THAT WOULD OTHERWISE HAVE TO RUN IN THE FALL.

THANK YOU SO MUCH, AND THANK YOU FOR ALL THOSE WHO'VE WORKED ON REDUCING THE DIVIDE AND INCREASING THE NEIGHBORLY COLLABORATION THAT SHOULD GO ON IN ANY COMMUNITY, ESPECIALLY ONE LIKE YOURS.

DID THE STAFF WANT TO SAY ANYTHING? ESSENTIALLY, WE'RE THE AUTHORIZER AND SO I REALLY CAN'T SPEAK TO THE ISSUE.

OUR JOB IS TO MONITOR AND OVERSEE THE SCHOOL AND THEIR COMPLIANCE AND SO WE DO SUPPORT ANY COOPERATION OR COLLABORATION THAT COULD OCCUR BETWEEN LOS ALTOS AND BULLIS.

THAT WOULD BE THE INTENT ON MY AFFIRMATIVE VOTE IN IN AUGUST THAT WE MOVE TOWARDS INCREASED FRIENDSHIP OF ALL.

SO THANK YOU MADAM PRESIDENT.

Documentary Record 002227

TRUSTEE LARI.

THANK YOU, PRESIDENT BERTA.

I WOULD ALSO LIKE TO THANK EVERYBODY WHO'S HERE TODAY TO GIVE THEM GIVE US THEIR INPUT.

SO MY QUESTION WAS FROM STAFF, LIKE, IS IT POSSIBLE FOR YOU TO FACILITATE WHAT ROLE CAN YOU PLAY TO FACILITATE AGREEMENTS? AS I SAID, WE'RE THE AUTHORIZER.

[02:15:06]

THAT'S NOT OUR POSITION AND I CAN I'LL HAND IT OVER TO DOCTOR DEWAN BECAUSE WE TAKE DIRECTION FROM DOCTOR DEWAN. YEAH, THE CHARTER SCHOOLS DEPARTMENT STAFF WOULD NOT BE IN A POSITION TO FACILITATE, MEDIATE OR ENTER, YOU KNOW, INSERT THEMSELVES INTO A PROCESS BETWEEN THE DISTRICT AND THE SCHOOLS.

THEY NEED TO MAINTAIN THEIR NEUTRALITY AND THEIR OVERSIGHT ROLE.

SO IS THAT SOMETHING WE CAN ASK BEFORE WE RENEW FOR THEM TO MAYBE ASK A THIRD PARTY TO BE THERE? YOU CAN ASK COUNCIL.

I GUESS THERE'S NOTHING STOPPING US FROM MAKING THAT AS A SUGGESTION THAT IF THIS BOARD FEELS THAT THIS LACK OF COOPERATION IS NOT GOOD FOR THE EDUCATIONAL ENVIRONMENT FOR ALL STUDENTS, BUT WHETHER THE DISTRICT AND THE CHARTER SCHOOL GET ALONG IS NOT A COMPONENT OF CHARTER RENEWAL, SPECIFICALLY, THAT YOU WOULD BE MAKING RENEWAL DECISIONS BASED ON.

SO WE CAN WE PUT IT AS A CONDITIONALITY FOR MOVING FORWARD OR WE CAN'T.

I'M NOT COMFORTABLE TALKING IN PUBLIC ON GIVING THAT KIND OF ADVICE AS FAR AS WHAT WE CAN AND CAN'T DO FOR CONDITIONS.

THANKS. TRUSTEE MAH AND THEN I'LL GO AFTER TRUSTEE MAH AND THEN WE'LL DO ANOTHER ROUND.

ANOTHER ROUND? GREAT.

THANK YOU, PRESIDENT BERTA.

I HAVE A BUNCH OF RANDOM QUESTIONS, SO WE'LL GO ANOTHER ROUND FOR SURE.

THE QUESTION IS THAT I STARTED OFF WITH BECAUSE I GOT SOME GREAT IDEAS FROM LISTENING TO EVERYONE ELSE IS AND AGAIN, YOU MAY NOT HAVE THE NUMBERS

Documentary Record 002228

EXACTLY, BUT I'D LIKE TO FIND OUT HOW MANY STUDENTS ACTUALLY HIT THE CAP FOR THE LOTTERY.

THE FMLP CAP, I MEAN, SO YOU I THINK I HEARD SUPERINTENDENT ISRAEL MENTIONED THAT THERE'S BETWEEN 100 AND 20, 140 KIDS EVERY YEAR, 140 TO 160 STUDENTS EVERY YEAR.

HOW MANY OF THOSE KIND OF ARE, YOU KNOW, HIT THE 10% CAP? DO YOU EVER HIT THE CAP? I GUESS IS OKAY? YES. SO, OKAY.

I DON'T KNOW. OBVIOUSLY DON'T KNOW THOSE NUMBERS OFFHAND AND I THINK WHAT'S IMPORTANT ABOUT TO KNOW ABOUT THE WAY WE OPERATE THE LOTTERY IS LET'S SAY WE OFFER 150 ON OUR LOTTERY DATE, FEBRUARY 28TH.

WE STILL CONTINUE OFFERING WHEN WE LEARN OF OPENINGS.

RIGHT AND AS YOU ALL KNOW, IN MAY, JUNE WE LEARN OH SO AND SO IS MOVING SWITCHING.

SO THEN WE HAVE MORE OPENINGS AND WE OFFER.

WE MADE A ROUND OF OFFERINGS LAST WEEK TO FAMILIES.

SO THAT NUMBER CONTINUES TO SHIFT.

SO IN THE EVENT WE WERE TO HIT YOU KNOW THAT 10% THERE'S STILL ARE OPPORTUNITIES FOR THOSE FAMILIES.

THEY BECOME THEN NEXT ON THAT WAIT LIST AND THE CHANCES OF THEM THEN AS OPENINGS COME UP, THEY WOULD HAVE THE OPPORTUNITY TO GET IN.

SO THERE IS IT'S A ROLLING CONTINUUM.

ADMITTANCE. BUT YEAH, TO KNOW SPECIFICALLY ON THAT DATE, I WOULD HAVE TO PULL AND LOOK.

YEAH. SO I GUESS SO PART OF MY QUESTION THEN IS HOW MANY KIDS, YOU KNOW, ON THAT FIRST LOTTERY DATE ARE THERE THAT APPLY SIMILAR TO WHAT TRUSTEE VICE PRESIDENT ROCHA WAS ASKING AND THEN OF THOSE BECAUSE FLMP IS A SELF IDENTIFYING THING TO SO THERE'S NO, YOU KNOW, HARD GUARANTEE THAT THE PEOPLE WHO ARE SAYING THAT THEY ARE AND THEREFORE GETTING PRIORITIZED IN THE AUTOMATED FASHION ACTUALLY ARE, THAT'S NOT REALLY REVEALED UNTIL LATER, I GUESS TO CONDITION OF THAT IN ORDER FOR THEM TO HOLD THAT PREFERENCE.

SO LET'S SAY THAT SOMEBODY DOES PUT THAT PREFERENCE, YOU KNOW, SAY THEY QUALIFY FOR THAT PREFERENCE.

THEY ARE PULLED ON THE LOTTERY DAY IN ORDER AS PART OF THEIR REGISTRATION PROCESS.

THEY DO HAVE TO SHOW PROOF OF THAT IN ORDER TO CONTINUE TO RECEIVE THAT RIGHT.

THAT PRIORITY, IF WE WERE TO DISCOVER IN THAT REGISTRATION PROCESS THAT THEY HAD FALSIFIED THAT INFORMATION OR IT WASN'T TRUE, THEN THEY WOULD LOSE THAT SLOT.

YEAH, BUT SINCE YOU DID CHANGE IN 2022.

SO IT'S ONLY BEEN TWO YEARS.

YEAH, IT'S BEEN A SMALL.

SO, YOU KNOW, DO YOU HAVE A FEEL THAT YOU'VE ACTUALLY KIND OF HIT THAT CAP ON THAT LOTTERY DAY, EVEN BASED ON THE SELF IDENTIFIED.

I DON'T YEAH. I'D HAVE TO LOOK AT.

YEAH. OKAY. SO I'M KIND OF CURIOUS ABOUT THAT BECAUSE I WOULD LIKE TO COMPARE THAT TO WHAT THE ACTUALS WERE FOR LASD, WHICH AT THAT TIME WAS 5%.

SO THEREFORE YOU PUT 10% AS A DOUBLE, YOU KNOW, KIND OF WHAT ARE THE ACTUAL NUMBERS THAT CAME OUT? AND AGAIN, IT'S ONLY THE LAST TWO YEARS.

SO YEAH, STATISTICALLY SIGNIFICANT OR NOT, AT LEAST IT'S THERE.

[02:20:02]

I JUST WANT TO ALSO CONFIRM THAT, AS I RECALL OUR STAFF DOES ATTEND OR WITNESS THE LOTTERY EVERY YEAR, SO THAT'S YES WE DO.

SO THAT'S STILL GOING ON. GREAT.

SO THAT'S MY FIRST SET OF QUESTIONS.

CAN I ASK ONE MORE? OKAY THE OTHER QUESTION.

WELL, THE OTHER NEXT OF QUESTIONS IS GOING BACK TO THE NDA AND, YOU KNOW, LIST SIGNING OR NOT SIGNING NDA WHEN YOU GUYS WERE DOING THE PROP 39 DISCUSSIONS, WAS THAT UNDER NDA? NO. PROP 39 IS A LAID OUT PROCESS.

IT'S ACTUALLY DESIGNED TO HAVE A NEGOTIATION WHERE WHAT HAPPENS IS EACH MONTH SOMETHING HAPPENS.

SO FIRST, THE CHARTER SCHOOL SUBMITS THEIR PROP 39 REQUEST WHICH IS A VERY DETAILED LONG DOCUMENT.

THEN THE DISTRICT HAS THE OPPORTUNITY THE FOLLOWING MONTH TO RESPOND TO IT AND THEN THE CHARTER SCHOOL HAS THE OPPORTUNITY TO THEN AGAIN RESPOND BACK AND THE IDEA OF THAT IS THAT YOU CAN NEGOTIATE.

I MEAN, YOU COULD COMPLETELY NEGOTIATE A AGREEMENT INDEPENDENT OF IT AND I THINK IT KIND OF OPENS UP THAT OPPORTUNITY TO HAVE THAT PROCESS IF THE TWO PARTIES WISH TO DO THAT AND I'M SORRY.

SO IS THAT PROP 39 PROCESS BACK AND FORTH? IS THAT COMPLETELY PUBLIC OR IS THAT ALSO UNDER IN CLOSED SESSION.

THAT'S A THAT IS LITERALLY JUST A DOCUMENT AND THAT'S A PUBLIC DOCUMENT SENT BACK AND FORTH.

YEAH. OUR EXPERIENCE HAS BEEN THAT DOESN'T WORK TERRIBLY WELL BECAUSE IT'S A BIG LEGAL DOCUMENT, AS OPPOSED TO WHEN WE HAVE IN THE PAST SAT DOWN. I MEAN, YOU AND JOSEPH MAY RECALL SOME OF THOSE VERY HARD AND HEATED MEETINGS.

BUT, YOU KNOW, AT THE END OF THE DAY, IF YOU CAN GET IN A ROOM AND YOU CAN FIGURE OUT WHAT WORKS BEST FOR ALL PARTIES, THEN YOU CAN WORK IT OUT.

BUT AGAIN, I ACTUALLY DON'T SEE THAT BEING SUCCESSFUL WITHOUT BEING ABLE TO HAVE SOME DISCUSSIONS WHERE BOTH PARTIES CAN THROW OUT IDEAS WITHOUT KNOWING THAT IT'S GOING TO TURN AROUND AND END UP IN THE PUBLIC THE NEXT DAY.

RIGHT AND SO JUST FROM A I'M SORRY, GO AHEAD AND SO JUST FROM A HISTORICAL KIND OF HISTORY STANDPOINT, AS I RECALL, AND MAYBE YOU COULD CONFIRM ON THE SIDES THAT WHEN YOU CAME UP WITH THE FIVE YEAR AGREEMENT TO NOT DO ANY LAWSUITS, NOT DO ANYTHING AND FREEZE AT 900 OR WHATEVER, THAT NEGOTIATION AGREEMENT WAS ALL DONE WITH SUB BROWN ACT QUORUM AND ALSO UNDER CLOSED DISCUSSIONS AS IT WAS FURTHER DONE THROUGH MEDIATION PROCESS OR IT WAS DONE AND WE HAVE DONE MEDIATION A COUPLE OF TIMES WITH THE DISTRICT.

AGAIN, THERE'S A CONFIDENTIALITY AGREEMENT AND WE DID GO BACK AND FORTH AND WE WHAT WE AGREED IN THAT FIVE YEAR PROCESS WAS WE WOULD COME FORWARD TO THE COMMUNITY AS A GROUP, ALL WITH THE SAME MESSAGE AND BOTH BOARDS HAD TO APPROVE THAT AGREEMENT AND THAT IS HOW WE ENDED UP WITH THE ESSENTIALLY OUR FACILITIES THAT WE HAVE TODAY.

WE WENT BACK INTO A TIME WHEN WE DIDN'T HAVE AN AGREEMENT AND AT THAT POINT, BCS DECIDED TO INCREASE ITS ENROLLMENT AND THAT'S WHAT WE ARE CURRENTLY AT AND SINCE THEN, WE'VE HAD AGREEMENTS EVER SINCE.

RIGHT. BUT THEN THAT AGREEMENT ENDS IN TWO YEARS OR NEXT END OF NEXT OF THIS CURRENT SCHOOL YEAR.

YEAH. RIGHT. OKAY.

I JUST WANTED TO KIND OF GET THAT HISTORY OUT THERE A LITTLE BIT, AS I RECALL SOME OF IT, BUT NOT ALL OF IT AND IT SEEMS TO ME JUST AS A COMMENT THAT USUALLY PROPERTY NEGOTIATIONS ARE A CLOSED SESSION ITEM FOR TYPICALLY BOARDS WHENEVER THEY TALK ABOUT BUYING LEASING PROPERTY.

SO THAT IS A RECOGNIZED CLOSED SESSION TOPIC.

IS THAT CORRECT? IT DEPENDS ON THE TOPIC AND WHO IS ENGAGED IN THE CLOSED SESSION AND A NUMBER OF OTHER CIRCUMSTANCES.

THERE IS A PROVISION IN THE BROWN ACT TO ALLOW FOR CERTAIN TYPES OF CLOSED SESSION DISCUSSIONS AMONGST THE BOARD, RIGHT, REGARDING PROPERTY AND LEASING AND THINGS LIKE THAT.

REAL ESTATE, PROPERTY NEGOTIATIONS, PROPERTY ACQUISITION PURCHASE AND THAT'S NOT NECESSARILY, YOU KNOW, WHICH MAY NOT.

RIGHT. MAY NOT APPLY.

I'M JUST SAYING THAT IT'S THERE'S SOME PARALLELISM OUT THERE THAT SAYS SOME OF THE STUFF MAKES SENSE TO KEEP UNDER, YOU KNOW, WRAPS

[02:25:07]

UNTIL YOU ALL AGREE.

EVERYONE WANTS TO DISCLOSE ALL AT THE SAME TIME.

SO I UNDERSTAND THAT OR AT LEAST THAT'S A REASONABLE THOUGHT.

OKAY. THANK YOU.

Documentary Record 002232

I'M GOING TO INSERT MYSELF IN THE QUEUE HERE BEFORE WE DO ANOTHER ROUND.

I ALSO REALLY APPRECIATE HEARING FROM THE COMMUNITY.

BOTH BULLIS COMMUNITY AS WELL AS THE LOS ALTOS SCHOOL DISTRICT COMMUNITY AND OTHERS IN BETWEEN AS WELL.

I MY QUESTIONS KIND OF PUTTING ON MY SPECIAL EDUCATION HAT HERE.

I WOULD LOVE TO HEAR MORE FROM BULLIS ON KIND OF A DESCRIPTION OF YOUR CONTINUUM OF SERVICES AND HOW YOU'RE MEETING THE NEEDS OF ALL STUDENTS.

I CAN SPEAK GENERALLY TO THAT, AND I KNOW WE HAVE MORE IN THAT PETITION AS WELL, BUT WE ARE PART OF A SELPA WITH SANTA CLARA COUNTY AND SO WE WORK IN PARTNERSHIP WITH THE SELPA ON STAFF. WE HAVE A DIRECTOR OF SPECIAL EDUCATION.

WE HAVE RESOURCE SPECIALISTS, OT, SLP, PARAPROFESSIONALS.

AM I MISSING BCBA? SO A ROBUST STAFF THAT WE WORK WITH TO SUPPORT OUR STUDENTS AND OUR TEACHERS AND SO THAT LOOKS LIKE A VARIETY OF THINGS, RIGHT? THAT LOOKS LIKE A COMPREHENSIVE IN THE PROCESS THAT WE HAVE WORKED AND MADE SOME MODIFICATIONS TO THE PAST FEW YEARS OF OUR SRT AND MTS PROCESS TO DETERMINE WHAT DOES IT LOOK LIKE FOR US IN OUR SUPPORT AND IDENTIFYING STUDENTS WHO MIGHT HAVE ADDITIONAL NEEDS, AND WHATARE INTERVENTIONS THAT WE'RE PUTTING IN PLACE PRIOR TO JUMPING TO SPECIAL EDUCATION? IT LOOKS LIKE CONSULT THAT OUR DIRECTOR OF SPECIAL EDUCATION DOES WITH TEACHERS THAT HER TEAM DOES, THAT SHE DOES WITH MEMBERS OF OUR LEADERSHIP.

IT LOOKS LIKE WEEKLY MEETINGS THAT SHE AND I HAVE TO MAKE SURE THAT WE ARE SUPPORTING OUR STUDENTS.

SHE ALSO MEETS WITH ALL OF OUR PRINCIPALS SO THAT THEY HAVE AN UNDERSTANDING OF WHAT THINGS LOOK LIKE AND THEN IT'S MAKING SURE TEACHERS HAVE THE SUPPORTS THEY NEED.

WHAT ARE THE TRAININGS THEY NEED? WHAT ARE THE STRATEGIES IN THE CLASSROOM? WHAT ARE THE TRENDS THAT WE'RE SEEING? I THINK WE ALL KNOW COMING OUT OF THE PANDEMIC, RIGHT, THAT WE SAW A HEIGHTENED NEED NOT ONLY TO SUPPORT OUR SPECIAL EDUCATION STUDENTS, BUT MANY STUDENTS IN SOME OF THOSE STRATEGIES AND WE KNOW AND YOU KNOW, THIS BEST, PRESIDENT BERTA, THAT

Documentary Record 002233

THE STRATEGIES THAT WORK FOR OUR SPECIAL EDUCATION STUDENTS ARE ALSO BEST PRACTICES FOR MANY OF OUR STUDENTS.

SO HOW DO WE SUPPORT INSIDE CLASSROOMS TO MAKE SURE THAT WE'RE CONTINUING TO BUILD THE TOOLKITS OF OUR TEACHERS? SO THERE'S A LOT OF ROBUST SUPPORT.

WE HAVE A GREAT RELATIONSHIP WITH THE SELPA AS WELL AS A THOUGHT PARTNER IN THAT PROCESS.

ONE OF THE THINGS THAT WOULD BE HELPFUL IN BETTER UNDERSTANDING IS GETTING A BREAKDOWN OF THE CONTINUUM OF CATEGORIES THAT STUDENTS FALL INTO UNDER IDEA, AND BETTER UNDERSTANDING THE BREAKDOWN, AS WELL AS THE SUPPORT SERVICES THAT ARE ALIGNED AND I KNOW A LOT OF THAT'S DEPENDENT ON IEPS, BUT FROM A STRUCTURAL STANDPOINT WOULD BE A HELPFUL TO UNDERSTAND, YOU KNOW, WHAT YOU'RE EQUIPPED TO DO AND HOW YOU'RE MEETING THOSE NEEDS.

YEAH, ABSOLUTELY AND THEN I GUESS ONE OF THE QUESTIONS I HAD FOR STAFF RELATED TO THAT IS DOES THE DOES OUR COUNTY OFFICE KEEP TRACK OF STUDENTS, FOR INSTANCE, WHO MAY HAVE LEFT BULLIS CHARTER SCHOOL TO PURSUE OTHER EDUCATIONAL PROGRAMS, WHETHER IT'S IN A TRADITIONAL SCHOOL DISTRICT OR OTHER OTHER CHARTER SCHOOLS AND WOULD THAT ALSO BE ABLE TO IDENTIFY WHETHER A STUDENT HAD AN IEP OR NOT? SO HISTORICALLY, SCCOE HAS NOT TRACKED THIS INFORMATION AND HAS NO WAY OF KNOWING WHEN A FORMER CHARTER SCHOOL STUDENT RECEIVES SPECIAL EDUCATION SERVICES FROM THEIR HOME DISTRICT.

SCCOE CAN CONSIDER THE MEANS OF OBTAINING REPORTS FROM CHARTER SCHOOLS.

WHEN A STUDENT WITH A 504 OR AN IEP LEAVES CHARTER SCHOOL.

ADDITIONALLY, THE CDE IS SUPPOSED TO PROVIDE SOME LIMITED DEMOGRAPHIC INFORMATION TO SCCOE AS PART OF THE CHARTER SCHOOL RENEWAL PROCESS, WHICH INCLUDES SOME INFORMATION ABOUT SPECIAL EDUCATION STATUS FOR STUDENTS WHO DO LEAVE THAT SCHOOL.

SCCOE STAFF HAS REQUESTED THIS INFORMATION FROM THE CDE, AND THE CDE DOES NOT HAVE A DATE AT THIS MOMENT FOR WHEN THIS INFORMATION WILL BE MADE AVAILABLE, BUT IT IS IN PROCESS.

OKAY. DO YOU ANTICIPATE HAVING IT BEFORE? THAT IS OUR THAT I HAVE BEEN CONTACTING CDE DAILY.

Documentary Record 002234

THANK YOU. WE APPRECIATE THAT DILIGENCE AND I GUESS A PARALLEL QUESTION TO THAT FOR LASD IS DO YOU HAVE DATA ON WHERE YOUR STUDENTS, STUDENTS WHO ENROLL KIND OF MID GRADE TRANSITIONS, DO YOU HAVE DATA ON WHERE STUDENTS ARE COMING FROM, WHETHER THEY'RE COMING

[02:30:10]

FROM BULLIS OR ANOTHER SCHOOL, AND WHETHER THEY'RE COMING IN WITH AN IEP.

AND IF IT'S ON THE SPOT FOR BOTH BULLIS OR THE LASD OR STAFF, I FULLY UNDERSTAND WE NEED TO GET BACK TO THESE QUESTIONS.

SO JUST IF YOU HAVE INFORMATION.

HERE WE GO.

HI THERE. GOOD EVENING.

I'M SANDRA MCGONAGLE, THE SUPERINTENDENT FOR LOS ALTOS SCHOOL DISTRICT.

WE DO. WE KEEP KIND OF JUST GOOGLE SPREADSHEETS O STUDENTS AS PART OF OUR ENROLLMENT PROCESS.

SO IF THEY'RE COMING TO US NOT IN TK OR IN KINDER IN FROM ANOTHER SCHOOL, WE ALWAYS ASK THE FAMILY THEY'RE NOT REQUIRED TO SHARE WHERE THEY'RE COMING FROM. BUT WE DO ASK AND WE DO HAVE SOME RECORDS AND OF COURSE, THEN WE KNOW IF THEY ARE COMING WITH US, TO US WITH AN IEP OR QUALIFY FOR FREE AND REDUCED LUNCH.

THAT'S PART OF OUR ENROLLMENT PROCESS TO MAKE SURE THEY HAVE THE SERVICES AND THE SUPPORTS THAT THEY NEED FOR THEIR EDUCATION.

SO WE DO HAVE SOME ANECDOTAL DATA.

I'M HAPPY TO SHARE THAT WITH THE COUNTY STAFF, IF THAT WOULD BE HELPFUL.

YES. THANK YOU SO MUCH.

THAT WOULD BE HELPFUL.

THE OTHER QUESTION I HAD BEFORE WE CONTINUE WITH THE LOOP AROUND HERE IS AS BULLIS, YOU'RE AWARE THAT THIS BOARD ISSUED THE NOTICE OF OF CONCERN AND A REAFFIRMATION OF THAT NOTICE OF CONCERN.

I'M REALLY INTERESTED IN UNDERSTANDING, YOU KNOW, THE CHANGES THAT YOU'VE MADE OR THE PROCESS THAT YOU'VE GONE THROUGH TO ADDRESS THE CONCERNS AS

Documentary Record 002235

OUTLINED IN THOSE LETTERS? FORGIVE ME, I DON'T KNOW WHAT SLIDE NUMBERS, BUT I THINK A LOT OF OUR ENROLLMENT PROCESS WE'VE CONTINUED TO BUILD ON.

AS A RESULT OF THAT, THE HIRING OF OUR DIRECTOR OF COMMUNITY ENGAGEMENT AND OUTREACH WAS A BIG MOVE FOR US, BRINGING TO YOU THE THE PREFERENCE FOR FRPM WAS ANOTHER BIG MOVE AS WELL AND THEN, I MEAN, THIS IS WHERE AS A SCHOOL, OUR BIGGEST THING WE CAN DO IS, OUTREACH.

RIGHT. IN ORDER TO DETERMINE ENROLLMENT.

WE CAN'T TARGET SPECIFIC.

I CAN'T GO UP TO SOMEONE AND SAY, TELL ME, DO YOU HAVE AN IEP? IF SO, GREAT. COME APPLY.

RIGHT. WE HAVE TO MAKE SURE THAT OUR ENROLLMENT MATERIALS AT THE WAY THAT WE'RE ACCESSING FAMILIES IS EQUITABLE, AND THAT WE'RE FINDING AVENUES IN WAYS TO ENSURE THAT WE'RE SHOWING THAT WE'RE INCLUSIVE.

RIGHT. SO A LOT OF THAT COMES THROUGH.

WHAT ARE THE STRATEGIES WE'RE USING IN THAT OPEN ENROLLMENT PROCESS AND SO THAT'S WHERE I WOULD SORT OF DIRECT BACK TO THOSE SLIDES.

WE'VE HOPED THAT WE'RE CONTINUING TO INCREASE AND FIND DIFFERENT AVENUES IN WAYS WE'VE STARTED.

I THINK THAT WAS TWO YEARS AGO.

VERONICA STARTED REACHING OUT TO DAYCARES IN LOCAL PRESCHOOLS, WHICH WE'D DONE.

BUT WE SAID, HEY, WE'D LOVE TO PRESENT TO YOUR FAMILIES.

DO WE HAVE THE OPPORTUNITY TO SHARE? AND SO VERONICA WAS ABLE TO JOIN A PARENT COFFEE AND SHARE MORE WITH THEM THERE.

WE'RE LOOKING THIS YEAR ABOUT WHAT ARE OTHER LANGUAGES WE CAN PRESENT AND IS CLAUDINE SHARED.

WE ACTUALLY SPEAK AT ACTUALLY OVER 32 LANGUAGES, WHICH IS PRETTY COOL AND SO A LARGE PORTION OF OUR FAMILIES ONLY SPEAK SPANISH, BUT ALSO RUSSIAN AND MANDARIN.

SO HOW ARE WE ADVERTISING AND FINDING WAYS TO CONNECT WITH THEM AND WHAT DOES THAT LOOK LIKE.

Documentary Record 002236

SO WE'VE LOOKED AT ADVERTISING IN THE IN RUSSIAN NEWSPAPERS, IN MANDARIN NEWSPAPERS.

WE'RE GOING TO HOPEFULLY DO A WORK AND DO A SPANISH RADIO AD.

SO JUST TRYING TO FIND DIFFERENT WAYS THAT WE CAN DO OUTREACH IS OUR BEST MOVE HERE.

BUT I'D SAY THE TWO BIGGEST THINGS WE DID WAS HIRING SOMEBODY SPECIFICALLY TO FOCUS IN ON THAT, AND THEN MAKING THAT ADJUSTMENT TO CREATE A PREFERENCE THAT DIDN'T PRIOR EXIST, PLEASE. YEAH, I'LL JUST ADD TO THAT JUST PRAISE FOR VERONICA BECAUSE SHE DOES SHE WORKS REALLY HARD AND SHE'S VERY PASSIONATE ABOUT THE WORK THAT SHE DOES.

SHE GETS OUT THERE IN THE COMMUNITY AND SHE'S BILINGUAL.

I WOULD ALSO SAY THAT THE WAY THAT I WAS THAT I LEARNED ABOUT THE SCHOOL WAS BY WORD OF MOUTH AND BECAUSE WE HAVE PARENTS THAT ARE REALLY EXCITED ABOUT THE EXPERIENCE THAT THEIR CHILDREN ARE HAVING, INCLUDING CHILDREN THAT HAVE LEARNING DIFFERENCES.

PARENTS GO OUT AND TALK TO THEIR FRIENDS WHO HAVE WHO ARE MOVING TO THE NEIGHBORHOOD OR WHO ARE LOOKING FOR A SCHOOL TO GO TO AND I SEE IT HAPPENING ALL THE TIME ON THE BASEBALL FIELD, ON THE FOOTBALL FIELD, LIKE THAT'S WHERE I HAPPEN TO BE AND WE'RE ALWAYS TALKING ABOUT THE POSITIVE EXPERIENCES THAT WE'RE HAVING, INCLUDING KIDS THAT DO HAVE IEPS AND THESE ARE THE EXPERIENCES THAT I'VE HAD AND THAT ENCOURAGES FOLKS TO GO.

I MEAN, SO THERE'S THE FORMAL STRUCTURE, WHICH IS LIKE VERONICA IS ABOVE AND BEYOND, AND THE PARENTS WHO ALSO GO ABOVE AND BEYOND WHAT I'VE EVER SEEN.

THANK YOU. I APPRECIATE THOSE EFFORTS AND I JUST WILL END ON.

I THINK THE CONCERN FOR ME IS HOW THAT TRANSLATES INTO THE RESULTS WE'RE SEEING AND ONE OF THE BIGGEST AREAS, AND I THINK STAFF FOR VERIFYING THIS DATA

[02:35:10]

WAS TRYING TO BETTER UNDERSTAND THAT I HAD ASKED PRIOR TO TODAY'S HEARING IS WHEN IT COMES TO ENGLISH LANGUAGE LEARNERS, PARTICULARLY AT THE BEGINNING OF YOUR PROGRAM IN TK AND IN KINDER.

ONE OF THE THINGS THAT'S DEEPLY CONCERNING IS THAT FOR THIS PAST SCHOOL YEAR, IT WAS AT 0% FOR ENGLISH LANGUAGE LEARNERS IN TK AND KINDER WHO ARE

HISPANIC AND SO WHEN YOU COMPARE THAT TO LASD WHICH IS AT 18%, THAT'S QUITE A LARGE DISCREPANCY.

SO THAT'S ONE OF THE PIECES THAT I HOPE WE CAN REALLY BETTER UNDERSTAND.

I MEAN, I APPRECIATE THE EFFORTS, BUT AT SOME POINT IT ALSO HAS TO TRANSLATE INTO THE ACTUAL STUDENTS THAT ARE BEING SERVED AND HOW THAT'S PERPETUATING EQUITY IN THE ENTIRE COMMUNITY.

RIGHT. SO I HOPE WE CAN LOOK AT IT WITH THAT LENS AS WELL.

JUST A BRIEF RESPONSE AGREEMENT.

RIGHT. I THINK THIS IS, LIKE I SAID, WHY WE'RE TRYING TO FIND AVENUES.

WE ENROLL 40 STUDENTS IN TK, SO IT'S A VERY SMALL NUMBER FOR US.

BUT IF I'M GOING TO BE SUPER CANDID WHAT'S ONE OF OUR BIGGEST CHALLENGES IS THE NARRATIVE THAT EXISTS, RIGHT.

LIKE AS MUCH AS WORD OF MOUTH MATTERS TO US, IT'S REALLY TOUGH WHEN I'M UP AGAINST NEGATIVE NARRATIVE THAT'S COMING FROM THE LOCAL COMMUNITY CLAIMING THAT WE DON'T SERVE SPECIAL, LIKE CLAIMING THAT WE DON'T SERVE EL, CLAIMING THAT WE'RE DISCRIMINATING.

LIKE IT'S REALLY HARD TO GET PAST THAT WHEN THAT'S THE DIALOG THAT'S BEING THROWN OUT CONSISTENTLY AND SO I WOULD JUST NAME LIKE THAT IS A BARRIER THAT WE HAVE TO TRY TO WORK AROUND AND CONVINCE OTHERS THAT DOESN'T EXIST.

BEING A CHARTER SCHOOL ALREADY IS CHALLENGING.

THERE'S LOTS OF MYTHS THAT EXIST ABOUT CHARTER SCHOOLS.

WE'RE NOT FREE. WE AREN'T OPEN ENROLLMENT.

WE HAVE TESTS. ALL THESE THINGS THAT I'VE BEEN IN CHARTER SCHOOLS FOR 20 YEARS AND CONSISTENTLY HAVE TO STILL FIGHT THAT NARRATIVE.

BUT THEN WHEN WE HAVE A NEGATIVE NARRATIVE THAT'S BEING SHARED NOT FROM EVERYBODY, BUT FROM OTHER MEMBERS OF THE LOCAL COMMUNITY, IT'S REALLY TOUGH.

IF I'M NOT IN FRONT OF SOMEONE OR A MEMBER OF OUR TEAM OR STAFF, ISN'T IT TO HAVE TO WRITE THAT? SO IS THERE MORE WORK TO BE DONE? YES. THERE'S ALWAYS MORE WORK TO BE DONE AND WE HAVE THIS BARRIER.

Documentary Record 002238

WE HAVE TO CONSISTENTLY FIND WAYS TO GET AROUND BECAUSE OF THE DIALOG THAT'S PRESENTED ABOUT BCS AND HOW IT'S SPOKEN ABOUT NEGATIVELY.

CAN I ALSO ADD ONE THING? ONE OF THE THINGS THAT WE HAVE ACTUALLY DONE IN THE PAST IS ASKED IF WE COULD PRESENT AT THEIR ENROLLMENT NIGHTS SO THAT, YOU KNOW, WE COULD PRESENT OUR SCHOOLS. WELL, AND THEY'VE ALWAYS DECLINED TO LET US DO THAT.

I THINK THAT WOULD BE A GREAT COLLABORATIVE THING IF WE COULD PRESENT TO THE COMMUNITY MEMBERS THAT, YOU KNOW, THAT ARE COMING TO THEIR OPEN ENROLLMENTS AND I THINK, YOU KNOW, FOR ME, IT REALLY GOES BACK TO THE ACCOUNTABILITY PIECE.

IT'S NOT ABOUT A NARRATIVE.

IT'S ABOUT WHAT THE ACTUAL DATA SHOWS AND ASKING THOSE QUESTIONS BECAUSE THAT IS OUR ROLE AS THE AUTHORIZER TO ASK QUESTIONS AND CONTINUOUSLY PUSH FOR ACCOUNTABILITY ON ALL ENDS.

RIGHT. SO THOSE THAT'S KIND OF WHY I'M POSING THAT TRUSTEE SREEKRISHNAN.

WE'LL GO FOR ANOTHER ROUND.

YEAH. THANK YOU SO MUCH.

I FEEL LIKE THIS IS SUCH A PRODUCTIVE DISCUSSION.

I HAD SOME OF THE SAME QUESTIONS AS YOU.

TRUSTEE BERTA. SO THANK YOU FOR THAT AND SO I WANTED TO ASK BULLIS IF THEY HAD ANY OF THEIR DATA AROUND RETENTION RATES THAT THEY COULD SHARE OR IN TERMS OF STUDENTS YOU KNOW, IF THEY DO LEAVE BULLIS IF ANY INFORMATION ON THAT, IF.

SPECIFICALLY IF THEY LEAVE BETWEEN 2 AND 8.

WHY OR WHERE OR.

YEAH. WE COLLECT [INAUDIBLE] OF DATA.

A VARIETY OF REASONS WHY WE SEE THAT HAPPENING.

RIGHT. COULD BE I'M MOVING OUT OF THE AREA, I HAVE CHILDREN WHO ARE IN MULTIPLE GRADE LEVELS, AND TRYING TO TRANSPORT TO MULTIPLE SITES IS CHALLENGING.

Documentary Record 002239

OUR MIDDLE SCHOOL IS AT ONE SITE.

ELEMENTARY CAN BE AT ANOTHER.

FAMILIES MOVING OUT OF STATE.

YEAH. WANTING TO GO TO A DIFFERENT SCHOOL, A PRIVATE SCHOOL, A VARIETY OF REASONS THAT WE SEE FAMILIES IDENTIFYING IF THEY WANT TO TRANSITION RETENTION, THOUGH, IS QUITE HIGH FOR US YEAR OVER YEAR.

YEAH. THAT'D BE GREAT TO SEE, YOU KNOW, WHEN YOU COME BACK IN AUGUST AND AS PRESIDENT BERTA MENTIONED, I'D ALSO LIKE TO SEE, YOU KNOW, THE DISABILITY CATEGORIES, IF THAT COULD BE, YOU KNOW, COMPLIANT WITH HIPAA AND FERPA, IF THAT COULD BE SHARED AND THEN IN SLIDE 16 YOU KNOW, SLIDE 17 THAT HAD, YOU KNOW, THE A REFLECTION OF OR I GUESS A PARALLEL

[02:40:04]

OF THE DISTRICT LASD AND BULLIS IF THE INFORMATION ON SLIDE 16 COULD IF THAT COULD ALSO WHICH THAT IS THE SOCIOECONOMICALLY DISADVANTAGED STUDENTS WITH DISABILITIES, ENGLISH LANGUAGE LEARNERS THAT COULD ALSO BE SHOWN IN THE SAME WAY WITH LASD.

IF WHEN YOU COME BACK IN AUGUST WOULD BE GREAT AND THEN, YOU KNOW, ANOTHER BACK TO THE MOUNTAIN VIEW SITE BECAUSE WHEN I VISITED BULLIS, I SAW FROM MY UNDERSTANDING THE FIELDS ARE SHARED AND SOME OF THE FACILITIES.

SO WOULD WOULD THERE BE SHARING FOR THE MOUNTAIN VIEW SITE OR DO YOU WANT TO SPEAK TO AGAIN? THAT WOULD BE A DISCUSSION WITH LASD.

WHAT THEY HAVE SAID PUBLICLY IS NO, THEY WOULD VIEW IT AS A SITE FOR JUST BCS OR A LOCAL ELEMENTARY SCHOOL OF THEIR OWN.

IT IS THE SMALLEST SITE OF ALL OF THE SITES, AND BCS IS THE LARGEST SCHOOL THREE TIMES THE SIZE OF THEIR SCHOOLS. OKAY, THAT'S HELPFUL TO KNOW.

YEAH, BUT I THINK THAT'S IT FOR ME.

THANK YOU.

TRUSTEE CHON.

YEAH. I WAS WONDERING FOR WHEN I HAD SPOKEN EARLIER ABOUT WANTING THE PERCENTAGES FOR, LIKE, STUDENTS WITH DISABILITIES AS WELL AS STUDENTS WITH

FREE AND REDUCED LUNCH IN THE, YOU KNOW, RECENT KINDERGARTEN AND TK CLASSES.

I APOLOGIZE.

I WOULD ALSO LIKE TO SEE THE EL PERCENTAGES ON THERE.

BUT MY QUESTION IS FOR LASD.

ON YOUR ENROLLMENT PACKAGES, AND I APOLOGIZE.

I DON'T KNOW WHAT THEY LOOK LIKE.

I DON'T HAVE CHILDREN, SO I HAVEN'T ENROLLED A STUDENT.

BUT ON THERE, DOES IT SAY IF THE PRIMARY LANGUAGE AT HOME IS ENGLISH? OR SOMETHING OF THAT.

THERE IS A HOME LANGUAGE SURVEY.

SO THERE ARE FOUR QUESTIONS THAT EVERY FAMILY MEMBER NEEDS TO ANSWER AND IT'S I'M NOT GOING TO REMEMBER THE FOUR.

I THINK IT'S A SIMILAR FOUR QUESTIONS FOR EVERY SCHOOL ENROLLMENT.

BUT IT DOES GET TO THE IDEA OF DOES YOUR CHILD POTENTIALLY SPEAK ANOTHER LANGUAGE, AND IF SO, THEN THAT FLAGS THE ELPAC TESTING THE ENGLISH LANGUAGE PERFORMANCE TESTING AND I BELIEVE AND MAYBE DOCTOR DEWAN CAN REMIND US, BUT JUST FOR THIS COMING YEAR, THEY'RE ACTUALLY NOT GOING TO BE TESTING TK STUDENTS.

I THINK THE STATE JUST CHANGED THAT FOR THE COMING SCHOOL YEAR BECAUSE THE TEST DOESN'T REALLY ADEQUATELY MEET THAT.

SO THE COMING DATA WILL BE A LITTLE BIT DIFFERENT.

BUT KINDERGARTEN FOR CERTAIN.

YEAH, THAT'S GOOD TO HEAR.

I WOULDN'T SUPPORT TESTING FOUR YEAR OLDS ANYWAY, SO.

OKAY AND THEN I ASSUME THEN THOSE QUESTIONS ARE SIMILARLY ON THE BCS APPLICATION.

OKAY. THAT'S GREAT TO KNOW.

YEAH, IT'S AT THE APPLICATION.

Documentary Record 002241

BUT YEAH, IT'S PART OF IT'S THE SAME FORM THAT FILLS OUT AT EACH BECAUSE WE WOULD EXCHANGE THOSE IF A STUDENT TRANSITIONED.

IT'S A HOME LANGUAGE SURVEY THAT IS PART OF THE REGISTRATION PROCESS.

THAT'S GREAT TO KNOW. SO THEN WE CAN SEE IF A STUDENT WOULD BE ELL COMING IN.

CORRECT. OKAY. OR PREDETERMINED.

BUT THAT'S NOT TILL AFTER THEY'VE ACTUALLY GOTTEN ENROLLED GONE THROUGH THE LOTTERY PROCESS.

WE ARE BLIND TO THAT INFORMATION IN THE LOTTERY PROCESS.

YOU CAN'T GIVE THE HOME LANGUAGE SURVEY BEFORE THAT.

NO, BECAUSE WE AGAIN DON'T WANT TO IN ANY WAY BIAS DISCRIMINATE AND PART OF OUR CHARTER, WE DON'T DO THAT.

SO ONCE THE STUDENT GETS THROUGH THE LOTTERY AND THEY HAVE A SPOT, THEN THEY'RE THE FINISHED REGISTRATION PACKET THAT HAS ALL THE INFORMATION, INCLUDING THEIR SPECIAL ED INFORMATION, THEIR HOME LANGUAGE SURVEYS.

ALL OF THAT THEN GETS SUBMITTED AND THAT'S WHEN WE FIND OUT.

OKAY HOW WOULD YOU ADDRESS? LET'S SAY YOU DO THE LOTTERY AND YOU DON'T HAVE MAYBE YOU ONLY HAVE ONE STUDENT THAT IS EL OR DISADVANTAGED OR FREE AND REDUCED LUNCH.

HOW DO YOU ADDRESS THAT AFTER THE FACT? WE GO BACK TO OUR ENROLLMENT STRATEGIES IN OUR WHERE WHO ARE DOING OUTREACH TO SEE IF THERE ARE DIFFERENT COMMUNITIES WE NEED TO TARGET TO SEE IF THERE ARE DIFFERENT STRATEGIES WE CAN UTILIZE.

BUT THAT IS THE CHALLENGE IS THAT WE ARE BLIND TO THAT UNTIL ENROLLMENT ACTUALLY HAPPENS.

THAT WOULD HAPPEN AFTER, LET'S JUST SAY TEN STUDENTS ARE COMING IN AND YOU FIND OUT FROM THAT TEN.

ONLY ONE IS OF THOSE SPECIFIC CATEGORIES.

YOU CANNOT THEN GO BACK AND ACCEPT MORE.

Documentary Record 002242

NOT UNLESS THERE'S NEW OPENINGS.

RIGHT AND SO LET'S SAY WE ACCEPT TEN.

ONLY ONE MEETS A CRITERIA LIKE AN ENGLISH LANGUAGE LEARNER IF THERE ARE MORE OPENINGS THAT OPEN UP IN THIS GRADE LEVEL, THEN WE GO BACK TO OUR WAIT LIST AND WE

[02:45:05]

PULL NUMBER 11. BUT WE DON'T KNOW IF NUMBER 11 HAS AN EL STATUS OR A SPECIAL EDUCATION STATUS UNTIL THEY APPLY.

WE CAN'T KNOW ANY OF THAT INFORMATION UNTIL THEY FORMALLY FILL OUT THE REGISTRATION PAPERWORK AND IT WOULD BE DISCRIMINATION OTHERWISE AND SO THAT THE ONLY STRATEGY WE COULD USE AT THAT STAGE, IF THERE WAS ONE OUT OF TEN, WOULD BE FOR US TO RECONSIDER WHAT STRATEGIES WE USED AS PART OF THAT OPEN ENROLLMENT PROCESS TO TO RECRUIT AND GO BACK AND TRY A NEW STRATEGIES IN THE NEXT RECRUITMENT CYCLE.

BUT AT THAT POINT, YOU WOULD BE PRETTY TIED BECAUSE YOU WOULD HAVE ALREADY INFORMED THOSE 10.

YEAH, THEY LEGALLY HAVE TO COME.

I CANNOT TELL ANYBODY.

THEY CAN'T COME. YEAH OKAY.

NOR COULD I EVER UNENROLL OR DISENROLL SOMEONE.

YEAH AND SO GOING BACK TO THE SUPPORTS FOR OUR SPECIAL EDUCATION STUDENTS IF YOU WERE TO FIND OUT THAT A STUDENT WITH LIKE A SIGNIFICANT LEARNING DISABILITY OR AN I DON'T WANT TO SAY WITH AN IEP BECAUSE THE SPECTRUM OF IEPS IS VERY BROAD, BUT A STUDENT WITH SIGNIFICANT LEARNING DISABILITIES OR WHAT KIND OF PROGRAMS ARE AT BOTH? I HEAR YOU MENTIONED RESOURCE TEACHERS, SO I CAN SAFELY ASSUME THAT YOU HAVE A RESOURCE PROGRAM.

BUT WHAT KIND OF SUPPORTS ARE GIVEN FOR THOSE STUDENTS DEPENDING ON NEED, RIGHT.

IT IS VERY DEPENDENT AND IF THERE WAS A NEED THAT WE DON'T HAVE THE SUPPORTS FOR THEM.

Documentary Record 002243

THAT'S PART OF OUR CONVERSATION WITH OUR SELPA IS WHAT SUPPORTS DO WE NEED TO BE ABLE TO HAVE TO PROVIDE? BUT WE HAVE PARAPROFESSIONALS RIGHT NOW, RIGHT? SO WE DEFINITELY HAVE STUDENTS WHO HAVE 1 TO 1 AIDES AND HAVE VERY SPECIFIC NEEDS.

DO YOU HAVE SPECIAL EDUCATION TEACHERS OTHER THAN RESOURCE TEACHERS? WE USE THOSE SYNONYMOUSLY.

SO IS THERE A DIFFERENT MEANING YOU'RE LOOKING FOR? YEAH. LIKE SO A STUDENT, A TEACHER THAT WOULD SUPPORT, LIKE A MILD MODERATE CLASS OR A MODERATE SEVERE CLASS.

THAT'S A SPECIAL SDC IS WHAT YOU'RE ASKING FOR.

LIKE TEACHERS WHO SUPPORT SDC VERSUS A TEACHER WHO SUPPORTS RESOURCE.

THEY CAN DO BOTH. BUT DO YOU HAVE THEM SEPARATE? WE DON'T HAVE AN SDC CLASS.

WE HAVE ALL OF OUR WORK IS INCLUSION.

ALL OF IT'S INCLUSION, CORRECT? YEAH. AS A SINGLE SITE CHARTER, THAT'S PRETTY STANDARD.

FOR THE SAKE OF OPERATING. SO THAT'S WHY WE WORK WITH THE SELPA IN THAT SITUATION AND THEN DO YOU DO ANY OF THE MARKETING THAT YOU WERE TALKING ABOUT AND APPEALING TO DIFFERENT FAMILIES? I'VE HEARD A VARIETY OF THINGS THAT YOU GUYS HAVE DONE.

DO YOU DO THAT WORK SPECIFICALLY WITH FAMILIES, WITH STUDENTS THAT MAY HAVE DISABILITIES? MEANING, DO WE UTILIZE CURRENT FAMILIES AS PART OF, SAY, I JUST DON'T WANT TO MISS THE NOT NOT CURRENT FAMILY.

SO LIKE WHEN YOU GO OUT AND YOU MARKET TO THE DIFFERENT COMMUNITIES THROUGHOUT LOS ALTOS, DO YOU EVER DO I WANT I DON'T WANT TO SAY TARGETED, BUT OPEN.

ADVERTISING THAT YOU SUPPORT STUDENTS WITH DISABILITIES.

YEAH, ABSOLUTELY THAT KIND OF.

YEAH. I UNDERSTAND WHAT YOU'RE SAYING FOR SURE.

THAT'S A BIG PART OF WHAT OUR, ALL OF OUR FLIERS AND MATERIALS SAY IS THAT WE DO SERVE ALL STUDENTS AND THAT MEANS, LIKE PART OF THE INFO SESSION THAT THAT

I GIVE IN OUR PRINCIPALS GIVE EACH FALL IDENTIFIES THAT SPECIFICALLY WE SUPPORT ALL STUDENTS.

THAT'S THOSE WHO HAVE SPECIAL EDUCATION NEEDS, WHO MAY HAVE AN IEP, WHO MIGHT NOT HAVE ONE NOW, WHO MIGHT HAVE ONE LONG TERM, ETC..

SO THE BEST WE CAN DO IS MESSAGE THAT AND CONSISTENTLY SHARE THAT IS PART OF OUR PROGRAM.

SO THAT IS A KEY PART OF ALL OF THE FLIERS, POSTCARDS, MAILERS AND MATERIALS THAT GO OUT.

OKAY. CAN I JUST MAKE ONE OTHER COMMENT? I THINK THAT WE'VE HAD FAMILIES THAT HAVE REALLY APPRECIATED THE FACT THAT WE DO HAVE A PUSH IN MODEL WHERE THE STUDENTS ARE IN THE CLASSROOM AND NOT OUT IN, YOU KNOW, IN AN SDC CLASS ALL DAY LONG.

ONE OF THE THINGS THAT I SAW OUR CHILDREN STARTED IN LOS ALTOS SCHOOL DISTRICT PRIOR TO THE CHARTER SCHOOL BEING STARTED AND IN MY DAUGHTER'S CLASS, THERE WERE KIDS THAT WERE VERY MILD.

I MEAN, THEY SEEMED COMPLETELY FINE TO ME AND THEY WERE IN SDC CLASSES ALL BUT FOR ART AND LIKE ART AND PE OR ART AND MUSIC, THEY WERE ALMOST ALWAYS PULLED OUT.

AND I THINK ONE OF THE THINGS THAT OUR SCHOOL DOES REALLY WELL IS ENSURE WHAT THE LAW SAYS, WHICH IS YOU SHOULD BE MAINSTREAMED AS MUCH AS POSSIBLE AND I REALLY FEEL LIKE OUR SCHOOL REALLY EMBRACES THAT.

THOSE ARE ALL MY QUESTIONS FOR NOW.

VICE PRESIDENT ROCHA THANK YOU.

I DID HAVE A FOLLOW UP QUESTION.

IT WAS TRUSTEE SREEKRISHNAN TOUCHED ON A LITTLE BIT, AND IT WAS THE TRACKING THE FOLKS THAT OR THE FAMILIES THAT LEAVE AND IS THAT SOMETHING INFORMATION YOU SHARE WITH THE COUNTY OFFICE OF EDUCATION, OR IS THAT SOMETHING YOU JUST KEEP INTERNALLY? THERE'S A CHILD FIND REQUIREMENT, RIGHT.

SO IF A STUDENT ENROLLS SOMEPLACE ELSE WE NEED TO MAKE SURE THAT WE'RE EXCHANGING THOSE RECORDS.

BUT ANYTHING THAT WE DO IS AN INTERNAL EXIT SURVEY IS SOMETHING THAT WE JUST GATHER IF FAMILIES.

Documentary Record 002245

I THINK YOU NEED THE SAME THING.

IF FAMILIES ARE WILLING TO SHARE THE INFORMATION WITH US, WE DO ASK THEM, BUT THEY'RE NOT OBLIGATED TO SHARE WITH US THE WHY.

SO YOU DON'T SHARE IT WITH THE COUNTY OFFICE OF EDUCATION.

[02:50:02]

OKAY AND DO YOU HAVE I KNOW THIS IS OFF THE TOP OF YOUR HEAD, BUT THE AMOUNT OF STUDENTS THAT YOU DO HAVE DEPART MID I GUESS EDUCATION EXPERIENCE NOT JUST OBVIOUSLY AT CONCLUSION OF THE EIGHTH GRADE, BUT MID LEAVE.

THIRD GRADE, FOURTH GRADE, FIFTH GRADE.

DO YOU KNOW HOW MANY YOU HAVE THAT DROP OUT PERCENTAGE WISE EACH YEAR? I DON'T KNOW THAT OFF HEAD.

OUR RETENTION IS HIGH, BUT I DON'T KNOW SPECIFICALLY WHAT THAT PERCENTAGE IS NOW.

OKAY. I'M INTERESTED IN THAT.

YEAH. HAPPY TO GET THAT. PLEASE AND THEN I RECALL AND AGAIN, FIRST TIME AROUND ON THESE, I THINK THIS QUESTION IS MORE FOR KIND OF EDUCATION STAFF.

STATE LAW AROUND CONSIDERATION ON RENEWALS OF IMPACTS TO THE SCHOOL DISTRICT OF RESIDENCY IS DID I MISHEAR THAT? AND I THINK THAT WAS PROBABLY ONE OF THE BRIEFINGS THAT I HEARD THERE WITH 15 ZERO AB 1505 THAT CAME INTO EFFECT IN 2020, THERE WERE A COUPLE OF NEW CAUSES FOR DENIAL OF CHARTERS THAT WERE ADDED, INCLUDING IN FISCAL IMPACT ON THE DISTRICT.

BUT THOSE FINDINGS ARE SPECIFICALLY NOT PERMITTED TO BE USED FOR DENIAL OF A RENEWAL.

OKAY. SO THAT'S ONLY A NEW CHARTER.

APPLICATIONS. GREAT. THANK YOU.

MY OTHER QUESTIONS HAVE BEEN ASKED, BUT I JUST WANT TO CLOSE, AND I APPRECIATE AGAIN LOIS, AND THE REACHING OUT TO ME, EDUCATING ME, ATTENDING THE SCHOOL SITE, I BELIEVE AND YOUR JOB AND YOUR ROLE IS TO PRESENT THE EXPERIENCE FOR YOUR FAMILIES AND THE STUDENTS AND THAT'S A POSITIVE ONE.

BUT THE OTHER SIDE OF THE COIN IS THAT IMPACT OR THAT MAY NOT BE A POSITIVE ONE THROUGHOUT THE COMMUNITY AND I HOPE YOU WILL ACKNOWLEDGE THAT.

Documentary Record 002246

BECAUSE EVERYBODY HAS A DIFFERENT EXPERIENCE AND A DIFFERENT LENS FOR THIS.

AND WHILE YOUR EXPERIENCE AND YOUR FAMILIES AND YOUR STUDENTS MAY BE 100% POSITIVE, THAT DOESN'T MEAN THAT THERE MAY NOT BE IMPACTS THROUGHOUT THE DISTRICT AND I'M NOT SUGGESTING THAT THERE IS OR ISN'T, BUT WALKING INTO IT, JUST SUGGESTING THAT EVERYTHING'S GREAT AND, YOU KNOW, WE'RE NOT SURE WHY EVERYBODY HAS DOESN'T HAVE THE SAME IDEA AS WE DO OR THE SAME VISION AS WE DO IS, I THINK, A BIT EITHER NAIVE OR NOT ACKNOWLEDGING THAT THERE ARE IMPACTS WHEN CHARTER SCHOOLS ARE OPENED IN PUBLIC SCHOOL AREAS.

SO I WANT TO THANK EVERYBODY FOR THEIR TIME AND APPRECIATE IT.

THANK YOU.

TRUSTEE DI SALVO.

SURE. ONE QUICK QUESTION, AND IT'S FOR STAFF.

GOING BACK TO AB 1505, COULD YOU REVIEW FOR ME IF THERE WERE FOUR MEMBERS OF THIS BOARD? I DON'T KNOW WHAT'S GOING TO HAPPEN IN AUGUST.

THAT OR MAJORITY OF THIS BOARD THAT WANTED TO DENY THE REAUTHORIZATION OF BULLIS.

WHAT IS THEIR APPEAL PROCESS? AND IN THAT APPEAL PROCESS, COULD THEY STILL GET SEVEN YEARS? THE APPEAL IS THIS.

CAN YOU HEAR ME? SORRY.

THE APPEAL PROCESS FROM THE COUNTY BOARD IS AN APPEAL TO THE STATE BOARD OF EDUCATION.

THE STATE BOARD OF EDUCATION CAN OVERTURN A CHARTER DENIAL ONLY IF THEY MAKE A DETERMINATION THAT THERE WAS AN ABUSE OF DISCRETION IN THE DENIAL, AND THE STATE BOARD WOULD THEN MAKE THE DECISION.

SINCE THERE ARE HIGH PERFORMING CHARTER SCHOOL BETWEEN 5 AND 7 YEARS AND JUST TO BE CLEAR, THE STATE BOARD NO LONGER ACTS AS THE CHARTERING AUTHORITY.

IF THEY APPROVE IT, THEN THE STATE BOARD WOULD CONSULT WITH BULLIS AND THEN WOULD ASSIGN OVERSIGHT EITHER BACK TO THE COUNTY BOARD OR TO THE LASD BOARD. WHAT WOULD BE AN EXAMPLE OF A THANK YOU FOR THAT? COUNCIL HARDIN, WHAT WOULD BE AN EXAMPLE OF ABUSE OF DISCRETION? I DON'T HAVE AN EXAMPLE.

Documentary Record 002247

THERE HAVE NOT BEEN VERY MANY CASES BECAUSE THERE HASN'T REALLY BEEN RENEWALS, AND THERE HAVEN'T EVEN BEEN THAT MANY NEW CHARTERS.

I MEAN, AN ABUSE OF DISCRETION WOULD GENERALLY BE THAT YOU DID NOT FOLLOW THE STANDARDS THAT ARE IN THE LAW.

YOU ABUSED THE DISCRETION THAT IS GRANTED TO YOU TO MAKE THE DECISION BASED ON THE STANDARDS IN THE LAW.

OKAY. THANK YOU. THANK YOU, MADAM PRESIDENT.

TRUSTEE LARI DO YOU HAVE ANY FOLLOW UPS? SO I HAD A QUESTION A SPECIFIC QUESTION ABOUT FRPM TO SEE, LIKE, IS IT POSSIBLE TO MOVE IT TO A HIGHER PRIORITY PLACE SO THAT MORE PEOPLE, DISADVANTAGED STUDENTS CAN BE ENROLLED? I BELIEVE IT'S OUR SECOND PRIORITY RIGHT NOW.

ANY ADJUSTMENT IN THAT CONVERSATION THAT WOULD HAVE TO COME FROM DISCUSSION WITH THE BOARD? IT WOULDN'T BE A DECISION I COULD MAKE AND I THINK IT'S IMPORTANT TO KNOW THAT THE FIRST PRIORITY IS SIBLINGS.

[02:55:02]

WE VALUE FAMILIES BEING ABLE TO HAVE THEIR CHILDREN AT THE SCHOOL TOGETHER.

SO I THINK IT WOULD BE HARD TO FOR ANYBODY TO AGREE THAT SIBLINGS SHOULD NOT BE A PRIORITY.

THANK YOU. TRUSTEE MAH.

THANKS AND SO I THINK THAT JUST KIND OF REINFORCES FOR ME, YOU KNOW, HAVE YOU HIT THE CAP? YOU KNOW, IF YOU HAVEN'T HIT THE CAP, THEN THERE'S NOTHING KIND OF WE CAN DO.

BUT IF YOU'VE HIT THE CAP, THEN THERE MAY BE SOME ROOM FOR EXPANSION.

BUT MY QUESTION, MY NEXT QUESTION IS TO TWO QUESTIONS.

ONE IS, WITH RESPECT TO VICE PRESIDENT ROACH'S QUESTION OF THE STUDENTS WHO ARE NOT, YOU KNOW, THE 93% ACHIEVERS.

DO YOU HAVE REMEDIATION CLASSES OR, YOU KNOW, CLASSES FOR STUDENTS WHO ARE NOT DOING WELL? WE DON'T HAVE SEPARATE SETTING IN THAT WAY, BUT THERE ARE STRUCTURES WE HAVE IN PLACE FOR THAT TO BE A POSSIBILITY.

SO IN OUR TK THROUGH FIVE, FOR EXAMPLE, WE RUN A PERIOD EVERY SINGLE DAY.

Documentary Record 002248

THAT'S AN OPPORTUNITY TO DO SMALL GROUP PULL OUT THAT COULD LOOK LIKE EL SUPPORT DESIGNATED ELD, THAT COULD LOOK LIKE THERE'S STUDENTS WHO NEED SOME ADDITIONAL EXTENSION WORK IN A CERTAIN CONTENT THAT COULD LOOK LIKE, HEY, THESE STUDENTS NEED SOME ADDITIONAL TIME REVISITING A SPECIFIC OBJECTIVE AND FROM ELA AND SO TEACHERS HAVE DISCRETION AND WORK ACROSS GRADE LEVELS OF THAT TIME PERIOD.

WHAT THAT LOOKS LIKE.

WE ALSO HAVE AN INTERVENTIONIST THAT WORKS ALONGSIDE OUR LITERACY SPECIALIST TO DO PUSHING INTO CLASSROOMS, SMALL GROUP, PUSHING ONE ON ONE SUPPORT, WHATEVER THE NEEDS MIGHT BE. LAST YEAR, HE SPENT HIS TIME WORKING WITH OUR ELL STUDENTS IN THE UPPER GRADE LEVELS SPECIFICALLY.

AND SO THAT IS A STRATEGY AND THEN, OF COURSE, OUR SPECIAL EDUCATION TEACHERS ALSO PUSH INTO CLASSROOMS TO WORK WITH THEIR STUDENTS, BUT AS A BEST PRACTICE, ALSO ARE WORKING WITH OTHER STUDENTS IN SMALL GROUPS AS WELL.

SO THERE'S MULTIPLE OPPORTUNITIES, I THINK LAYERED IN AND THEN OUR TEACHERS, OF COURSE, OUR MIDDLE SCHOOL TEACHERS RUN OFFICE HOURS AFTER SCHOOL AS A MEANS IN A WAY TO SUPPORT STUDENTS WHO MIGHT HAVE ADDITIONAL NEEDS IN A CERTAIN CONTENT AREA.

OKAY. THANK YOU AND THEN MY LAST QUESTION REALLY IS HARKENING BACK TO TRUSTEE DI SALVO QUESTION, IF THERE WERE ANY POSSIBLE MATERIAL REVISION WHICH COULD HELP ALLEVIATE SOME OF THE SITUATION I HAVE HEARD AND SO MAYBE THAT'S WHERE I NEED SOME CONFIRMATION THAT ONE THING THAT CAN BE DISCOURAGING TO FAMILIES WHO MAY WANT TO ATTEND BCS, BUT CAN'T OR DECLINED TO APPLY, IS THAT BCS DOESN'T HAVE AN AFTER SCHOOL PROGRAM, AN AFTER SCHOOL SPACE TO PROVIDE CHILD CARE.

I'LL JUST PUT IT THAT WAY [INAUDIBLE].

YEAH, I THINK THAT IS TWO YEARS AGO WE HEARD THE SAME THING LOUD AND CLEAR.

SO A FEW MOVES WE'VE MADE IN THAT WAY, MAYBE IT'S BEEN THREE YEARS.

WE EXTENDED OUR TK PROGRAM TO BE A FULL DAY PROGRAM.

SO WE OPERATE UNTIL AFTER 3:00 FOR TK AND K AND THEN WE TWO YEARS AGO DID A PILOT PROGRAM STARTING IN TK.

THAT WAS WHEN WE HAD HALF DAY TO RUN AN EXTENDED DAY FOR FAMILIES.

Documentary Record 002249

REALIZING THE POINT, YOU SAID WE REALIZED THAT WE WERE A HALF DAY PROGRAM AND THAT WAS LIMITING FOR FAMILIES TO ENROLL.

SO 3 YEARS AGO, GOSH, MAYBE MY YEARS ARE OFF.

I DON'T KNOW ANYMORE. BUT WE RAN A WE WHEN WE HAD A HALF DAY TK, WE DID AN EXTENSION AFTER SCHOOL PROGRAM.

WE THEN TRANSITIONED TO A FULL DAY TK, AND NOW WE OFFER THROUGH THE ELP PROGRAMING EXTENDED LEARNING DAY FOR ALL STUDENTS K THROUGH SIX.

SO THAT RUNS UNTIL 5:30 FOR FAMILIES.

AND IS THAT'S IN YOUR SAME FACILITIES.

SO YOU DIDN'T HAVE EXTRA CLASSROOMS OF ANY WITH YOU.

SO YOU SQUEEZE IT IN AND ARE THOSE CLASSES FULL, SO TO SPEAK? IT DEPENDS ON THE DAY. SO PART OF THAT HAS BEEN PART OF OUR PROGRAM THAT WE'VE BUILT IN HISTORICALLY, OUR EXTRACURRICULAR PROGRAM.

YOU HEARD SOME KIDDOS TALK ABOUT AND SOME FAMILIES THAT SPEND PART OF OUR STRUCTURE OPERATING MONDAY, TUESDAY, WEDNESDAY TO BE VERY SPECIFIC IN OFFERING THOSE DIFFERENT CLASSES TO STUDENTS. WE'VE EXTENDED THAT NOW TO RUN LATER ON THOSE DAYS AND THEN LAST YEAR PILOTED AS PART OF THE ELP, A THURSDAY AND FRIDAY OPTION WITH AN OUTSIDE PROGRAM THAT RAN UNTIL 5:30 AND SO THAT PROGRAM IS ALSO OPERATING WITH US THIS SUMMER, AND THEY WILL CONTINUE IN ADD ON FOR US NEXT YEAR AS WELL AND SO THE ATTENDANCE TO ANSWER YOUR QUESTION VARIES BY DAY JUST DEPENDING ON WHAT ELSE MIGHT BE GOING ON.

BUT WE HAVE SEEN A LOT OF INTEREST IN THAT.

WE RECOGNIZE THAT IT'S A WE ALL WORK YOU YOU ALL COME HERE AFTERWARDS.

IT'S REALLY HARD TO NAVIGATE WHEN YOU HAVE CHILDRE WITH THAT NEED IS AND SO WE HEARD THAT LOUD AND CLEAR FROM FAMILIES IS WE NEED TO FIND A SOLUTION AND I'M SORRY, IS THAT FEE BASED OR IS THAT QUESTION FOR OUR UNDUPLICATED PUPILS? IT HAS NOT BEEN FEE BASED.

ALL OF OUR STUDENTS. MONDAY, TUESDAY, WEDNESDAY, THE EXTRACURRICULAR BLOCK THAT'S PART OF THEIR OF OUR PROGRAM AND SO THAT IS FREE FOR THEM.

Documentary Record 002250

WE WILL DO A SLIDING SCALE FOR FAMILIES BASED ON INCOME FOR THAT ADDITIONAL CHILD CARE HOUR AFTER THAT, AND THEN THURSDAY AND FRIDAY, THE SAME THING, A SLIDING SCALE BASED ON

[03:00:08]

INCOME. GREAT AND I JUST WANT TO CONFIRM.

SO. YEAH. EVERY LAST SCHOOL, I JUST WANTED TO CHECK EVERY LASD SITE DOES HAVE AN AFTER SCHOOL CAPACITY AND IS THAT GENERALLY FULL ALSO OR HOW WELL ATTENDED IS THAT.

WE'RE OFFERING THE EXPANDED PROGRAMS AT ALL SEVEN OF OUR ELEMENTARY SCHOOLS.

FREE OFFERINGS TO OUR FAMILIES WHO QUALIFY FOR FREE AND REDUCED LUNCH.

FREE OR REDUCED LUNCH.

YEAH. I THINK GENERALLY THEY ARE FAIRLY FULL.

WHICH IS GREAT. GREAT.

YEAH. OKAY. THANK YOU.

THANKS VERY MUCH.

THAT'S IT AND BEFORE WE MOVE ON TO ANYTHING, I JUST I WANT TO THANK OUR STUDENT BOARD MEMBER FOR PARTICIPATING IN OUR MEETING AND BEING PRESENT.

AND AS IT IS 8 P.M., I'M GOING TO GO AHEAD AND EXCUSE OUR STUDENT BOARD MEMBER.

THANK YOU. STUDENT BOARD MEMBER, DE LA ROSA AGUILERA.

THANK YOU. SO IT LOOKS LIKE WE HAVE A COUPLE OF MORE QUESTIONS.

I'M JUST GOING TO ASK MAYBE ONE OTHER QUESTION AND IT LOOKS LIKE SOME OF THIS INFORMATION WILL GET KIND OF IN THE FOLLOW UP AS WELL AS DURING OUR NEXT DECISION MEETING.

THE QUESTION I HAD WAS FOR BULLIS, IN TERMS OF WHAT IS THE EXPECTATION OF PARENTS WHEN IT COMES TO DONATIONS OR OTHER TYPES OF SUPPORTS FOR THE SCHOOL? NONE. WE'RE A FREE PUBLIC SCHOOL.

WE DO HAVE AND WORK WITH THE FOUNDATION, BUT THEY ARE NOT.

Documentary Record 002251

THEY ARE A SEPARATE ENTITY.

RIGHT. SO I'M NOT PRIVY TO ANY OF THAT INFORMATION.

WHO DONATES? WHO DOESN'T? THAT'S NOT MY PURVIEW.

WE KEEP THAT VERY SEPARATE FOR THAT REASON.

SO THERE ARE NO EXPECTATIONS FOR DONATION.

WE LOVE FAMILY VOLUNTEERS.

SO MANY OF OUR FAMILIES VOLUNTEER.

IT IS NOT AN EXPECTATION TO VOLUNTEER.

WE RECOGNIZE THAT'S CHALLENGING FOR A VARIETY OF REASONS.

SO WE HOPE THAT THERE'S A RECREATE SPACE THAT MIGHT FIT PEOPLE'S NEEDS.

WE TRY TO FIND OPPORTUNITIES IF WE'RE RUNNING, HOSTING, PARENT MEETINGS.

CAN THEY BE ON ZOOM? ARE THEY IN THE MORNINGS? ARE THEY IN THE EVENINGS? WHAT CAN WE DO TO ACCOMMODATE SCHEDULES BUT NO EXPECTATIONS FOR DONATION OR VOLUNTEERING? IS THAT ANY PART OF YOUR BUDGET OR IN TERMS OF, YOU KNOW, DETERMINING WHAT YOUR PROGRAM IS GOING TO LOOK LIKE? YEAH. DO YOU IS THAT A PART OF YOUR BUDGET? SOME OF OUR HOW THE FOUNDATION FOLDS INTO THE BUDGET.

I'LL HAVE SABRINA SPEAK TO THAT.

GOOD EVENING FOLKS. MY NAME IS SABRINA SILVER.

I WORK WITH EDTECH AND WE DO FINANCIAL STRATEGY AND SUPPORT FOR BULLIS, AND WE HAVE SINCE ITS INCEPTION.

SO EVERY YEAR DURING THE BUDGETING PROCESS, THE SCHOOL CREATES ITS EXPENSE SIDE BUDGET, AND WE PROVIDE PROJECTIONS IN TERMS OF PUBLIC REVENUES.

A PART OF THAT IS THAT WE RECEIVE A COMMITMENT FROM THE FOUNDATION.

WE DO THAT BOTH FOR THE COMING YEAR AS WELL AS IN THE MULTI YEAR PROJECTIONS SO FAR.

EXCUSE ME, SINCE THE INCEPTION OF THE SCHOOL, THE FOUNDATION HAS ALWAYS FOLLOWED THROUGH ON ITS ANNUAL AND MULTI YEAR COMMITMENTS AND IN NONE OF THE RECENT AUDITS HAS THE AUDITOR IDENTIFIED THAT COMMITMENT CANNOT BE

Documentary Record 002252

RELIED UPON IN THE CURRENT YEAR OR IN COMING YEARS? DO YOU HAVE A ROUND ABOUT WHAT THAT PERCENTAGE IS OF THE BUDGET? IT'S ABOUT A THIRD OF THE REVENUE FOR THE SCHOOL IN THE COMING YEARS.

YOU'LL SEE IN YOUR PETITION IT'S BETWEEN 5 AND $6 MILLION.

SO DONATIONS MAKE UP A THIRD OF THE BUDGET OR MONEY FROM THE FOUNDATION.

CONTRIBUTIONS FROM THE FOUNDATION, A COMMITMENT FROM THE FOUNDATION MAKES UP A THIRD OF THE REVENUES THAT SUPPORT THE SCHOOL.

YES, AND THAT'S NOT NECESSARILY I DON'T KNOW THE SOURCES OF THOSE CONTRIBUTIONS, BUT THIS SEPARATE NONPROFIT ENTITY PROVIDES A COMMITMENT THAT THEY HAVE ALWAYS MET AND ACCORDING TO AUDITED FINANCIALS, WILL CONTINUE TO MEET.

OKAY. THAT WOULD BE HELPFUL TO BETTER UNDERSTAND IN TERMS OF THE FOUNDATION'S CONTRIBUTIONS, WHETHER THEY ARE, YOU KNOW, DONATION BASED AND WHETHER THOSE ARE COMING FROM FAMILIES.

I'M JUST CONCERNED A LITTLE BIT ABOUT WHETHER IT'S A STATED EXPECTATION OR NOT.

IS THERE GOING TO BE AN UNDERLYING EXPECTATION IF YOU'RE SAYING A THIRD OF THE BUDGET HAS TO BE FULFILLED? I MEAN, I THINK ABOUT ALL OF THOSE AMAZING PROGRAMS AND OFFERINGS, AS YOU KNOW, OBVIOUSLY, THAT'S AGAIN, THE FOUNDATION IS A COMPLETELY SEPARATE ENTITY FROM THE SCHOOL.

THAT AGAIN HAS SUPPORTED THE SCHOOL SUCCESSFULLY SINCE ITS INCEPTION AND IN THE AUDITED FINANCIALS, THERE HAS BEEN NO RISK IDENTIFIED FOR THE FISCAL SOLVENCY OF THE FOUNDATION AND THE FOUNDATION'S FINANCIALS ARE PUBLICLY AVAILABLE, BUT THE SCHOOL WOULDN'T NECESSARILY SPEAK TO THE FOUNDATION SOLVENCY. I UNDERSTAND THAT I'M MORE TALKING ABOUT THE MESSAGING.

[03:05:01]

RIGHT. OF IF YOU'RE SAYING THAT A THIRD OF THE BUDGET COMES FROM THE FOUNDATION, AND THOSE ARE LARGELY MADE UP OF DONATIONS, YOU KNOW THAT THERE'S SOME PIECES TO CONSIDER THERE OF THOSE FACTS.

SO THANK YOU.

SO TRUSTEE SREEKRISHNAN.

THANK YOU. I GUESS TO THAT POINT IN ANY OF THE ENROLLMENT MATERIAL OR PARENTAL NOTIFICATIONS OR, I GUESS, MARKETING ARE THERE DO YOU WANT TO SPEAK TO THAT IN TERMS OF WHAT WAS IN TERMS OF DONATIONS, OR IS THAT? WOULD LOVE TO HEAR ABOUT NONE OF THAT IS ENROLLMENT.

LIKE I SAID, THAT'S NOT ANYTHING TO DO WITH US IN THE SCHOOL SIDE.

SO NO MARKETING MATERIALS, NO ENROLLMENT MATERIALS, NOTHING HAS ANYTHING ABOUT DONATIONS.

OKAY AND THIS IS A CLARIFYING QUESTION.

SO FOR DISTRICT FOR STUDENTS THAT MAY LIVE OUTSIDE OF LASD, THAT ARE IN BULLIS.

ARE THEY ALL RELATED TO STAFF OR.

I REMEMBER OR.

YEAH. GOOD QUESTION.

NO, VARIETY OF AN OUT OF DISTRICT IS DOWN THE PREFERENCE LIST. BUT LET ME GIVE YOU AN EXAMPLE.

LET'S SAY A STUDENT ENROLLS IN KINDERGARTEN.

THEY LIVE IN DISTRICT A FAMILY, ONCE THEY HIT FOURTH GRADE MOVES, THEY STILL REMAIN OUR STUDENT.

SO THEY BECOME AN OUT OF DISTRICT STUDENT FOR US.

BUT THEY ARE STILL OUR STUDENT. WE DON'T LOSE THEM.

THEY DON'T LEAVE BECAUSE THEY MOVED OUT OF DISTRICT.

AS LONG AS THEY STILL WANT TO CONTINUE.

SO OUT OF DISTRICT CAN MEAN A LOT OF THINGS.

MANY TIMES IT MEANS, AS FAMILIES DO, THAT THERE ARE STUDENTS WHO STARTED WITH US IN DISTRICT, AND THEN MAYBE AS THEIR FAMILY HAS GOTTEN LARGER, THEY MAY HAVE TRANSITIONED OUT OF DISTRICT. STUDENTS HAVE EVERY ABILITY.

WE ARE A PUBLIC SCHOOL. WE CAN ENROLL ANYBODY IN THE STATE OF CALIFORNIA.

SO OUT OF DISTRICT STUDENTS ALSO HAVE THE ABILITY TO JOIN OUR WAITLIST AND TO ENTER INTO THE LOTTERY.

OKAY WAS CURIOUS.

Documentary Record 002254

IT'S IMPORTANT TO UNDERSTAND, TOO, UNLIKE TRADITIONAL SCHOOL DISTRICTS WHERE WHEN A STUDENT MOVES OUT OF DISTRICT, THEY THEN NEED TO ENROLL IN THEIR OWN CHARTER SCHOOL.

LAW REQUIRES US TO ALLOW THOSE STUDENTS TO CONTINUE, SO WE HAVE NO CHOICE IN ALLOWING THOSE STUDENTS TO CONTINUE.

SO IF A FAMILY DOES MOVE OUT OF DISTRICT, THEY HAVE THE OPTION TO CONTINUE TO STAY AS LONG AS THEY LIVE IN CALIFORNIA.

OKAY. JUST CURIOUS ABOUT THAT AND I SHOULD HAVE ASKED THIS EARLIER.

SO IS I KNOW WE TALKED A BIT ABOUT POTENTIALLY A NEW SITE.

IS BULLIS LOOKING TO LOOK AT OTHER SITES OR IS CROWDING IT AT ALL AN ISSUE? I KNOW THERE ARE SOME SHARED FACILITIES, SO I'D LOVE TO HEAR INFORMATION ABOUT THAT.

YEAH, SO WE'VE OPERATED FOR THE LAST, OH, ALMOST TEN YEARS, I BELIEVE, ON THESE TWO SITES, THE TWO JUNIOR HIGH SCHOOL SITES THAT LASD HAS IN THE DISTRICT.

WE'VE THRIVED THERE.

WE'VE CREATED GREAT COMMUNITIES.

WE'VE OUR FAMILIES ARE VERY HAPPY THERE.

WE HAVE FOUND THAT THE STAFF HAVE BEEN ABLE TO WORK REALLY WELL TOGETHER.

I THINK IT'S IMPORTANT TO NOTE THAT LASD'S ENROLLMENT HAS DECLINED OVER THIS PERIOD OF TIME.

WELL OVER 1000 STUDENTS.

SO EVEN IF THEY WERE TO BRING THEIR SIXTH GRADERS THERE, WE STILL WOULDN'T BE ANY HIGHER ENROLLMENT ON THOSE CAMPUSES THAN IT HAS BEEN AT OTHER PEAK TIMES.

OKAY.. BUT AND I BUT I WOULD ENCOURAGE THOSE DISCUSSIONS TO, YOU KNOW.

ABSOLUTELY. LIKE WE SAID, WE ARE NOT OPPOSED TO HAVING CONVERSATIONS.

WE JUST FEEL LIKE WHEN YOU'RE MAKING SAUSAGE, YOU NEED TO MAKE THE SAUSAGE AND THEN COME OUT WITH WHAT THE ACTUAL, YOU KNOW, DISH IS AND I THINK IT'S REALLY IMPORTANT BECAUSE YOU CAN'T REALLY TALK CANDIDLY UNLESS YOU HAVE THOSE CONVERSATIONS.

OKAY. THOSE ARE MY QUESTIONS.

ANY OTHER QUESTIONS FROM TRUSTEE? OH, SORRY. TRUSTEE CHON.

YEAH. I'LL BE REALLY QUICK.

I REALLY APPRECIATE A LOT OF THE INFORMATION THAT'S COME FORWARD FROM JUST PART OF YOUR BOARD MEMBERS AS WELL AS SUPERINTENDENT ISRAEL.

SO THANK YOU FOR ANSWERING.

I'M NOT SURE IF YOU WERE TOTALLY PREPARED TO ANSWER ALL THE QUESTIONS THAT WE HAD, BUT I DO APPRECIATE IT.

SUPERINTENDENT ISRAEL, I KNOW YOU HAD KIND OF COMMENTED THAT IT IS THERE'S A LOT OF CONCERNS THAT HAVE BEEN COME FROM THE PUBLIC AND SO I DO APPRECIATE YOU ANSWERING A LOT OF OUR QUESTIONS, BECAUSE THAT'S WHERE SOME OF OUR QUESTIONS DERIVE FROM AND IF WE DON'T HAVE THE OPPORTUNITY TO ASK AT OUR BOARD MEETING, YOU KNOW, THIS HELPS CLARIFY WHAT IS GOING ON, I THINK, FOR THE PUBLIC.

SO THANK YOU FOR ANSWERING THOSE QUESTIONS AND I THINK THAT THERE IS A DISTINCT DIFFERENCE BETWEEN WHAT WE JUST HEARD SOME EXAMPLES AND SO OF WHAT CHARTER SCHOOLS AND CHARTER SCHOOL LAW ALLOWS VERSUS WHAT OUR YOU KNOW, OUR TRADITIONAL LIKE, LASD ALLOWS.

[03:10:02]

SO I UNDERSTAND WHY LASD WOULD NOT HAVE YOU GUYS PRESENT AT THEIR SCHOOL DISTRICT.

IT IS VERY DIFFERENT, INCLUDING THE INTER DISTRICT POLICIES, BECAUSE THAT IS THAT WOULD BE DIFFERENT IF A STUDENT MOVED.

SO YOU KNOW, I DON'T WANT THAT TO GET INTERPRETED AS A LACK OF COLLABORATION, BUT I THINK THAT THERE ARE VERY, TWO VERY DIFFERENT ENTITIES AND SO WE OBVIOUSLY SEE THAT TONIGHT WITH A LOT OF OUR QUESTIONS.

ONE LAST QUESTION THAT I'LL ASK FOR TONIGHT, AND I'M SURE I'LL HAVE MORE LATER.

BUT IN REGARDS TO SOME OF THE MATERIAL THAT WENT OUT IN STUDENT RECRUITMENT IS JUST THE WORDING. ALL STUDENTS.

Documentary Record 002256

IS THERE ANYTHING SPECIFIC SAYING LIKE WE SUPPORT STUDENTS WITH IEPS, 504'S OR ENGLISH LANGUAGE LEARNERS, OR IS IT JUST ALL STUDENTS? THERE IS SPECIFIC LANGUAGE TO THAT.

I THINK IF IT'S NOT ON THE SLIDES, THE VISUAL THE LAST THREE AND FOUR FROM THE END WERE EXAMPLES OF A MAILER THAT WENT OUT IN SPANISH AND ENGLISH.

IT'S THE FRONT SIDE OF IT, SO I'M NOT SURE IF IT'S ON THE FRONT SIDE.

THE BACK SIDE, I BELIEVE, IS WHERE IT'S DETAILED, WHICH YOU DON'T HAVE ACCESS TO AND HAPPY TO SHARE THAT.

BUT THAT DOES THAT ACTUALLY MIGHT BE IN OUR PETITION, BUT IT DOES SAY, YEAH, THAT WE SUPPORT ENGLISH LEARNERS, STUDENTS WITH SPECIAL EDUCATION OR IEPS.

IT VERY SPECIFICALLY OUTLAYS THE STUDENTS THAT WE SERVE.

OKAY. YEAH I SEE IT HERE.

BUT I ONLY SEE JUST YEAH I THINK IT'S ON THE BACK SIDE OF THAT MAILER.

OKAY. YEAH. IF WE VISUAL I THINK IS IN YOUR MATT I DON'T WANT TO PUT THAT WE ARE HAVING TO GET THAT TO YOU IF.

YEAH. THAT WOULD BE WONDERFUL.

THANK YOU. THAT'S ALL I HAD.

PRESIDENT BERTA. THANK YOU.

I'M SORRY. WHAT WAS THIS ABOUT? I JUST WANTED TO QUICKLY AMEND THE RESPONSE THAT I GAVE YOU ABOUT THE PERCENTAGE OF THE CONTRIBUTION THAT COMES FROM THE FOUNDATION, HISTORICALLY, THAT HAS MADE UP ONE THIRD OF REVENUES. YOU'LL SEE IN THE PETITION BUDGET THAT WITH THE INCREASE IN PUBLIC REVENUES THAT ARE COMING IN, THAT WILL NOW BE CLOSER TO A QUARTER OF THE REVENUES.

SO I JUST WANT TO MAKE SURE THAT'S BEEN DISTINGUISHED.

FOR THE RECORD. THANK YOU FOR CLARIFYING.

ARE THERE ANY OTHER QUESTIONS OR COMMENTS FROM THE BOARD? TRUSTEE LARI.

THANK YOU.

I HAD A QUESTION ABOUT INTERNATIONAL SUMMER FIELD TRIPS.

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LIKE HOW DO THEY WORK AND THEN IF STUDENTS CAN'T AFFORD TO GO, ARE THERE SCHOLARSHIPS AVAILABLE OR WHAT IS THE PROCESS? WE OFFER NON PROGRAMMATIC TRIPS SO THEY'RE NOT PART OF OUR SCHOOL PROGRAM.

BUT THERE ARE SCHOLARSHIPS AVAILABLE FOR STUDENTS WHO WHO WOULD QUALIFY IN THOSE SPACES.

THANK YOU FOR HAVING RECEIVED COMMENTS FROM STAFF, BULLIS CHARTER SCHOOL, THE SCHOOL DISTRICT'S SCHOOL DISTRICT, AND THE PUBLIC, THE BOARD NOW CLOSES THE PUBLIC HEARING.

THE BOARD WILL RECONVENE AND ACT ON THIS REQUEST ON AUGUST 26TH, 2024 ANY FURTHER DELIBERATIONS BY THE BOARD PRIOR TO ACTING ON THIS MATTER WILL BE IN CONFORMANCE WITH ALL OTHER REQUIREMENTS OF THE BROWN ACT.

THIS HEARING IS NOW CLOSED AND THE BOARD.

Mefula Fairley

From: Bryan Johnson <bjohnson@lasdschools.org>
Sent: Tuesday, August 6, 2024 2:59 PM
To: SCCBOE Members; Mary Ann Dewan; Mefula Fairley
Cc: Sandra McGonagle
Subject: LASD Comments on the Bullis Charter School Renewal Petition
Attachments: BCS Renewal Hearing 7_17_24- LASD Comments.pdf; BCS Renewal Petition - LASD Further Thoughts 8_6_24.pdf

CAUTION: This email originated from outside of the organization. Do not click links, open attachments or reply unless you recognize the sender and know the content is safe. Contact the Help Desk at 4357 if you need assistance.

Dear President Berta, Vice President Rocha, SCCBOE Trustees, Superintendent Dewan, and Executive Director Fairley -

Attached please find both a copy of my comments from the BCS Charter Renewal hearing on July 17th, and a follow up letter from me on behalf of the district with further thoughts on the decision before the Board later this month. Please don't hesitate to reach out to either myself or Superintendent McGonagle if there are any questions we can answer, points we can clarify, or additional data that we can provide which might be helpful.

Thank you again for your time and attention,
Bryan

--
Bryan Johnson
President, Los Altos School District Board of Trustees
bjohnson@lasdschools.org

Documentary Record 002259

LASD Presentation to SCCBOE 7/17/24

Good evening President Berta, Vice President Rocha, Trustees, and Superintendent Dewan. Thank you for the opportunity to comment tonight on behalf of Los Altos School District.

In 2003, a group of Los Altos Hills families organized the creation of Bullis Charter School. The original charter petition stated plainly that the school would "focus on serving primarily … students within the former Bullis Purissima boundaries and the Los Altos Hills community as a whole." Applicants from that area would receive enrollment priority even over siblings of current students.

While the exact order of enrollment preferences shifted over time, this discrimination in favor of students from one of the wealthiest parts of Santa Clara County persisted. As recently as 2019, the BCS board insisted that removal of this geographic enrollment preference constituted a hardship for the school, and they finally relented only under significant pressure from the county in the wake of the passage of AB1505.

The result of 20 years of focus on primarily serving an affluent community has been a myriad of decisions, large and small, that have resulted in an educational program that is financially dependent on parents able to make millions of dollars in annual contributions to their children's school, and in an atmosphere that has discouraged, and continues to discourage, enrollment of a diverse student population.

The existence and impact of these practices has been communicated regularly by members of the LASD community at large over the entire 20 years of BCS's existence. Some of them may tell their stories tonight, and some may reach out to you over the coming weeks. I hope you will take all of them to heart, recognize that they are a small subset of the stories we have heard over the years, and consider what may be required under current charter law to correct such long-standing issues.

In 2018, rather than explore ways to serve a proportional number of socioeconomically disadvantaged students in the existing program, the BCS board pursued creation of a new charter school in the neighboring Mountain View Whisman School District. That District Board made it clear that they would insist that the new charter proactively avoid the same kinds of failures to serve all students that had occurred in LASD, and required as a condition of approval that BCS make the planned lottery preference for Free and Reduced Price Meal-eligible students the first preference, rather than the fourth preference. The subsequent abandonment of that charter creation

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effort speaks volumes about BCS' attitude about their desired demographics, and suggests that they believe them to be key not only to their finances but also to the educational outcomes reflected in the state dashboard.

As a result of the long-standing and significant gaps between the student demographics of LASD and BCS, especially with regard to Hispanic students, English Language Learners, students with disabilities, and socioeconomically disadvantaged students, and in light of recent changes to charter law, in May 2021 the SCCOE issued a Notice of Concern, establishing that BCS had been serving "statistically significantly lower proportions of all four student groups than in LASD", informing BCS of the possible consequences for the charter renewal, and expressing a desire to work collaboratively with the charter school.

Unfortunately, far from working collaboratively with the county, the BCS board has instead continued to insist that the cited demographic issues either do not exist or do not matter. And so, the charter renewal petition before you offers even fewer concrete efforts for remediation than the 2016 renewal petition did, and maintains the arbitrary 10% cap on the lottery preference for FRPM-eligible students who reside within LASD.

And as inadequate as that is likely to be in closing the gap in terms of socioeconomically disadvantaged students, the renewal petition offers no concrete solutions at all to address the historic and ongoing under-enrollment of students with disabilities, especially including those with more severe disabilities. Data shows that BCS not only serves a smaller percentage of students with disabilities than LASD, but also fails to serve students in most of the 13 categories of eligibility under IDEA.[1] As previously shared with the SCCOE and SCCBOE, the District has anecdotal and verifiable evidence that BCS has explicitly declined to serve those very types of students with more significant needs on the grounds that they are "not a fit" for the BCS educational program.

In the three years since the Notice of Concern, very little has changed, as reflected by this board's unanimous vote in August of 2023 to reaffirm it. While the renewal petition attempts to minimize these ongoing deficiencies by ranking BCS against individual LASD schools, charter law clearly requires

[1] The 13 categories of eligibility under the IDEA are: autism; deaf-blindness; deafness; emotional disturbance; hearing impairment; intellectual disability; multiple disabilities; orthopedic impairment; other health impairment; specific learning disability; speech or language impairment; traumatic brain injury; or visual impairment (including blindness).

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comparison to the district as a whole. More importantly, the clear intention of charter law, reinforced by the passage of AB1505, has always been that charter schools should be accessible to all students, and that they should view under-served student populations as a focus, rather than as an afterthought.

The charter renewal petition claims to show recent significant increases in enrollment of some under-represented groups. However, those increases, even if correct, do not close the gaps with district demographics. They are indeed only possible because they are relative to incredibly low baselines that have not moved in a decade or more. We have no confidence that this one-year trend will continue if this renewal petition is approved as is.

Given the serious nature of the issues presented in the Notice of Concern, more than three years ago, Bullis Charter School's failure to address them in the renewal petition is made even more glaring by the existence of several straightforward measures that could be included.

For example, to address their under-enrollment of socioeconomically disadvantaged students, the first and most obvious change would be to move the existing preference for FRPM-eligible students to the first position, dramatically increasing the number of slots available each year, and to remove the arbitrary 10% cap entirely.

But even beyond that, BCS has another opportunity to make itself more attractive to a more diverse population. We have developed plans to build an entire new campus in the most densely populated part of the district, in close proximity to many families matching the under-represented cohorts at BCS. Planning to move there would seem to be an obvious way to strengthen the renewal petition, and yet the BCS board has expressed outright hostility to the idea, despite the alternative being to remain in aging portable buildings split across two or possibly even three shared campuses.

Overall, the data shows that BCS has NOT remedied the issues detailed in your Notice of Concern, and that the measures outlined in the renewal petition are unlikely to do so. We believe that the long-standing failures by Bullis Charter School to serve all students within the meaning of the Education Code (section 47607.2, subdivision (d)(3)), and the failure of the renewal petition to outline how they will achieve demographics in line with LASD's, are sufficiently severe and pervasive as to preclude straightforward approval of the charter renewal petition before you.

As the Mountain View Whisman Board did with Bullis Mountain View, you could approve the petition but also adopt measurable conditions on which

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that approval would depend, such that failure to meet those conditions would result in clear and concrete consequences. Alternatively, you could direct BCS to work with all parties to create a material revision to be approved alongside the renewal petition that effectively addresses the issues raised in the Notice of Concern.

At the end of the day, what we would like to see, and what we believe is required by charter law, is a document that fully addresses the legal requirements to serve all students, and to strive to match the host district's demographics; that holds Bullis Charter School accountable for the success of those efforts with measurable criteria and clear consequences; and that demonstrates a real commitment on the part of the current BCS board and administration to break with the attitudes and practices of the last 20 years that have created these problems in the first place.

Thank you for your time and attention.

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LASD
Los Altos School District

August 6, 2024

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Tara Sreekrishnan
Dr. Mary Ann Dewan, County Superintendent
1290 Ridder Park Drive MC 234
San Jose, CA 95131-2304
SCCBOEMembers@sccoe.org
mdewan@sccoe.org

Re: Los Altos School District;
Bullis Charter School – Renewal Petition

Dear President, Members of The Board and Dr. Dewan:

Los Altos School District (LASD) has had 20 years of experience with the effects of the policies and practices of Bullis Charter School (BCS). This letter serves to express some of our concerns as your Board of Education (Board) approaches the decision on BCS's charter renewal, given the manifest failure of BCS to address the issues raised in the 2021 Notice of Concern and reaffirmed in 2023. In brief, we believe that this failure shifts the presumption from approval to denial, and that as a result, any approval must be accompanied by concrete obligations on the part of BCS to take significant corrective actions, including those suggested below. We appreciate your consideration.

BACKGROUND

The BCS charter petition renewal decision is scheduled for August 26, 2024. LASD has raised a variety of concerns related to BCS's longstanding failure to serve all students as reflected, in part, by the failure to serve a demographic aligned to the District's demographic and to serve students with disabilities. These concerns were not only raised at the July 17, 2024 public hearing, but also in

650 **947-1150**
650 **947-0118** fax

201 Covington Road
Los Altos, CA 94024

@lasdk8
lasdschools.org

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letters from LASD to you in September and October 2019, and in your Notice of Concern of May 2021. And, since that date, LASD has learned that yet another student whose disability-related needs required placement in a nonpublic school has been disenrolled from BCS and returned to the district.

As you know, in May 2021, the SCCBOE issued a Notice of Violation to BCS under Education Code section 47607 based upon BCS's failure to serve all students. The Notice identified significant demographic deficiencies. In response, BCS revised its admission preferences to include students who qualify for free and reduced price lunch (FRPL). However, the preference is second to siblings of students (which perpetuates the demographics) and is limited to only 10% of open seats. This approach did not "move the needle" in any material way. LASD is unaware of any additional changes in policy or practice by BCS designed to draw a diverse student population.

In August 2023, the SCCBOE reaffirmed the Notice of Violation again based upon the demographic deficiencies that remain to this day. As stated in the reaffirmation of the Notice of Violation: "County Board finds it is appropriate to issue a reaffirmation(s) of the Notice ("Reaffirmation") as a courtesy to Charter School and to help ensure Charter School serves all students who wish to attend Charter School." The reaffirmation laid out BCS's continued serious ongoing deficiencies relative to LASD's demographics and its failure to serve all students. BCS is still subject to the 2021 Notice of Violation and to this day, there is no evidence that it has remedied the violations stated. To the contrary, BCS continues to fail to serve all students who wish to attend, including the students with serious disabilities who enter LASD schools after having failed to get their needs met at BCS.

RENEWAL PROCESS AND CRITERIA

In order to qualify for renewal, the charter school must meet the criteria of Education Code sections 47607.2 and 47605. The California Department of Education (CDE) categorizes charter schools based upon performance as "high," "middle," or "low" performing. A charter school that is high performing is presumed to be eligible for renewal for a period of between five to seven years. Middle performing charters may qualify for a five-year renewal term and low performing charters are presumed not to qualify for renewal but if renewed are limited to a two-year term.

BCS is designated as high performing but that is not the end of the renewal analysis for BCS in light of the pending Notice of Violation. Education Code section 47607 provides in part:

> Notwithstanding [high performing status] … the chartering authority may deny renewal of a charter school upon a finding that the school is demonstrably unlikely to successfully implement the program set forth in the petition due to substantial fiscal or governance factors, or is not serving all pupils who wish to attend, as documented pursuant to subdivision (d). The chartering authority may deny renewal of a charter school under this subdivision only after it has provided at least 30 days' notice to the charter school of the alleged violation and provided the charter school with a reasonable opportunity to cure the violation, including a corrective action plan proposed by the charter school. The chartering authority may deny renewal only by making either of the following findings:
>
> (1) The corrective action proposed by the charter school has been unsuccessful.
>
> (2) The violations are sufficiently severe and pervasive as to render a corrective action plan unviable.

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Here, in May 2021 SCCBOE/SCCOE issued the Notice of Violation under section 47605.2 on the grounds that BCS does not serve all students. This was documented with extensive demographic information and analysis. BCS has had an extended period of time to cure the issues identified. However, BCS has not taken serious action to create a diverse/compliant student population. Beyond initiating a limited preference for students qualifying for FRPL, BCS has not made any material change to the charter renewal document. This preference, as mentioned above, is second to siblings of students (which perpetuates the current demographics) and is limited to only 10% of open seats. BCS also hired an individual to assist with recruiting and diversity. However, they have taken no steps to even begin to understand which policies or practices have historically created barriers to enrollment for all students who wish to attend. The data clearly shows that BCS's corrective action plan continues to be unsuccessful, and the charter renewal petition offers no additional measures to correct that failure.

In order to approve the BCS charter renewal, the SCCBOE must be able to find (based upon substantial evidence) that: 1) BCS took corrective action; AND 2) the corrective action was successful in remedying the failure to serve all students. If these questions are not able to be answered in the affirmative, the charter renewal must be denied. Alternatively, the Board may find that the violations are sufficiently severe and pervasive as to render a corrective action plan unviable which also requires denial of the charter renewal. (Ed. Code, § 47607(e).)

The answers to these questions are clear based upon undisputed data:

- BCS did take limited corrective action;
- BCS's corrective action did not successfully remedy the failure to serve all students;
- The documented violations are sufficiently severe and pervasive as to render a corrective action plan unviable.

These findings are supported by the substantial evidence including the clear differential in demographics and the refusal to serve students with disabilities as evidenced, in part, by the disenrollment of one or more qualifying students.

If the Board does not find that the corrective action was successful, or if it finds that the violations are sufficiently severe and pervasive as to render a corrective action plan unviable, the presumptive action with regard to BCS's charter renewal must shift from approval to denial.

Approval with Obligations for Correction

Education Code section 47605 provides in part as follows:

> The governing board of the school *district shall grant a charter for the operation of a school under this part if it is satisfied that granting the charter is consistent with sound educational practice and with the interests of the community in which the school is proposing to locate.* The governing board of the school district shall consider the academic needs of the pupils the school proposes to serve. The governing board of the school district shall not deny a petition for the establishment of a charter school unless it makes written factual findings, specific to the particular petition, setting forth specific facts to support one or more of the [enumerated] findings…

While the italicized language reflects the discretion afforded boards considering charter approval or renewal, it would be an abuse of discretion to authorize a charter school with a history of failing to serve all students. As the authorizer, SCCBOE has significant authority to require a charter to take action to operate consistent with law. Imposing requirements upon the operations of a charter school is well within the authorizer's authority. (*Wilson v. State Board of Education* (1999) 75 Cal.App.4th 1129, 1139 ["the Legislature has specifically declared that charter schools are under 'the exclusive control of the officers of the public schools' (id., subd. (a)(2)) and directs us to construe the law liberally to effectuate that finding (id., subd. (b))."].)

The District proposes the following obligations be imposed upon BCS, should the SCCBOE find a means to approve the charter:

- Ensure BCS serves all students who wish to attend by serving a student population commensurate with the District in accordance with Education Code sections 47605(c)(5)(G) and 47607 by taking the following measures, among any others deemed appropriate by the SCCBOE/SCCOE

    1. Move the enrollment preference for in-district FRPL students to the first position, and remove the 10% cap;
    2. Agree to placement at the new LASD 10th campus, once constructed, with an admissions preference for residents of the local neighborhood;
    3. Reduce their enrollment to 900 students until such time as they serve a student population comparable to LASD as required by Education Code sections 47605(c)(5)(G) and 47607.

The District also believes that a charter term of five years would be appropriate in light of the failure to meet all requirements of law.

CONCLUSION

Given BCS' failure to remedy the issues laid out in the Notice of Violation, we believe that charter law shifts the presumption from renewal to non-renewal. Therefore, the LASD Board requests that, should SCCBOE seek to approve the charter renewal, such approval comes with meaningful obligations to be met by BCS prior to the renewal taking effect, using the SCCBOE authority as the charter authorizer.

Respectfully,



Mr. Bryan Johnson
Board President
Los Altos School District

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LASD
Los Altos School District

August 20, 2024

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Joseph Di Salvo
Raeena Lari
Grace H. Ma
Tara Sreekrishnan
Dr. Mary Ann Dewan, County Superintendent
1290 Ridder Park Drive MC 234
San Jose, CA 95131-2304
SCCBOEMembers@sccoe.org
mdewan@sccoe.org

Re: Los Altos School District;
Bullis Charter School;
Response to Staff Report, Analysis & Findings re Renewal Petition
Hearing on August 26, 2024

Dear President Berta, Vice President Rocha, Trustees, and Superintendent Dewan:

Los Altos School District (LASD) submits the following to the Santa Clara County Board of Education (SCCBOE) and Santa Clara County Office of Education (SCCOE) in response to the Staff Report, Analysis & Findings (Staff Report) and proposed resolution (Resolution) regarding the Bullis Charter School (BCS) charter renewal petition (Renewal Petition).

Several points are clear from review of Staff's analysis:

- As stated in the Resolution, **BCS submitted a woefully incomplete Renewal Petition**, which failed to include a reasonably comprehensive description of all new requirements of charter schools enacted into law after the charter was originally granted or last renewed and/or as necessary to reflect the current program offered by the charter, as required pursuant to Education Code Section 47607(b) and (c)(2)(F).

650 **947-1150**
650 **947-0118** fax

201 Covington Road
Los Altos, CA 94024

@lasdk8
lasdschools.org

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- As also stated in the Resolution, **BCS has failed to serve all students**, and the Renewal Petition is deficient overall and in every category that addresses serving all students within the meaning of the Charter Schools Act generally, Education Code section 47607(e) specifically, the May 2021 Notice of Concern (Notice), and the August 2023 Reaffirmation of the Notice (Reaffirmation).

  Despite an expansive period to remedy the failure to serve all students, including an extension to its charter term of over three full school years by operation of law, the facts and data demonstrate that BCS has not made any meaningful progress in remediating its documented failure to serve all students.

- BCS's rushed submission of such an incomplete Renewal Petition, the subsequent documented failure to cooperate with requests for information from both SCCBOE and the Charter Schools Department (CSD), and its over 20 plus year history of failing to serve all students collectively demonstrate that BCS does not take seriously its responsibility to operate transparently within its community to serve all students that wish to attend. Approval under these circumstances would **set a terrible precedent and undermine the oversight authority of the CSD**.

- A memorandum of understanding (MOU), especially one with vaguely defined and under-specified terms, is unlikely to fully correct the Renewal Petition deficiencies or fully address the ongoing failure to serve all students. **The best solution would be for BCS to withdraw this Renewal Petition and work collaboratively with CSD to remedy the myriad issues and develop a viable Corrective Action Plan**, and re-submit, so that the full plan can be considered at a public hearing and approved by SCCBOE. **If BCS is unwilling to do so, then denial of the Renewal Petition is the only viable course of action supported by the Staff Report.**

The Proposed MOU Is Unlikely to Fully Address the Failure to Submit an Adequate Renewal Petition or to Fully Address the Ongoing Failure to Serve All Students

MOUs can be a useful tool for memorializing details of Charter oversight, but they are not intended to correct multiple significant flaws in a petition, especially when faced with a persistently antagonistic charter administration, which BCS certainly is:

> Throughout the current charter term, CSD Staff has found communications with Bullis and obtaining clear and direct responses to inquiries pertinent to SCCOE's oversight of Bullis to be challenging. CSD Staff strives to work in partnership with SCCBOE-authorized charter schools in conducting its oversight functions and supporting the charter schools in their operations and service to students. With some frequency, Bullis responds to SCCOE's reasonable inquiries and/or exercise of oversight functions with defensiveness rather than clear and open communication, and Bullis resists providing requested information and documentation despite its

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> obligations to promptly respond and to allow SCCOE to conduct its oversight functions. (Staff Report, p. 4)

As further stated in the Staff Report:

> BCS has seemingly asserted that the only pertinent legal requirement is that Bullis include in its Charter a reasonably comprehensive description of 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 . . . that is reflective of the general population residing within the territorial jurisdiction of the [Los Altos] school district," and claimed that Bullis is in full compliance with the applicable legal requirements because its Charter includes such a description. Bullis' implication that its only obligation is simply to include some plan in the Charter is incorrect. That is not true for any element of an approved charter – the school must comply with the charter, not just write something or anything and forget about it. In this particular case, the law specifies that it is a description of how the charter school will "achieve" this balance, not just describe a plan, whether or not that plan is effective. … As SCCOE and Bullis have previously discussed, the Charter Schools Act has been revised over time to bolster further the mandates of inclusivity and equity in enrollment at charter schools. (Staff Report, p. 44.)

The following conclusion of the Staff Report cannot be overlooked:

> Thus, based on the facts and evidence, including the data provided by CDE, there continues to be underrepresentation of some historically underserved student groups at Bullis, to a statistically significant degree when compared to LASD. In some areas there has not been statistically significant improvement over the course of the current charter term or since issuance of the initial Notice and submission of Bullis' corrective action plan in response thereto. Thus, the corrective action plan has not yet been successful. (Staff Report, p. 54.)

Yet, despite the "concerns about under-enrollment of historically underserved student groups in Bullis' enrollment" (Staff Report, p. 43) and the clearly documented analysis of significant and ongoing failure to remedy the violations in the Notice, there is nothing in the Staff Report recommendation (or Proposed Resolution) that requires BCS to do anything more than pursue a potential MOU with terms yet to be determined. This despite the fundamental failure to provide equity in access, the cornerstone to *public* education.

Oversight requires far more, as evidenced by the fact that the Legislature enacted the Education Code section 47607(e) notice process to ensure accountability through non-renewal where the fundamental component of public education is not met - even for academically high performing

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schools.[1] Having issued the Notice and Reaffirmation and with the documented evidence of BCS's failure to serve all students replete included in the Staff Report, it is the duty of the Board to follow through on the Notice and issue the requisite findings that BCS has not remedied the failure to serve all students. Anything less is tacit, if not direct, approval of the exclusion that is occurring at BCS.

Critical Information From Notice of Concern and Reaffirmation Regarding Equity of Access Must Be Considered

As is well known to this Board, the SCCOE and SCCBOE has for years acknowledged BCS's failure to align its demographics to that of LASD and ensure equity of access. Over the course of the dramatic increase in BCS enrollment since 2016, BCS's demographics have in fact diverged even more markedly from those of LASD. Ultimately, the SCCBOE issued a detailed, data driven, Notice of Concern (Notice) dated May 21, 2021, based upon BCS's failure to serve all students who wish to attend. The Notice was reaffirmed by Resolution of the Board on August 2, 2023 (Reaffirmation) in light of the failure by BCS to meaningfully address the serious issues raised in the Notice.

As noted in the Staff Report, BCS had a three-year extension on the term of its charter, during which it should have implemented changes to remediate the violations. (Staff Report, p. 47.) Yet, despite this time and notice, *the August 9, 2024 Staff Report (and the proposed Resolution) are devoid of any finding that BCS has remedied the failure to serve all students.*

Aspects of the Notice and Reaffirmation are important to revisit as they expressly address the eligibility of BCS for renewal which is the focus and intent of a Notice of Concern under Education Code section 47607(e):

- The Notice constitutes SCCOE's determination that BCS is demonstrably unlikely to successfully implement the program set forth in its expected charter renewal petition because BCS is not serving all pupils who wish to attend, and SCCOE is providing BCS a reasonable opportunity to cure the violations, pursuant to Education Code section 47607(e). ("SCCOE is sending this notice ("Notice") pursuant to Education Code Section 47607(e)2 as notice of SCCOE's determination that BCS is demonstrably unlikely to successfully implement the

[1] Education Code section 47604(d) provides: "A chartering authority that grants a charter to a charter school to be operated as or by a nonprofit public benefit corporation is not 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 chartering authority has complied with all oversight responsibilities required by law, *including, but not limited to,* those required by Section 47604.32 and subdivision (m) of Section 47605."

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program set forth in its expected charter renewal petition ("Charter") because BCS is not serving all pupils who wish to attend, and SCCOE is providing BCS a reasonable opportunity to cure the violations.")

- Specifically, SCCOE states that BCS is not serving a similar proportion of students who are socioeconomically disadvantaged, English Learners, and students with special needs compared to the rest of the Los Altos School District (LASD).

- SCCOE frames this Notice as a part of the larger role that SCCOE has played in addressing these issues at BCS, and an opportunity for BCS to cure these deficiencies.

- SCCOE also noted that these deficiencies have been brought to BCS's attention by the LASD, parents, and SCCOE in the past.

As part of the Notice, SCCOE outlined three areas that BCS *must address* in order to remedy the deficiencies outlined in the Notice:

- Hiring of outside professional experts to assist BCS in developing plans and creating change to diversify BCS's applicant pool and enrollment;

- Addition of admissions preferences for students who reside within Santa Rita and Almond Elementary schools and/or students in other underrepresented student groups; and,

- Specific strategies to proactively overcome any perceptions that may exist that BCS does not welcome all students with disabilities or provide the full continuum of placements and services and/or that monetary donations are required or expected. (Notice p. 12.)

Again, neither the Staff Report nor the proposed Resolution makes any finding that these or other requirements have been met by BCS nor can such findings be made. On the contrary, although BCS did add enrollment preferences in 2021 for students qualifying for free or reduced price meals (FRPM), the preferences were capped, *and the Renewal Petition weakens them by expanding the preceding preferences and therefore reducing the slots available for those students*, as detailed in the recommendation in the staff report to deny the expanded sibling preferences. (Staff Report, p. 32)

At times, BCS has attempted to blame a clause in the current Facilities Agreement with LASD for their failure to enroll more FRPM-eligible students, but this is simply false. That agreement merely specifies that if BCS' enrollment drops below 800 total students, or if BCS in-district enrollment drops below 92% of total enrollment, then "LASD will have the option to terminate the

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Agreement." Of course, LASD's obligation to provide facilities to BCS would remain, and so exercise of this clause would not "revoke [BCS'] facilities" as Superintendent Israel has stated but merely allow for the details of the BCS facilities allocation to be re-negotiated in light of changed circumstances. Nowhere does the agreement prohibit BCS from enrolling out-of-district students, nor would LASD ever seek to do so. And in fact the BCS board has never asked the LASD board to remove or modify this clause, nor objected to extending the original 2-year agreement in 2021 and again in 2023, even after receipt of SCCOE's Notice of Concern.

Though the Reaffirmation was not required by law, the SCCOE felt it important to ensure BCS was aware of its *ongoing* need to remedy its failure to serve all students since its charter term was extended by three years. The Reaffirmation findings emphasize the lack of meaningful remedy of the violations:

> **WHEREAS,** SCCOE staff that specializes in statistical analysis has analyzed the Charter School's demographic data, including in comparison to the demographics of the Los Altos School District ("LASD"), the district in which the Charter School is located, including statistical analyses of the 2021-22 and 2022-23 school years (the two years for which Charter School has provided data since the issuance of the Notice). The demographic data analysis on which SCCOE concentrated was for the following four student groups: students who are Hispanic/Latino; students who are English learners; students who are socioeconomically disadvantaged; and students with disabilities. SCCOE's analysis included consideration of the demographics of Charter School and LASD as a whole, when excluding any students at either school who do not reside within LASD's boundaries, and an analysis comparing Charter School's entire enrollment to LASD's enrollment excluding students who attend LASD pursuant to interdistrict attendance permits.
>
> **WHEREAS,** the key takeaways of this statistical analysis are summarized below:
>
> • As of the 2022-23 academic year, the proportions of LASD's student body who are Hispanic/Latino, English learners, socioeconomically disadvantaged, and have disabilities are statistically significantly higher than those of BCS.
>
> • From 2017-18 to 2022-23, BCS observed a significant **decrease** in the proportion of its student body who are English learners.
>
> • From 2017-18 to 2022-23, no meaningful differences were observed in the proportion of BCS's student with disabilities, students who are Hispanic/Latino, or students who are socioeconomically disadvantaged.
>
> • From 2017-18 to 2022-23, LASD observed a statistically significant **increase** in the proportion of Hispanic/Latino students and students who are socioeconomically disadvantaged, and a significant **decrease** in the proportion of students who are English learners.

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> • Excluding LASD students with interdistrict transfer agreements, the proportion of students who are Hispanic/Latino, English learners, and socioeconomically disadvantaged enrolled at LASD is statistically significantly higher than the proportion of these student groups enrolled at BCS in 2022-23.
>
> • Excluding LASD students with interdistrict transfer agreements, there is not a statistically significant difference between the proportion of students with disabilities enrolled at LASD and the proportion of students with disabilities enrolled at BCS in 2022-23.
>
> TK/kindergarten are reportedly the only grade levels at which the Charter School experienced any meaningful new enrollment due to the limited number of openings at other grade levels. As such, SCCOE looked specifically at the TK/kindergarten and first grade demographics at Charter School and LASD in the 2021-22 and 2022-23 school years. Key takeaways from that analysis are:
>
> • The small data set makes strong conclusions difficult to draw;
>
> • Charter School's efforts appear to have made some impact at kindergarten;
>
> • Change will take time to impact other grade levels.
>
> A review and analysis of the demographic data for the impending 2023-24 school year will be necessary to assess Charter School's progress further. This must specifically include the data for new incoming TK and kindergarten students, as well as the current cohorts moving into kindergarten, first grade, and second grade, since those are the grade levels at which Charter School has had the greatest ability to implement changes since receiving the Notice. (Reaffirmation p. 3.)

The Notice and Reaffirmation remain in effect and the Staff Report is replete with acknowledgement (and supporting evidence) that BCS has not remedied the issues identified under Education Code section 47607(e).

Neither the Staff Report Nor the Proposed Resolution Support a Conclusion that BCS Has Remedied the Violations or Otherwise Meets the Requirements of Law

Critically, neither the Staff Report nor the proposed Resolution makes findings that the issues that are the foundation of the Notice and Reaffirmation have been remedied. To the contrary, the Staff Report is replete with evidence in the form of factual information and data that demonstrates that *BCS has not corrected the deficiencies*.

The Staff Report even concludes that absent (unspecified) changes to most, if not all, of the Renewal Petition elements by virtue of an MOU, BCS's Renewal Petition is deficient and

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presents an unsound educational program within the meaning of Education Code section 47605 and 47607. See, for example:

- "The Charter Schools Department Staff concluded the Bullis Renewal Petition provides sufficient information to substantiate the required elements for a sound educational program consistent with new requirements of charter schools pursuant to law and the requirements of Bullis' current program [**Special Education**] *provided that, as a condition of approval, Bullis be required to enter into the MOU accurately updating the means by which Bullis provides its special education program*." (Staff Report, p. 20; emphasis added.)
- "Staff found facts demonstrating the Petitioners are likely to successfully implement the program *only if* Bullis is required to resolve the other identified conditions through the MOU or an addendum to the MOU, as described more fully throughout this Staff Analysis and Findings of Fact." (Staff Report p. 21; emphasis added.)

- "…CSD Staff recommends the SCCBOE, as a condition of Bullis Charter School Petition renewal, *require Bullis to address areas in which Bullis has not fully updated the Charter to be consistent with law* and/or to reflect its current program through the MOU or an addendum thereto." (Staff Report, pp. 21-22; emphasis added.)

- "The Charter Schools Department Staff believes this [**Governance**] section includes a reasonably comprehensive description consistent with new requirements of charter schools pursuant to law and the requirements of Bullis' current program *only if* Bullis is required to submit the board member qualifications and resolve the bylaws and conflict issues through the MOU or an addendum to the MOU, including updates to the bylaws." (Staff Report, p. 26; emphasis added.)

- **Bullis' student demographics do not closely reflect the demographics of LASD**, as there are statistically significant differences. As detailed below, SCCOE conducted a statistical analysis comparing Bullis and LASD's populations of the following historically underserved groups: Hispanic/Latino, EL, SED, and SWD (both with and without including students who have transferred to LASD from out of LASD's boundaries, so may not be reflective of the population residing within LASD, as referenced in this charter element). Notwithstanding Bullis' assertions in the Charter, there continues to be a statistically significant difference in the enrollment of students who are Hispanic/Latino, students with disabilities, and students who are socio-economically disadvantaged, between Bullis and LASD, though there is not currently a statistically significant difference in the enrollment of students who are English learners. (Staff Report, p. 30; emphasis added.)

- "Through the MOU or addendum to the MOU, Bullis should be required to provide further updates to its plan, including, but not limited to, a commitment to audit and expand its efforts as necessary to achieve the requisite balance in accordance with EC

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> Section 47605(c)(5)(G) … The Charter Schools Department Staff believes this [**Racial, Ethnic, English Learner, and Special Education Balance**] section includes a reasonably comprehensive description consistent with new requirements of charter schools pursuant to law and the requirements of Bullis' current program *only if*, through the MOU or an addendum to the MOU, it incorporates any additional components of the plans previously submitted by Bullis on this topic and includes a BCS commitment to at least annually review, audit, and modify as needed this plan, as described more fully above and in the discussion of the 47607(e) Notice and the need for Bullis to serve all students, below." (Staff Report, p. 30; emphasis added.)

- While CSD Staff recognizes the benefits of allowing families to enroll all of their children at the same school, CSD Staff believes that in the case of the proposed expansion of the sibling preferences at Bullis, that benefit is outweighed by the need for Bullis to expand enrollment opportunities to a larger number of historically underserved students. CSD Staff recommends that the SCCBOE deny these proposed additional preferences for siblings of admitted (not current) students. (Staff Report, p. 32.)

- "The Charter Schools Department Staff believes this [**Admissions Policies and Procedures**] section includes a reasonably comprehensive description consistent with new requirements of charter schools pursuant to Bullis Charter School Petition law and the requirements of Bullis' current program *only if* Bullis is required to remediate the issues described above – including a fuller, clearer, and legally compliant description of the admissions, lottery, and waitlist procedures – are addressed in the MOU or addendum to the MOU. Additionally, CSD Staff recommends that the SCCBOE deny Bullis' proposal to add admissions preferences for siblings of students who are admitted to Bullis and approve the change to move the preference for children of staff who reside out-of-District above the preference for siblings who reside out-of-District." (Staff Report pp. 33-34; emphasis added.)

- "The Charter Schools Department Staff believes this [**Student Suspension/Expulsion Procedures**] section includes a reasonably comprehensive description consistent with new requirements of charter schools pursuant to law and the requirements of Bullis' current program *only if Bullis is required to include Bullis Charter School Petition the full mandatory statement regarding involuntary removal in the MOU or addendum to the MOU*." (Staff Report pp. 34-35; emphasis added.)

SCCOE finds the Renewal Petition is only appropriate for approval upon numerous conditions and change to the Renewal Petition needed to both correct deficiencies and to address requirements of law:

> The Charter Schools Department Staff reviewed Bullis' Renewal Petition, in conjunction with Bullis' Responses to the Notice and Reaffirmation, including its corrective action plan in responses to the Notice and Reaffirmation, and assessed the

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> effectiveness of Bullis' corrective action plan in response to the Notice and Reaffirmation, utilizing the criteria for charter renewal set forth in EC Sections 47605 and 47607.
>
> The Charter Schools Department Staff recommends the SCCBOE conditionally approve the request for renewal of the Charter for a term of five years (July 1, 2025-June 30, 2030) on the condition that Bullis Charter School, The Bullis-Purissima Elementary School, and SCCOE enter into an MOU and/or addendum to the MOU on or before December 6, 2024, or such later deadline as may be agreed to by the County Superintendent or designee, that includes all the provisions listed below, as well as any additional conditions or requirements identified by the SCCBOE, and adopt the Board Resolution Conditionally Approving for the period of July 1, 2025, through June 30, 2030, the Charter Renewal for Bullis Charter School, and, Alternatively, Making Written Factual Findings Supporting Denial and Denying the Bullis Charter School Charter Renewal if the Conditions Are Not Met. (Staff Report p. 55; see also, proposed Resolution.)

These conditions are unclear, as many of the terms of the MOU are not well articulated. Importantly, the numerous deficiencies only serve to demonstrate that BCS is not knowledgeable in the requirements of law despite its many years of operation. Moreover, the facts and data provided to the Board by the SCCOE demonstrate that any efforts by BCS to ensure equity of access over at least a *three year period* have had little to no effect and *BCS has not remedied the violations to allow for approval of the Renewal Petition*.

> The overall takeaways from the information above include that there is no statistically significant difference in the proportion of students who identify as Hispanic/Latino at Bullis in 2023-24 (the final year for which data is available) when compared to 2016-17 (the beginning of the charter term), 2021-22 (the year SCCOE issued the Notice), or 2022-23 (the first full year of EAP implementation). Similarly, there is no statistically significant difference in the proportion of SWD at Bullis in 2023-24 when compared to 2016-17, 2021-22, and 2022-23. However, the proportion of students who are ELs at Bullis is statistically significantly higher in 2023-24 than in the 2021-22 and 2022-23 school years (3.3 and 2.8 percentage points higher, respectively). On the other hand, when looking at the seven-year change, there is no statistically significant difference in the proportion of students who are ELs at Bullis in 2023-24 when compared to 2016-17 (the length of the charter term). The proportion of students who are SED at Bullis in 2023-24 is statistically significantly higher than in 2016-17, 2021-22, and 2022-23. Specifically, the proportion of SED students at BCS in 2023-24 is 2.9 percentage points higher than in 2016-17 and 1.8 percentage points higher than in 2022-23.

* * *

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> The above data analysis results from the comparison of the four student groups at Bullis to those at LASD demonstrates that Bullis, which had no statistically significant gains in its enrollment of students who are Hispanic/Latino in the years reviewed (2016, 2021-22, 2022-23, and 2023-24), maintained a statistically significantly lower enrollment of students who are Hispanic/Latino students than the LASD for the same years. The same is true for SWD at Bullis. There was no statistically significant increase in enrollment for the group at Bullis in the years reviewed, and Bullis continued to enroll a proportion of SWD that is statistically significantly lower than the proportion at LASD. On the other hand, Bullis increased its enrollment of students who are SED over the course of its charter term. Specifically, the proportion of SED students at BCS in 2023-24 is 2.9 percentage points higher than in 2016-17 and 1.8 percentage points higher than in 2022-23. However, the increase was not enough to make Bullis' SED enrollment reflective of the enrollment of students who are SED in LASD. Therefore, the proportion of students who are SED remains statistically significantly lower in Bullis than in LASD though Bullis has made growth in this area. Also, although the proportion of students who are English learners was statistically significantly lower at Bullis than at LASD in 2016-17 and 2021-22, Bullis' EL enrollment increased in the three years since SCCOE issued the Notice and was reflective of LASD's EL enrollment in 2023-24, meaning there was no statistically significant difference in the proportion of EL enrolled at Bullis and LASD.[2] (Staff Report, pp. 49-50.)

It cannot be lost on the Board that despite being given *every* opportunity to work collaboratively with the CSD to remedy the serious failure to serve all students, BCS has shown no ability or interest in meaningfully addressing the deficiencies, and indeed has refused to provide information to the CSD so that they can evaluate whether the corrective action plan has been effective. (Staff Report, p. 4.) It is incumbent upon BCS to demonstrate that it has remedied the serious violations. It has neither done so, nor cooperated with CSD's efforts to evaluate the same - indeed waiving any right to contend it has cured the serious issues raised in the Notice/Reaffirmation.

Impact of Notice of Concern

In its August 2, 2024 letter to the Board, LASD explained its view of the law governing notice of violation under Education Code section 47607(e). Candidly, we had not anticipated the breadth of the evidence in the Staff Report demonstrating both dozens of errors and omissions in the Renewal Petition as well as BCS's failure to serve all students. It is apparent that the SCCBOE cannot, in the face of the documented evidence, reasonably approve the Renewal Petition as it stands.

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[2] Information is not provided to determine whether the increase of less than 2% is statistically significant, which is important to determine if the relationship between two or more variables is caused by something other than chance. In this case, the statistic is too small to confirm that the increase is the result of any tangible efforts by BCS to increase its marginalized student population.

As previously explained, in order to approve the BCS charter renewal, the SCCBOE must be able to find (based upon substantial evidence) that: 1) BCS took corrective action; AND 2) the corrective action was successful in remedying the failure to serve all students. The answers to these questions are clear based upon undisputed data:

- BCS did take limited corrective action;
- BCS's corrective action did not successfully remedy (or even come close to remedying) the failure to serve all students; and,
- The documented violations are sufficiently severe and pervasive (and ongoing) as to render a corrective action plan unviable.

These findings are supported by the substantial evidence including the clear differential in demographics and the refusal to serve students with disabilities as evidenced, in part, by the disenrollment of one or more qualifying students.[3] The Staff Report and the proposed Resolution make clear that the corrective action did not successfully remedy the failure to serve all students. The Staff Report and proposed Resolution support a finding that the violations are sufficiently severe and pervasive as to render a corrective action plan unviable, especially given BCS' ongoing pattern of resisting all oversight efforts by the CSD.

As stated in the Staff Report, the CSD cannot conclude that BCS presents a sound educational program or is demonstrably likely to successfully implement the program absent extensive changes to the renewal petition, the program and its operations. (Staff Report, pp. 20-21.) In the face of these findings, approval of the Renewal Petition is unsupportable, and a partially defined MOU cannot come close to bridging the gap.

Approval with Conditions

Furthermore, even if it were possible to create an MOU that could address both the myriad deficiencies of the Renewal Petition and the ongoing failure to serve all students, it would be inappropriate for that MOU to be approved at the sole discretion of the County Superintendent. As laid out in the August 7th presentation to SCCBOE on the Charter School Renewal Process, an MOU with the renewing charter school is expected to be executed prior to the posting of the staff report. (Charter School Renewal Basics, p.3) This ensures that the charter school, the district, the public, and SCCBOE, all have a clear understanding of the full contents of the renewal petition and the charter program before approval.

[3]As discussed in the District's August 2, 2024 letter, reports demonstrate BCS has disenrolled students with disabilities and the District is considering filing a formal complaint with the SCCOE. It is noted that the Staff Report finds the special education program as well as the provisions related to disenrolling students set forth in the Renewal Petition deficient absent material changes.

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In cases where charter authorizers have, at the decision hearing, directed oversight staff to create or amend an MOU to address specific, limited issues, those MOUs have always come back to the authorizer for final approval or denial. We are unaware of any precedent either for an MOU which attempts to address dozens of issues with a renewal petition, or for a proposal that the final form of even a far less complex MOU be approved by anyone other than the authorizing board and without the opportunity for a public hearing. It is not clear that the proposal to do so in this case is reasonably within the SCCBOE's authority or discretion as a charter authorizer.

It is the District's strongly held position, therefore, that without a reasonably comprehensive Renewal Petition and a fully executed MOU before them for consideration, it is incumbent upon SCCBOE to deny the Renewal Petition based upon the evidence presented.

However, the District takes this opportunity to address the conditions proposed by CSD as well as the conditions that are needed to actually mandate remediation of the longstanding discriminatory policies and practices of BCS.

We first note that the Board's oversight authority gives it significant discretion to demand action in seeking to compel compliance – particularly where a charter school is so deeply out of compliance with a key component of the Charter Schools Act.[4] Of course, this is tempered by the accountability provisions of the Act such as Education Code section 47607(e).

As stated in the proposed Resolution:

> Staff believes that renewal is consistent with sound educational policy only *provided* the Charter School commits to and is required to comply with the obligation to continue improving and implementing its corrective action plan, including by complying with each of the conditions and requirements list in the Staff Report, Analysis & Findings, to help address this issue so that Bullis serves all students who wish to attend. (Proposed Resolution p. 3; emphasis in original.)

Here, the proposed conditions cannot overcome the detailed deficiencies and the factual findings demonstrating BCS's failure to serve all students. Compliance as required to support approval cannot be dependent upon hoped for change, particularly where the specifics of such change are not before the Board. Notably, the conditions proposed by LASD are the kinds of changes required for a viable Corrective Action Plan for BCS to serve all students who wish to attend by

[4] "Through admissions policies that exclude vulnerable students by erecting various barriers to entry, charter schools have the potential to create a two-tiered system of public education. We believe charter schools are viable only if they are open to all students." Unequal Access How Some California Charter Schools Illegally Restrict Enrollment, www.aclusocal.org/sites/default/files/field_documents/report-unequal-access-080116.pdf (last visited Aug. 16, 2024).

serving a student population commensurate with the District in accordance with Education Code sections 47605(c)(5)(G) and 47607.

Specifically any MOU should:,

1. Move the admissions preference for in-district FRPM-eligible students to the first position and remove the 10% cap:

   As expressly stated by the CSD, the Board has broad discretion with regard to admission preferences. (Staff Report, p. 30.)

2. Agree to placement at LASD's forthcoming new campus, with local resident admission preference:

   While the SCCBOE/SCCOE do not have authority over Proposition 39 allocation of space, as the oversight agent it certainly has authority over where the charter school locates. This is evidenced in many places in the Charter Schools Act including Education Code section 47605(a)(4).

3. Cap BCS enrollment until such time as they serve a student population comparable to LASD as required by Education Code sections 47605(c)(5)(G) and 47607.

   Enrollment limitations designed to correct serious failures to meet the fundamental requirement to serve all students do not violate the Act. It is within the Board's discretion, indeed it is its duty, to take appropriate action to end discrimination in any form, and enrollment requirements including change to preferences, admissions practices, and limitations are all oversight tools available to the oversight agent.[5] And while BCS has been given expansive opportunity together with broad oversight support to come into compliance it has not and, it seems, cannot. In fact, the significant enrollment growth at BCS since the last charter renewal has driven their overall demographics even further from those of LASD as a whole.

Conclusion

Accountability and equity are core values of the Charter Schools Act:

[5] Nothing in the Charter Schools Act provides a right of action for damages against the charter authorizer based upon its exercise of oversight authority. In fact, it is oversight action that protects an authorizer from liability. (Ed. Code, § 47604(d).)

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> Charter schools are grounded in private-sector concepts such as competition-driven improvement . . ., employee empowerment and customer focus. But they remain very much a public-sector creature, with in-bred requirements of accountability and broad-based equity. Simple in theory, complex in practice, charter schools promise academic results in return for freedom from bureaucracy. (*Wilson v. State Board of Education* (1999) 75 Cal.App.4th 1125, 1129 citing Com. on Cal. State Gov. Organization and Economy Rep., "The Charter Movement: Education Reform School by School" (March 1996) (Little Hoover Report) p. 1.)

Here, accountability is provided for by the process set forth in Education Code sections 47605 47607, as laid out in the numerous grounds for denial included in the Staff Report and the Proposed Resolution. . Where, as here, the facts demonstrate open and ongoing hostility to oversight and long standing failure to provide equity in access to marginalized students, the Act expressly provides the necessary result – nonrenewal. To ignore these facts on the grounds that many BCS students would benefit from renewal would be to place any charter school that serves an affluent, well educated community entirely above the law. To attempt to correct the issues with eventual creation of an ill-defined MOU lacking public review and final SCCBOE approval would be to abdicate oversight responsibility and make a mockery of the renewal process.

Therefore, if BCS will not voluntarily withdraw it, we respectfully submit that denial of the Renewal Petition is the only viable course of action available to you at the upcoming decision hearing on August 26th.

Respectfully,

Mr. Bryan Johnson
Board President
Los Altos School District

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California
Charter Schools
Association

1107 9th Street, Suite 200 | Sacramento, CA 95814
p 916-448-0995 | f 916-448-0998 | www.ccsa.org

August 23, 2024

VIA EMAIL

Santa Clara County Board of Education
1290 Ridder Park Drive
San Jose, CA 95131

Dear Board President Berta and Honorable Trustees,

I am writing on behalf of the California Charter Schools Association ("CCSA") in support of the charter renewal petition for Bullis Charter School ("BCS") presented to the Santa Clara County Board of Education ("Board"). As you may know, CCSA is a statewide, membership-based nonprofit organization that supports high quality charter schools and advocates for the lawful and equitable treatment of charter schools and the families they serve.

CCSA disagrees with the Santa Clara County Office of Education ("SCCOE") staff recommendation for conditional approval and urges the Board to approve the petition without the proposed, unnecessary conditions. The Charter School Department's ("CSD") proposed findings of fact are deficient and do not support a need for conditional approval in a variety of ways as briefly addressed below.

We remind the Board, that just as before AB 1505 enacted various changes to the Charter School Act, including this new renewal process, charter authorization must be guided by the Legislative intent that the establishment of charter schools should be encouraged.[1] The overarching statutory scheme of Education Code Section 47605 was not overwritten by AB 1505.[2] It remains the law that:

> [T]he chartering authority shall be guided by the intent of the Legislature that **charter schools are and should become an integral part of the California educational system and that the establishment of charter schools should be encouraged.**

One of the changes that was enacted by AB 1505 is the creation of different "tracks" for charter school renewals. There are three tracks based on State dashboard data – low, middle, and high. Low track schools are classified as underperforming and authorizers may require these schools to develop

[1] CCSA staff, including myself, were involved in negotiating all the provisions, especially those highlighted by the SCCOE staff in their findings and recommendations about BCS, in the final version of AB 1505 with the Governor's Office and the Legislature.
[2] All statutory citations herein are to the Education Code, unless otherwise noted.

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corrective action plans upon renewal; middle track schools are subject to a review similar to the renewal process prior to AB 1505; and high track schools, like BCS, have a statutory right to a "fast track" renewal where the review process is streamlined and the Legislature has declared that authorizers shall not deny a charter renewal based on the school's high academic performance.

BCS is a high track charter school for renewal purposes since it scores at the two highest performance levels schoolwide and for all its student subgroups on English Language Arts and Mathematics. Thus, BCS is entitled to a fast track renewal under Section 47607(c)(2)(F). This new provision benefits both the charter school and the authorizer by reducing, respectively, the administrative burden to update the renewal petition and time analyzing a charter petition with a proven track record of academic success. Instead of taking advantage of this statutory directive of presumptive approval for BCS, SCCOE staff has written a 422 page staff report to support, without evidence, a finding that BCS is not serving all pupils who wish to attend.

Section 47607(e) very clearly enumerates what data can and should be used as a basis for a finding that a charter school is not serving all pupils who wish to attend:

> [T]he chartering authority may deny renewal of a charter school upon a finding that the school is demonstrably unlikely to successfully implement the program set forth in the petition due to substantial fiscal or governance factors, or is not serving all pupils who wish to attend, **as documented pursuant to subdivision (d).**

Under subdivision (d), the authorizer must request and rely on data from the California Department of Education (CDE) reflecting pupil enrollment patterns, including (1) the percent of pupils enrolled as of census day that were no longer enrolled at the end of the year; and (2) the cumulative enrollment for each year of the charter school's term. Based on the CDE data alone, SCCOE staff concluded that there is no evidence of "counseling out" of students based on lower academic performance. Further, the data pointed to a high stability rate of 97.6 precent across all subgroups. Therefore, based on the data provided by CDE, there is no legal basis to determine that BCS is not serving all students who wish to attend.

The staff report spends several pages comparing subgroup enrollment at BCS to subgroup enrollment at the Los Altos School District. This analysis is unnecessary and, in fact, an unlawful basis for SCCOE staff's recommendation since it is not specifically permitted under EC Section 47607(e).[3] Given that the staff report concludes that the data from CDE does not provide any basis for concern about BCS not serving all pupils who wish to attend, there is no lawful basis for the Board to take any action other to renew of this high track charter school petition. The Board should reject staff's deficient findings and vote to approve the petition without conditions.

[3] Not only is racial balancing inconsistent with EC Section 47607(e), the analysis is also potentially unconstitutional under U.S. Supreme Court jurisprudence. See *Students for Fair Admissions v. Harvard*, 600 U.S. 181 (2023) and *Parents Involved in Community Schools v. Seattle School Dist. No. 1*, 551 U.S. 701 (2007).

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If you have any questions or need more information, please feel free to contact me at rsoto@ccsa.org.

Best regards,



Ricardo J. Soto
General Counsel and Chief Advocacy Officer
California Charter Schools Association

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August 23, 2024

President and Trustees
Santa Clara County Board of Education, and
Superintendent Mary Dewan
1290 Ridder Park Drive
San Jose, CA 95131

Re: Renewal as High Performing School

Dear Board President Berta, Board Members, and Superintendent Dewan:

Bullis Charter School ("BCS") appreciates that the Santa Clara County Office of Education's ("SCCOE") staff report ("Staff Report") ultimately recognizes what the law requires, that as a charter school classified as "high performing" under AB 1505 standards and by the California Department of Education ("CDE"), the County Board "shall not deny renewal". That is apparently why the Staff Report does not present any proposed factual findings that can support denial. The Charter Schools Act requires that any and all recommended findings to support a denial must be published at least 15 days before County Board action. (Ed. Code 47605(b).) Here, the Staff Report concludes and recommends that BCS' charter renewal petition be approved, but with conditions.

However, the so-called "conditional" approval recommended by the Staff Report is not an option for high-performing schools like BCS. There is no authority for a "conditional approval" under section 47607(e) for a high-performing school. The Staff Report does not point to any such authority, because none exists. Although the law may allow for conditional approval in the countywide context and perhaps for low-performing schools designated by CDE, it does not apply here. The Legislature has determined that renewals for high-performing or "high-track" charters like BCS are presumed to be approved, unless there are severe fiscal problems or "specifically identified evidence" supporting a detailed finding that the school is not serving all students "**who wish to attend**", documented by specific written evidence.[1] The law is clear - "high-track" charters like BCS can either be approved or denied (for limited reasons), but not conditionally approved.

The Staff Report concedes that high-performing charters like BCS are presumed to be approved.But rather than simply recommend approval in accordance with the statute, the Staff

[1] AB 1505 and CDE classify all charters into three categories for renewal, mostly based upon the state dashboard: (1) "low-performing", where certain performance expectations or "conditions" may be considered, and renewal term limited to two years; (2) "middle-performing", which are the vast majority of schools and are subject to a renew process similar to that pre-AB 1505; and, (3) "high-performing" like BCS, which the amended law provides a "shall" renew mandate and much less stringent renewal evaluation ("fast track"), without any conditions. Because of the strong legislative policy for renewal without any conditions or consideration of petition content other than updates required by law, high-performing charters may be renewed for up to seven years.

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Report has gone down an impermissible path by manufacturing a "conditional approval" recommendation that the Legislature does not permit.

The Staff Report's proposed conditions are rooted entirely in a lingering false narrative that BCS's demographics vary "too much" from those of the Los Altos School District ("LASD"), and the unsupportable notion that SCCOE can through an MOU compel BCS to exclude some groups of students in favor of others, despite the random lottery system used by thousands of schools around the country. As indicated in the attached third-party expert report prepared by the respected independent school district demographics firm King Consulting, BCS' student population balance is indisputably within a reasonable range relative to LASD, and what SCCOE reports as "statistically significant" differences have no factual basis:

- *"BCS' enrollment of Hispanic/Latino students compares favorably to other LASD schools"* as do socioeconomically-disadvantaged ("SED") students and students with disabilities ("SWD").
- *"There is no significant difference between the proportion of EL students at BCS and LASD."*
- *"SCCOE's report masks the extent that LASD schools increasingly resemble BCS in terms of Hispanic/Latino enrollment"*
- *"[T]he general Hispanic/Latino population residing within LASD is decreasing… Since BCS cannot directly use race/ethnicity as a priority enrollment… it may be increasingly difficult for BCS to show growth in Hispanic/Latino enrollment."*

The County Board's discretion lies with whether to renew for five or seven years. BCS has requested seven years and has provided ample justification. We are one of the highest performing public schools—charter or otherwise—in the entire state. We urge the County Board to approve the renewal of our high-performing charter without attempting to impose any "conditions". **The County Board must consider and act upon this high-performing charter renewal petition <u>as presented</u>.**

<u>No "Students Who Wish to Attend" Have Been Excluded</u>

SCCOE staff appear to purposefully mislead the Board and the public with a heading on page 47 and the narrative that follows that BCS has "violated" a law. Not true. The Staff Report reflects the same false narrative derived from district politics about BCS that has precluded normalcy in the charter authorizing relationship for several years. Disappointingly, even as SCCOE recommends approval, the staff report misstates statutory language and publicly accessible data to cast BCS as out of compliance with law, namely, perpetuating a false narrative that BCS is excluding students who "wish" to attend. Nothing could be further from the truth, as we have demonstrated repeatedly. There is zero evidence supporting that false notion. The Staff Report builds on this false "exclusion" narrative in order to reach its "conditional approval" recommendation.

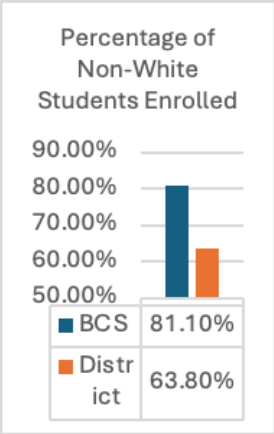
Despite that "conditional approval" is not a permissible option for the County Board, the Staff Report nonetheless concludes it is appropriate and warranted here because BCS's

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demographics do not mirror that of LASD closely enough to satisfy the staff. To reach this erroneous conclusion, SCCOE distorts and misreads the meaning of "serv[ing] all students who **wish** to attend." SCCOE has not even remotely attempted to explain, let alone provide any specific evidence that there are or ever been any students who "**wish**" to attend and have not been allowed by BCS to do so. That is because there is no such evidence. And for that reason, the entire basis for the attempt to "condition" the renewal fails.

SCCOE continues to ignore the word "wish" in Section 47607(e), because it is inconvenient to its position. But the letter of the law matters; the statute must be read in its entirety, without the exclusion of inconvenient but material words. "Wish" means a particular person's "desire or hope for something to happen." The Staff Report presents zero evidence, not even a single allegation, that there is any student who has "wished" to attend BCS and was unable to because BCS excluded them, discouraged them, or transitioned them out – the exclusion concepts that are at issue in Section 47607(e) as addressed in Section 47607(d) and 47605(e)(4)(A). In fact, SCCOE concludes that CDE data actually demonstrates that "students who leave Bullis are **not** students who appear to have been counseled out based on lower academic performance, as the average DFS in academic assessments for students leaving Bullis or not returning to Bullis are higher than the students remaining at Bullis." (p. 13.)

SCCOE concludes that because BCS' student population does not precisely match LASD's student population (small differences it incorrectly describes as "statistically significant" without any basis), there must be some students out there who "wish" to attend BCS but are excluded. But there is no analysis or explanation as to how SCCOE makes the incredible, unsupported leap to that conclusion. The statute requires specific evidence—there is none. Indeed, the expert report prepared by King Consulting, shows that BCS' student population balance is indisputably within a reasonable range relative to LASD, and what SCCOE reports as "statistically significant" differences have no factual basis.



It cannot be overstated how important it is to the allegation of "exclusion" of students who "wish" to attend that BCS operates a public, random lottery for admission. BCS uses SchoolMint—the same random lottery platform that thousands of charters and school districts around the country use, including many here in Santa Clara County. The random lottery is the only way BCS is authorized to select students, and SCCOE does not contend otherwise. There is no exclusion of any student on the basis of any characteristics through that process. Admission is random and the diversity of BCS' enrollment depends on applicants' individual decisions to apply. There may be students with disabilities or who are Hispanic or White, who simply prefer a different choice in education than Bullis. BCS supports that choice.

BCS More Closely Resembles Its Local District Than Most SCCBOE Charters

As SCCOE acknowledges, BCS hired a Director of Community Engagement and Outreach to support BCS' efforts to recruit and support a diverse student body. SCCOE also

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acknowledges that "[i]n 2023-24, Bullis offered seats to 100% of in-District students who qualified for free or reduced-price meals (FRPM)." (p. 32.) There was talk at our public hearing a few weeks ago that BCS imposed a "cap" on FRPM enrollment. Not true. BCS actually has a preference for FRPM students at more than twice the percentage of such students enrolled within LASD. The lottery process results in BCS operating as the most diverse public school in Los Altos by numerous metrics. And the fact is, BCS has increased in its diversity since its last renewal and is comparable with LASD schools as demonstrated below:

Subgroup Growth Over Time

	BCS 2018-19	BCS 2023-24
SED	1.4%	3.7%
SWD	6.7%	7.8%
EL	5.7%	8.9%
Hispanic	3.8 %	4.5%

Comparison to LASD Schools

School	Hispanic	EL	SED	SWD
Loyola Elementary	4.3%	10%	2.6%	13.1%
Oak Avenue Elementary	4.9%	3%	3%	6.7%
Bullis Charter	4.5%	8.9%	3.7%	7.8%

We understand that the County Board members have heard from LASD and individuals who oppose BCS, who insist that BCS should be penalized for failing to precisely mirror the racial makeup of the school district where BCS operates – whether under Section 47607(e) or Section 47605(c)(5)(G) (requiring a description in the charter of **plans** to reflect the general population of the LASD geographic boundaries–not merely those attending LASD schools). So as a result of that entirely false narrative, and in the complete absence of evidence, SCCOE demands that BCS meet minimum quotas for some racial subgroups – "an appropriate mix of students" (p. 73) – on penalty of charter denial or revocation or "conditional" approval if the quotas are not met.

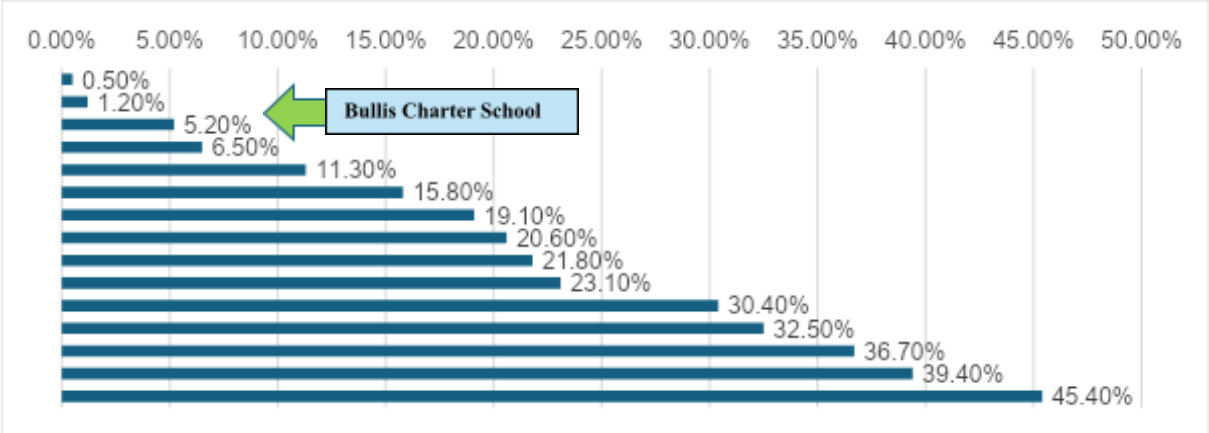
SCCOE acknowledges the meaningful efforts that BCS has made to increase diversity through active recruitment measures, and nowhere alleges that BCS has failed to implement its plans to increase diversity as described in Element G of its operative charter. Yet, SCCOE does not credit this effort as sufficient enough to avoid SCCOE's unlawful "conditional approval" penalty. Rather, SCCOE's acknowledgement simply demonstrates that all BCS can do to satisfy SCCOE is for BCS to actually attain the unlawful racial quotas that SCCOE insists that BCS achieve. Anything short of that subjects BCS to penalty in the form of "conditional" approval as SCCOE proposes, i.e., adverse action by SCCOE and SCCBOE for enrolling too many of one disfavored racial subgroup, and too few of a favored one.

The Staff Report Singles Out BCS in an Arbitrary and Capricious Manner

SCCOE asks the Board to ignore that SCCOE has not targeted any other charter school in Santa Clara County with its Section 47607(e) "enforcement" actions on this ground because, they say, this renewal process is about BCS and not other charter schools. But SCCOE's efforts to single out BCS are arbitrary and capricious. The CountyBoard ignoring data of this magnitude would amount to an abuse of discretion.

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Percentage Difference Between Charter School Hispanic Populations and District Hispanic Populations in Charter Schools Authorized by SCCBOE (Dataquest, 2022-23)



SCCOE's approach exhibits unlawful discriminatory treatment **on its face**. SCCOE has established a practice of targeting BCS because it has more Asian students relative to the population of LASD. But that SCCOE will not enforce the alleged racial balance requirement as to other charter schools that have more Hispanic or African American students relative to the populations of the school districts where they operate is untenable and smacks of racial bias. SCCOE's course of conduct and policy violates the civil rights laws and the California Constitution. (*See* Cal. Const. Art. I, sec 31 [SCCOE/SCBOE "shall not discriminate against, or grant preferential treatment to, any individual or group on the basis of race … in the operation of … public education...."]) And importantly, as explained in the attached expert analysis from King, Los Altos is projected to have an **overall decline** in Hispanic population, while at the same time SCCOE staff demands that BCS demonstrate an increase.

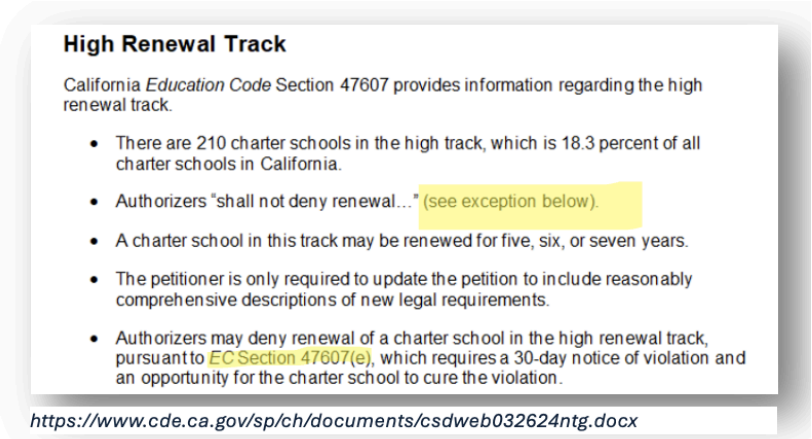
SCCOE proclaims that this disparate treatment of BCS is justifiable because the ethnicities served by other charter schools have been "historically underserved," insultingly ignoring Asian Americans' own lived experiences as valid and legitimate. SCCOE's attitude is outrageous and out-of-step, as is its monolithic, grouped-as-one treatment of Asian Americans hailing from the largest continent on Earth as a single, homogenous group. This "model minority" stereotype is itself racist (*see, e.g.,* Pew Research: "Discrimination Experiences Shape Most Asian Americans' Lives Stereotypes of Asians in the U.S. as foreigners and a model minority drive discrimination" [https://www.pewresearch.org/race-and-ethnicity/2023/11/30/discrimination-experiences-shape-most-asian-americans-lives/]) and it completely ignores the very real and diverse history of Asian marginalization (e.g., the Chinese Exclusion Act, Japanese internment; *see also* "The Long History of Racism Against Asian-Americans in the U.S. https://www.pbs.org/newshour/nation/the-long-history-of-racism-against-asian-americans-in-the-u-s), which continues today.

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The Board must approve BCS' high-performing charter renewal petition, and reject SCCOE's "conditional approval" recommendation. Failing to do so would endorse penalizing BCS students on the basis of race and prefer some racial groups over others. Again, "conditional approval" is not allowable under Sections 47605 or 47607. The choices provided by the Legislature are approve or deny—the latter requires factual findings that here cannot be made. That said, **BCS commits, as it does in Charter Petition Element G, that it will continue to implement numerous strategies to endeavor to increase diversity as described.** The County Board may hold BCS accountable to its charter provisions through the oversight process if BCS fails to **implement** the pro-diversity strategies as described in its petition. But we must be clear, the County Board may not **penalize** BCS on the basis that its strategies have not actually achieved a particular student population balance. There can be no MOU that would result in some future "termination" action outside of the statutory process under 47607.

We continue to call on the County Board to demand that LASD cease its inflammatory rhetoric. It is no wonder that fewer families of certain subgroups apply to BCS given that LASD continuously disparages BCS as engaging in "segregation" and "discrimination" – which are completely false. Also, LASD's demand that SCCOE condition renewal on BCS moving out of our current home is unprecedented and absurd, and irrelevant to this process. We ask that SCCOE follow the law and due process, and not allow LASD any special time or presentation at the action item. This is not an appeal of a district denial, and LASD has no right for equal time.

Renewal Cannot Be Denied for SCCOE's Litany of Petition Criticisms (pp.16-42)



High Renewal Track

California *Education Code* Section 47607 provides information regarding the high renewal track.

- There are 210 charter schools in the high track, which is 18.3 percent of all charter schools in California.
- Authorizers "shall not deny renewal…" (see exception below).
- A charter school in this track may be renewed for five, six, or seven years.
- The petitioner is only required to update the petition to include reasonably comprehensive descriptions of new legal requirements.
- Authorizers may deny renewal of a charter school in the high renewal track, pursuant to *EC* Section 47607(e), which requires a 30-day notice of violation and an opportunity for the charter school to cure the violation.

https://www.cde.ca.gov/sp/ch/documents/csdweb032624ntg.docx

In light of BCS' right to renewal as a high performing charter school, SCCOE's purported detailed analysis of BCS' charter petition under the elements of Section 47605 – the standards for new "establishment petitions" – is irrelevant to the County Board's decision. The Staff Report inexplicably generates a litany of petition criticisms, none of which apply to high-track renewal.[2] (See pp. 16-42.) Through AB 1505, the Legislature simplified and streamlined the renewal process for charter schools deemed "high performing" like BCS. The law is clear: "[t]he chartering authority shall not deny renewal for a charter school pursuant to this subdivision if [the charter school is high performing]." A chartering authority also may not deny charter renewal on the basis of Section

[2] The Staff Report proposes an MOU that assumes—incorrectly—that BCS and its legal name "The Bullis-Purissima Elementary School" are two separate or different entities that must separately enter in an MOU with SCCOE. That fundamental legal error also appears on page 55 of the Staff Report. We point this out because it's surprising that after many years of authorizing, SCCOE does not appear to understand that BCS is a single entity. Fundamental legal errors like this occur throughout the Staff Report, most notably with the incorrect application of plain-English law for high-performing renewals like BCS, and attempt to impose an MOU with plainly unlawful "conditions". .

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47605 standards applicable to new petitions, e.g., whether "specific to the particular petition …[t]he charter school presents an unsound educational program for the pupils to be enrolled in the charter school," and so forth. While Section 47607(b) specifies that "[r]enewals and material revisions of charters are governed by the standards and criteria described in Section 47605", Section 47607(c)(2)(F) modifies the renewal standard for high performing charter school: "[a] charter that satisfies the [high performing] criteria … 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."

In other words, a high performing charter school is not susceptible to denial for grounds that may be used to deny a new school petition under Section 47605 based on analysis of the charter petition. As affirmed by the CDE (see figure above), the only "exception" for mandatory approval for denial of a high performing charter school is under Section 47607(e), and there is no basis for denial here as addressed above and in BCS' prior correspondence included with the Staff Report. BCS updated its petition consistent with Section 47607(c)(2)(F), and the law provides no ground for denial based on the SCCOE's staff's apparent desire that a high-performing charter school's renewal petition be **more** descriptive. Notwithstanding that SCCOE ultimately concludes that BCS' petition is reasonably comprehensive within the Section 47605 framework, SCCOE's nits and immaterial criticisms of BCS' petition provide no legal basis for the County Board to deny BCS' petition.

BCS is Entitled to a Seven-Year Renewal

It appears that the sole basis of SCCOE's recommendation that BCS receive a five-year renewal term, rather than a seven-year, is that SCCOE is also recommending a conditional recommendation and that a five-year term is more desirable per SCCOE to monitor the conditions. Accordingly, the proposed imposition of a five-year term is intended to be **punitive**, i.e., on the basis that BCS has not achieved racial quotas or "appropriate mix" set by SCCOE, and is thus unlawful. For the reasons addressed above, denying BCS the benefits of the law (a seven-year term) on the basis of an alleged failure to reach a racial quota is unlawful. There are no academic, fiscal, or governance factors that have been raised that would merit review sooner than seven years, and therefore, BCS should be granted an unconditional seven-year renewal term. A seven-year renewal term would not hinder SCCOE from conducting the ordinary oversight exercises as it has for the past charter terms.

BCS Remains Committed to Increasing Diversity

To be clear, BCS will continue to implement its plans to achieve a student population balance as outlined in its charter and BCS will continue to implement its Enrollment Action Plan and update it annually in the interest of continuous improvement. As BCS has committed time and time again, BCS strives to be a welcoming, inclusive community for all students and is determined for BCS' recruitment efforts to result in increased enrollment among Hispanic students, English Learner students, socioeconomically disadvantaged students, and students with disabilities. Our investment in a full-time staff member to support that work is a testament to

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BCS' dedication to increase diversity. BCS will comply with all lawful and reasonable oversight requests from SCCOE as it has to date, including as it relates to BCS' admissions process and enrollment. However, there is no legal basis upon which BCS' renewal should be approved subject to conditions. The law requires approval of BCS' charter renewal petition, and denial on the basis of Section 47607(e) would be unlawful, as BCS has addressed above and in its prior correspondence to SCCOE.

On behalf of BCS, we appreciate the County Board's review of BCS' renewal petition and supporting documents, and ask that the County Board grant BCS the seven-year renewal term it has earned through high performance. Again, BCS remains committed to diversity through concrete action, as it has demonstrated, and will continue to work diligently towards that end and to foster a school community that welcomes and supports students of all backgrounds and abilities. BCS remains committed to working with SCCOE and the Board of Education in partnership to serve students.

Sincerely,



Maureen Israel
Superintendent/Principal

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KING
CONSULTING

PRIVELEGED AND CONFIDENTIAL: ATTORNEY WORK PRODUCT

August 21, 2024
John C. Lemmo, Partner
YM&C
655 University Ave, S-150
Sacramento, CA 95825

Memorandum

Demographic Data and Analysis

King Consulting has reviewed the Staff Analysis and Proposed Findings of Fact Regarding Review of Bullis Charter School District Appeal Renewal Petition ("the report") posted on August 9 by the Santa Clara County Office of Education (SCCOE). This memorandum will assess the validity of some of the conclusions reached in the SCCOE report, while also comparing some more detailed enrollment demographics between the Bullis Charter School (BCS) and the Los Altos School District (LASD) than were shown in the SCCOE report. Finally, this memorandum will offer additional data and information to contextualize some of the conclusions reached by SCCOE's report.

Statistical Analysis and "Significance"

The SCCOE report makes numerous references to various enrollment levels and rates of enrollment change between BCS and LASD as having a "significant difference" based on p-values. However, little to no context is provided for how the z-scores and p-values used in the analysis were derived. Comparing two numbers absent some greater sample of which they are a part is less useful than considering those two numbers as part of a larger group, in order to assess not just how different the two values are from each other, but also how relatively different or similar they are from all of the other entities in the group.

As the most readily available data set, King collected the proportion of Hispanic/Latino enrollment in 2023-24 for each of the 33 school districts listed by the California Department of Education (CDE) on DataQuest within Santa Clara County. As SCCOE works throughout the County, this data set represents a valid comparison for both BCS and LASD to see how each of their levels of Hispanic/Latino enrollment statistically compares within the context of their County. With a mean level of Hispanic/Latino enrollment of 37.7% and a standard deviation of 23.813 across all County school districts, both LASD and BCS are similarly grouped as having much lower rates of Hispanic/Latino enrollment than most other school districts in Santa Clara County.

As shown, when considered in the full context of all Santa Clara County school districts, both BCS and LASD appear to have a low level of Hispanic/Latino enrollment, with both entities' level being more than a full standard deviation below the mean (z-scores). In other words, the two entities are much more similar to each other than they are to most of their neighbors. The table below summarizes the results of this analysis of all Santa Clara County school districts.

Entity	**Hispanic/Latino %**	Z-Score
BCS	4.1%	-1.410
LASD	9.6%	-1.179

Assigning a significance level and determining p-values can be done in multiple ways, and the determination of "significance" needs to be defined in advance of the analysis. All interested parties should agree on what a valid significance level should be and what the context for the analysis is before determining what represents "significant" findings.

Comparison of BCS and LASD student data

Even when only comparing BCS and LASD with no greater context, there is room for greater detail that creates insight for the comparisons. While SCCOE's reported enrollments of BCS and LASD student data from 2016-17 through 2023-24 is accurate, the report continues to compare BCS with the entire student population of LASD and neglects to demonstrate how closely BCS enrollments align with some LASD schools. As the SCCOE report acknowledges BCS's significant growth in English Learner (EL) students and the fact that there is no significant difference between the proportion of EL students at BCS and LASD, this category will not be reviewed in this analysis. In the other three categories analyzed in the report, however, being Hispanic/Latino students, socioeconomically disadvantaged (SED) students, and students with disabilities (SWD), it is important to contextualize the analysis across all LASD schools.

In reviewing 2023-24 enrollment data, with LASD enrollments split out by individual school, it becomes apparent that BCS enrollment of Hispanic/Latino students is increasingly becoming more within the range demonstrated by all LASD schools. In 2022-23, the proportion of BCS enrollment of Hispanic/Latino students was equal to the LASD school with the lowest rate of Hispanic/Latino enrollment within the District. In 2023-24, however, the rate of Hispanic/Latino enrollment at BCS was higher than two LASD schools. This is significant data that represents the extent to which BCS enrollment of Hispanic/Latino students compares favorably to other LASD schools, and the SCCOE

report that relies entirely on LASD District-wide numbers masks the extent to which other LASD schools increasingly resemble BCS in terms of Hispanic/Latino enrollment.

Enrollment of SED and SWD populations display similar trends from 2022-23 to 2023-24. In 2022-23, BCS enrollment of SED students ranked below all LASD schools, while the SWD proportion at BCS was tied with the lowest LASD school. In 2023-24, the proportion of SED enrollment at BCS, per the 2023 California School Dashboard, is higher than one LASD school. The rate of enrollment of SWD at BCS in 2023 was also higher than a school at LASD. As with the Hispanic/Latino populations, the reporting only of LASD District-wide rates masks the extent to which BCS enrollment is increasingly within the range that LASD schools are demonstrating.

Comparison of BCS and LASD general population Census data

In addition to the breakout of student enrollment trends on a more detailed school level for LASD, King believes it is also relevant to review demographic trends in the general population residing within LASD. The proportion of Hispanic/Latino population among all residents of LASD was measured at 6% during the 2020 decennial Census, and 7.5% if only the population under 18 years was considered. These measures dropped according to the most recently published 2022 estimates from the Census' American Community Survey, to 5.2% of the entire LASD population being Hispanic/Latino, and 6% of the population under 18 years of age. While these estimates are not as accurate as a full count decennial Census, they still indicate that the general Hispanic/Latino population residing with LASD is decreasing.

This will be an increasingly important trend to monitor if the success of BCS enrollment policies is measured at least in part by the raw number and proportion of Hispanic/Latino students, if there are fewer such students residing within the school district where BCS is located. Since BCS cannot directly use race/ethnicity as a priority enrollment consideration, and if the local students who do have priorities are increasingly less likely to be Hispanic/Latino, it may become increasingly difficult for BCS to show growth in Hispanic/Latino enrollment. This factor should be carefully considered by the SCCOE and the County Board, as an unreasonable expectation might be set if divorced from wider population and demographic trends.

KING

Informational Overview

Primary Contact:
Nicolene Shalita
Operations
nicolene@kinginc.com
916-706-3538

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Business Information

Company name:
JM King Consulting DBA King Consulting

Address:
2901 35th St., Sacramento, CA 95817

Telephone:
916-706-3538

Fax:
N/A

Website:
www.kinginc.com

Name and email of main contact:
Jamie King-Iseman, jamie@kinginc.com

Federal tax I.D. number:
46-0601254

License information including number and expiration date:
N/A

Business structure:
S Corporation

A brief description and history of the firm:
King Consulting was established in 1997 by President Jamie King-Iseman as a comprehensive school facilities consulting firm, and has assisted hundreds of school districts throughout California and the nation. Everyone at King loves what they do and channels their enthusiasm into producing the highest quality work for our clients. King offers a wide array of consulting services in Demographics, Financial Services, and Facilities Planning.

Number of employees:
8

Number of current projects and present workload and where possible, projected workload for the period in question, for those individuals proposed to work the District's project:
King Consulting has 105 current clients for whom we provide ongoing School Facility Funding support and strategy. Our present and projected workload allows the time and commitment provide the same high level of service for your District. Due to the size of our small firm and emphasis on personal attention to our client's needs, we believe we are unique to school facility planning and funding consulting. Our firm's commitment to establishing a collaborative working relationship with school district personnel, as well as timely and cost-effective delivery of services, allows us to provide planning and funding strategies and services in a cost effective and timely manner that meets your District's specific needs.

Location of office where the bulk of services solicited will be performed:
2901 35th St. Sacramento, CA 95817

Proof of Errors and Omission insurance and coverage amounts:
Available upon request

Litigation History:
King Consulting has no history of litigation, arbitration or negotiated settlements. We have never been involved with a civil judgment or criminal conviction for false claims, fraud, or other matters involving lack of trustworthiness or honesty. Neither King Consulting or any employee of King Consulting is a party to an existing dispute with an owner, owner's representative, or contractor.

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Experience and Qualifications

King Consulting is an established and recognized school facility planning firm. We offer a wide array of services to assist school districts of all sizes across California and the nation with their school planning needs and funding opportunities.

Our work includes the completion of long-range master plans, boundary studies, demographic studies, enrollment projection studies, developer fee justification studies (both Level I and Level II), developer mitigation, and State/Local/Federal eligibility and funding applications. For the past 25 years, King Consulting has worked with clients throughout California and the nation.

Our professional, enthusiastic staff has over 80 years of combined experience. We are a small firm, with only highly experienced staff who excel in their specific areas of expertise. Our combined experience has resulted in our firm's ability to adhere to timelines and organize projects so that the client's needs are exceedingly met. While we specialize in managing and summarizing complex data analyses, we pride ourselves on our unique ability to disseminate the information to our clients and their stakeholders. We are always excited for the opportunity to meet in person or over the phone to clearly explain anything needed to our clients' staff, school board, and community. Our clients receive information within a broader context that includes full narrative explanations that school district staff and school board members repeatedly reference throughout the year.

While we excel in all areas of school facility planning, we are most proud of the lasting relationships we form with our clients. We care about our school districts, and we get to know them intimately through the course of our work. For this reason, so many of our clients work with us year after year. King Consulting digs deeper and tries harder in every aspect of our work because we become personally invested in the districts with whom we work.

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Who we are

King is a small, focused team of industry professionals with real-world experience.

We are master demographers, education professionals, and funding experts who know how school districts operate and what is needed to create success for communities and their children.

We are all about relationships: with our clients who become like family, with the Local/State/Federal agencies that are critical to all the services we provide, and with our industry partners that are working toward the goal of safe, inspired learning environments for all children.

We give clients our dedicated attention and understanding, and above all, we fiercely believe in equal access to education for all children.

This core belief resonates in the manner in which we run our firm and how we connect with our clients.

Say hello to your team



Jamie King-Iseman
President & CEO



Cheryl King
Vice President of Philanthropy



Rob Murray
Director of Demographics



Evelyn Shafer-King
Senior Funding Associate



April Thompson
Senior Funding Associate



Jessika Morrison
Associate



Rachael Kirk
Funding Associate



Nicolene Shalita
Operations & Business Development

Documentary Record 002300

What we do



Discover and Plan

We know you don't get up every day to project populations and assess boundary mapping – that's our job.

- Comprehensive Demographic Analyses
- Enrollment Projections
- Resident Projections
- Facility Capacity Analysis
- Student Generation Studies
- Residential Development Impact Analyses
- Developer Mitigation Negotiations and Agreements
- Facility Master Plans
- Land Use Analyses
- Attendance Boundary Mapping
- Attendance Boundary Adjustments, Including School Closures
- Trustee/Voting Area Mapping and Analyses



Get Funding

We support your school district and the community it serves by aligning facility planning to available funding, and then securing that funding.

- State School Facility Program
- Eligibility
- Appeals
- Funding Strategy
- Developer Fee Justification Studies
- Developer Fee Reporting
- Facility Use Cost Recovery
- Joint-Use
- State Water Resource Control Board
- Federal Emergency Management Agency



Build Your Future

School Facilities hold so much potential; the environment your staff, students, and teachers create within these walls fuels the next generation.

- State School Facility Program Application Support
- California Department of Education Site and Plan Approval
- DSA Closeout
- Deferred Maintenance Planning
- Audit, Expenditure and Reporting Requirements

Documentary Record 002301



Rob Murray

Director of Demographics
2901 35th St. Sacramento, CA 95817
rob@kinginc.com · 916-706-3538

Education

Master of Science, Geography
Pennsylvania State University, 2005

Bachelor of Science, Geography
Arizona State University, 2003

Skills

- Accurately projects future student enrollments and resident distribution throughout a school district
- Creates maps and conducts spatial analysis for a wide range of public schools related data
- Generates school boundary scenarios for school districts adding or consolidating schools
- Drafts comprehensive reports summarizing the demographics, enrollment projections, or other work performed for a school district
- Guides school districts through the process of creating and adjusting trustee election areas in accordance with elections code and the California Voting Right Act
- Establishes or updates eligibility

Professional Summary

Rob provides services to assist public school districts with demographics, spatial analysis, enrollment projections, boundary adjustments, State School Facility Program eligibility calculations, and other analyses in order to maximize district State funding for capital facilities planning.

Experience

Director of Demographics & Planning

2014-present | King Consulting, Inc., Sacramento, CA

Works with public school districts throughout California and the nation to provide services for projecting student population and enrollments, analysis of current facilities and needs, and spatial analysis and mapping work, including school boundary analysis and adjustment. For California Districts, calculate eligibility and estimate funding from the School Facility Program to maximize local District funds.

Planning Analyst

2011-2014 | San Juan Unified School District, Carmichael, CA

Worked with District staff, cabinet, and Board of Education to conduct analysis and create deliverables and presentations of student populations, facilities, and enrollment projections and trends. Managed documentation for charter school housing, utility easements, facility use fees, and developer fees.

Documentary Record 002302



Jamie King-Iseman

President

2901 35th St. Sacramento, CA 95817

jamie@kinginc.com · 916-706-3538

Education

Master of Science, Geography
University of South Carolina, 2001

Bachelor of Science, Geography
Sacramento State University, 1999

Skills

- Creative and strategic funding and facility planning.
- Unique ability to disseminate complex information to Board, community members, and committees.
- Develops close and long-lasting relationships with clients, State agents, and industry partners.

Professional Summary

Jamie has over 26 years of experience assisting school districts with capital facility planning needs. Over the course of her career she has secured over $1 billion dollars in Local, State, and Federal capital outlay funds for public schools in California. Through regular interaction with relevant public agencies, a strong presence in Sacramento, and involvement with organizations that support school districts such as CASH, CASBO, and SSDA, she continues to advance her knowledge and has developed invaluable relationships with these stakeholders and other leaders in the industry. As the President and Co-Founder of King Consulting, she's determined to discover new opportunities and funding for her clients and firmly believes all children deserve the opportunity to learn in safe and effective learning environments. These core values in conjunction with Jamie's extensive experience make her uniquely qualified to support school districts in their strategic planning efforts.

Experience

President

1998-present | King Consulting, Inc., Sacramento, CA

Work closely with District staff, project managers, architects, and other stakeholders to secure State School Facility Program funding and prepare Strategic Funding Plans for California school districts. Prepare and assist school districts with State Allocation Board Appeals. Prepare Developer Fee Studies and School Facilities Needs Analysis. Assist and support school district with Developer Mitigation, including the preparation of Development Impact Reports and Facility Master Plans. Prepare Demographic Analyses, including the preparation of enrollment projections, capacity analysis, spatial analysis, and facility options.

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Our Clients

Alameda
Castro Valley USD
Pleasanton USD

Butte
Butte County Office of Education
Chico Area Recreation & Park District
Chico USD
Durham USD
Inspire School of Arts and Sciences
Oroville City ESD
Palermo Union SD
Paradise USD

Colusa
Colusa USD
Maxwell USD
Pierce Joint USD

Contra Costa
Mount Diablo USD
Walnut Creek ESD

El Dorado
Latrobe SD
Placerville Union SD

Fresno
Fowler USD
Kerman USD
Kingsburg Joint UHSD
Washington USD

Glenn
Hamilton USD
Orland Joint USD

Humboldt
Arcata School District
Eureka City Schools
Ferndale USD
Peninsula ESD
Rio Dell ESD

Imperial
Imperial USD

Lake
Konocti USD
Middletown USD

Humboldt
Arcata School District
Eureka City Schools
Ferndale USD
Peninsula ESD
Rio Dell ESD

Imperial
Imperial USD

Lake
Konocti USD
Middletown USD

Lassen
Johnstonville ESD
Richmond ESD
Shaffer Union ESD

Los Angeles
Arcadia USD
Beverly Hills USD
Da Vinci Charter
Downey USD
El Rancho USD
El Segundo USD
Lancaster Elementary SD
Paramount USD
Wiseburn USD

Marin
Miller Creek ESD
Novato USD
San Rafael City SD
Sausalito-Marin City SD
Tamalpais UHSD

Mendocino
Leggett Valley USD
Ukiah USD

Merced
Hilmar USD

Monterey
Graves ESD

Napa
Calistoga Joint USD
Napa Valley USD
St. Helena USD

Orange
Capistrano USD
Centralia ESD
Santa Ana USD

Placer
Ackerman Charter SD
Loomis Union SD

Sacramento
Elverta Joint USD
Natomas Charter
Natomas USD
River Delta Joint USD
Westlake Charter

San Bernardino
Adelanto ESD
Ontario-Montclair USD

San Diego
Carlsbad USD
Chula Vista ESD
Encinitas Union SD
Lemon Grove SD
San Ysidro ESD
South Bay Union SD

San Luis Obispo
Cayucos ESD
Lucia Mar USD
San Luis Coastal USD
Templeton USD

San Mateo
Hillsborough City USD
Jefferson UHSD
La Honda-Pescadero USD
Pacifica SD
Portola Valley ESD
San Bruno Park ESD

San Mateo
San Mateo UHSD

Santa Barbara
Buellton Union SD

Santa Clara
Los Gatos-Saratoga UHSD
Mountain View Los Altos HSD
Mountain View Whisman ESD
Union ESD

Solano
Vallejo City USD

Sonoma
Cloverdale USD
Cotati Rohnert Park USD
Old Adobe Union
Piner-Olivet Union SD
Santa Rosa City Schools
West Sonoma County UHSD
Windsor USD

Sutter
East Nicolaus Joint UHSD
Nuestro ESD
Yuba City USD

Tehama
Red Bluff Union SD

Ventura
Hueneme ESD

Yolo
Woodland Joint USD

Yuba
Marysville Joint USD
Plumas Lake ESD
Wheatland School District
Wheatland UHSD

Documentary Record 002304

Agenda Item Details

Meeting	Aug 26, 2024 - Regular Board Agenda (#2446)
Category	7. ACTION: DECISION BULLIS CHARTER SCHOOL - At or after 7:30p.m.
Subject	A. Request for Action/Decision on the Renewal Petition Submitted by Bullis Charter School
Access	Public
Type	Action, Information
Fiscal Impact	No
Budgeted	No
Goals	Santa Clara County Office of Education Goal #1 Santa Clara County Office of Education Goal #2

Public Content

Administrator
Mary Ann Dewan, Ph.D., County Superintendent of Schools
Mefula Fairley, Executive Director, Charter Schools Department

Background and Renewal Charter Analysis
The Charter Schools Department of the Santa Clara County Office of Education (County Office of Education or SCCOE) received a renewal charter petition (Renewal Petition or Charter), from Bullis Charter School (Bullis) on June 3, 2024. The length of a renewal and the applicable standards are dependent on the charter school's categorization as high, middle, or low performing or as a Dashboard Alternative Status School pursuant to *Education Code* (*EC*) Sections 47607 and 47607.2 The California Department of Education (CDE) has designated, pursuant to criteria in *EC* Section 47607(c), that Bullis is in the high performing category for purposes of this renewal. As a high performing charter school, if the Santa Clara County Board of Education (SCCBOE or County Board of Education) renews the Charter, the renewal term will begin on July 1, 2025, and may be for a term of five to seven years. Renewals of district appeal charters are governed by the standards and criteria set forth in *EC* Sections 47605, 47607 and 47607.2.

The complete renewal Petition is attached to the agenda and is also available for review at: https://www.sccoe.org/supoffice/charter-schools-office/Pending/Bullis_Renewal_Petition.pdf

Pursuant to *EC* Sections 47605 and 47607, the SCCBOE timely held a public hearing on the renewal Charter on July 17, 2024, and action on Bullis' renewal Charter is included on the SCCBOE's agenda for a meeting on August 26, 2024, within the 90-day time period for action.

Pursuant to the Charter Schools Act, specifically the renewal standards and requirements applicable to high performance tier charter schools as set forth in *EC* Section 47607 and 47605, SCCOE Staff reviewed, analyzed, and made recommendations and recommended findings on Bullis' request that the SCCBOE renew its Charter. On August 9, 2024, more than 15 days prior to SCCBOE's action on the renewal request, SCCOE published those recommendations and recommended findings on the SCCOE website in the form of a Staff Analysis and Proposed Findings of Fact Regarding Review of Bullis Charter School District Appeal Renewal Petition ("Staff Analysis") and a proposed Board Resolution Conditionally Approving for the period of July 1, 2025, through June 30, 2030, the Charter Renewal for Bullis Charter School, and, Alternatively, Making Written Factual Findings Supporting Denial and Denying the Bullis Charter School Charter Renewal if the Conditions Are Not Met ("Proposed Resolution"). On the same date, the County Board was provided a copy of the Staff Analysis and the Proposed Resolution and SCCOE provided Bullis the link to those published documents. The Staff Analysis and Proposed Resolution are attached to the agenda and are also available for review at https://www.sccoe.org/supoffice/charter-schools-

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office/Documents/BCS%20Staff%20Report%20Analysis%20and%20Findings.pdf
and https://www.sccoe.org/supoffice/charter-schools-office/Documents/Resolution%20Conditionally%20Approving%20Bullis%20Renewal.pdf

The Charter Schools Act provides that any charter, including that of a high performing charter school, may be denied renewal pursuant to the standards and procedures in *EC* Section 47607(e), including upon a finding that the school is not serving all pupils who wish to attend. The chartering authority must provide at least 30 days' notice to the charter school of the alleged violation and provide the school a reasonable opportunity to cure the violation, including a corrective action plan proposed by the charter school. The chartering authority may then only deny renewal on this basis if it finds either:

- The corrective action proposed by the charter school has been unsuccessful or
- The violations are sufficiently severe and pervasive as to render a corrective action plan unviable.

(*EC* Section 47607(e).)

As detailed in the Staff Analysis, Bullis was provided notice and a reasonable opportunity to cure, including submission and implementation of a corrective action plan, pursuant to this provision, on the basis that Bullis is not serving all students who wish to attend (via a "Notice" and "Reaffirmation"). SCCOE/SCCBOE's compliance with these procedural requirements, Bullis' responses, and SCCOE's analysis and recommendations and recommended findings concerning this cause for denial of charter renewal, including an analysis of whether Bullis' corrective action plan has been unsuccessful or unviable, are detailed, along with the supporting evidence, in the Staff Analysis.

SCCOE, Bullis, and the Bullis-Purisima Elementary School, a non-profit corporation, which governs Bullis, entered into a memorandum of understanding in 2018, and then replaced that memorandum of understanding in 2019 with a First Amended Memorandum of Understanding (First Amended MOU). By its terms, this First Amended MOU "shall continue in full force and effect during the period of any renewal granted by the SCCBOE or during the pendency of an appeal of a denial of a renewal request unless and until such time as the Parties enter into a replacement MOU or specifically agree in writing that the [First Amended MOU] is terminated." The First Amended MOU governs the respective fiscal, operational, administrative responsibilities, legal relationships, and other matters not otherwise fully addressed or resolved by the terms of the current charter or the Renewal Petition, pending any further direction or recommendations by the SCCBOE, including SCCBOE's adoption of the SCCOE's recommendations and recommended findings. By its terms, the First Amended MOU is incorporated into the Renewal Petition by reference, therefore, its terms supplement the Renewal Petition submitted by Bullis and were considered as part of SCCOE's analysis of the Renewal Petition and continue to bind the Parties unless and until revised or replaced by mutual agreement of the Parties.

SCCOE has provided Bullis an updated memorandum of understanding (MOU) that is consistent with changes to law since entering into the First Amended MOU, reflects SCCOE's current best practices, and accurately describes the manner in which Bullis operates as a school of SCCOE for purposes of compliance with the Individuals with Disabilities Education Act (IDEA), among other updates. The Renewal Petition specifies Bullis' intent to enter into an updated memorandum of understanding, so if the SCCBOE renews the Charter, SCCOE will continue to work with Bullis on finalizing the MOU.

Requested Action

The SCCOE Staff reviewed Bullis' Renewal Petition, in conjunction with Bullis' Responses to the Notice and Reaffirmation, including its corrective action plan in responses to the Notice and Reaffirmation, and assessed the effectiveness of Bullis' corrective action plan in response to the Notice and Reaffirmation, utilizing the criteria for charter renewal set forth in *EC* Sections 47605 and 47607.

The SCCOE Staff recommends the SCCBOE conditionally approve the request for renewal of the Charter for a term of five years (July 1, 2025-June 30, 2030) on the condition that Bullis Charter School, The Bullis-Purissima Elementary School, and SCCOE enter into an MOU and/or addendum to the MOU on or before December 6, 2024, or such later deadline as may be agreed to by the County Superintendent or designee, that includes all the provisions listed below, as well as any additional conditions or requirements identified by the SCCBOE, and adopt the Board Resolution Conditionally Approving for the period of July 1, 2025, through June 30, 2030, the Charter Renewal for Bullis Charter School, and, Alternatively, Making Written Factual Findings Supporting Denial and Denying the Bullis Charter School Charter Renewal if the Conditions Are Not Met.

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The MOU and/or addendum thereto shall address all of the following requirements on terms acceptable to the County Superintendent:

1. Bullis shall address/remediate each of the items identified as "requiring" remediation/correction/updating and/or identified as a condition of renewal in the Staff Analysis and Recommended Findings of Fact.

2. Bullis will continue its efforts in accordance with its Enrollment Action Plan/plan to address the issue of serving all students who wish to attend, as the same may be updated from time to time, to ensure equitable access to attendance at Bullis and to increase its enrollment of historically underserved student groups who are underrepresented at Bullis as compared to LASD.

3. Bullis shall announce the number of openings at each grade level ***prior*** to commencing the open enrollment period each year in order to avoid the possibility or perception that the number of openings is affected based on who applied (e.g. how many students are in each preference group and/or the number of in-District versus out-of-District applicants). If the number of openings would result in an overall decrease in enrollment spaces from the prior year, Bullis shall explain in writing to SCCOE the reason for the enrollment reduction. After that announcement, Bullis may increase the number of openings in any grade level but may not decrease the number of seats at any grade level for that open enrollment and lottery period. Bullis shall inform SCCOE should it increase the number of openings after the original announcement, including providing a written explanation as to the basis for the increase.

4. Bullis shall unequivocally commit to offer students each of the announced open seats at each grade level, in the order drawn in the lottery (in accordance with all requirements as described in the portion of the staff analysis addressing the Admissions Policies and Procedures element of the Charter) until all such openings have been filled and/or there are no more applicants for the seat(s).

5. Bullis' updated corrective action plan shall include metrics for measuring the success/effectiveness of the plan and its components. This section of the plan will include the following information, which may be summarized in a table:

    a. Identified Metric – measures that will provide actionable data related to enrollment
    (e.g., Students who are socioeconomically disadvantaged)

    b. Methodology – how the metric will be measured to ensure valid and reliable results
    (e.g., Number/Percent of students who are socioeconomically disadvantaged who enrolled in the last open enrollment period)

    c. Data Source – the origin of the data (i.e., from where will the data come)
    (e.g., School's student data system)

    d. Baseline Calculation – the initial, or starting, enrollment data
    (e.g., 3.71%)

    e. Annual target(s) and plan for achieving the target – where do you want the metric to be after implementing the Enrollment Action Plan for the current year. (Consider past trend and comparable growth rates)
    (e.g., 4.91%)

    f. Progress Monitoring – interim measures that will monitor progress toward annual target(s)
    (e.g., number of applications received in advance of lottery that qualify for the FRPM preference)

6. At least annually, Bullis shall review and audit the results of its open enrollment process, including an assessment of the effectiveness of the various components of the Enrollment Action Plan/plan to address the issue of serving all students who wish to attend. The assessment shall not simply assume that the plan is or is not working as a whole based on who enrolled, but it shall include a more specific analysis of facts and factors indicating effectiveness. Bullis shall provide SCCOE a written report of this analysis and any changes/updates to its plan by April 1 each year.

7. Bullis shall annually provide SCCOE a report (including a data file setting forth the backup data) within 10 days of each public random drawing for admission (lottery) setting forth the results of the

Documentary Record 002307

lottery, including at least the information below. Bullis shall provide an update to this report within 10 days following Census Day each year:

a. How many openings at each grade level were announced prior to commencement of the open enrollment period (and an update if Bullis subsequently increased that number).

b. How many applicants there were for each grade level, disaggregated by preference group.

c. How many applicants were initially offered admission from each preference group at each grade level based on the original lottery results.

d. How many applicants were subsequently offered admission from each preference group at each grade level based on their position on the waitlist because the applicant(s) before them declined enrollment.

e. How many applicants from each preference group are on the wait list for each grade level.

f. In the post-Census Day update, how many students from each preference group at each grade level enrolled at and are attending Bullis.

Bullis is also strongly encouraged to work cooperatively with SCCOE to address through the MOU or an addendum to the MOU, the other issues and recommendations noted by SCCOE Staff in the Staff Analysis.

Item Process
Pursuant to *EC* 47605(b), Bullis shall have equivalent time and procedures to present evidence and testimony to respond to the Staff recommendations and recommended findings.

- The Board will hear an opening statement from staff who will be given 15 minutes.
- Bullis will be given 15 minutes to present.
- Los Altos School District (LASD) will be given 15 minutes to present.
- The Board will hear public comment. Per Board Bylaw 9323, public comments on this item will be 20 minutes, unless extended in accordance with the BB 9323 which states that with County Board consent, the County Board President may increase or decrease the time allowed for public presentation, depending on the topic and the number of persons wishing to be heard. The County Board President may take a poll of speakers for or against a particular issue and may ask that additional persons speak only if they have something new to add. Speakers will be limited to one minute (speakers utilizing a translator shall have two minutes). Speakers shall direct their comments to the Board and are urged to avoid repeating points made by previous speakers.
- Board members may ask clarifying questions.
- The Board will deliberate on this matter and act regarding the charter renewal petition from Bullis Charter School.

Student Impact
The Charter School Department provides oversight and monitoring for 21 County Board of Education authorized charter schools. Bullis currently serves approximately 1,000 students.

Through its reauthorization of charter schools, the SCCBOE seeks to affirm the right to a relevant and engaging education as stated in the Bill of Rights for Children and Youth Adults for Santa Clara County and support the Board's priority area of literacy and academic achievement. More information about SCCBOE-authorized charter schools can be found at https://www.sccoe.org/supoffice/charter-schools-office/Pages/Santa-Clara-County-Charter-Schools.aspx.

Bullis Charter School provided their response directly to the SCCBOE via email on Friday, August 23, 2024 at 7:35PM after the agenda was posted. The response is attached herein. Notation: As of 8:00AM on August 26, 2024, Bullis Charter Schools had not provided any materials for their presentation. This afternoon at

Documentary Record 002308

2:37 PM a powerpoint presentation was emailed to the Charter School Department Staff and subsequently added to this agenda item.

Bullis_Renewal_Petition.pdf (12,439 KB)

BCS Staff Report Analysis and Findings.pdf (34,316 KB)

Resolution Conditionally Approving Bullis Renewal.pdf (235 KB)

LASD Presentation to SCCBOE 8_26_24.pdf (820 KB)

Bullis Response to SCCOE Staff Report.pdf (2,483 KB)

Bullis Decision Hearing PowerPoint 8.26.24.pdf (11,671 KB)

8-27 Resolution Approving Bullis Renewal.pdf (279 KB)

8-27 Resolution Denying Bullis Charter School.pdf (438 KB)

Administrative Content

Motion & Voting

Motion #6: approve renewal with 5 years conditionally; ensuring no 10% cap; MOU to come back to the Board for approval in December 2024

Motion by Tara Sreekrishnan, second by Maimona Afzal Berta.
Final Resolution: Motion Carries
Yes: Tara Sreekrishnan, Maimona Afzal Berta, Raeena Lari, Don Rocha
No: Victoria Chon, Joseph Di Salvo, Grace Mah

Committed to serving, inspiring and promoting student and public school success

Documentary Record 002309

Comments on BCS Renewal Petition, Staff Report, and Proposed Resolution

August 26, 2024

LASD
Los Altos School District

Documentary Record 002310

Overview

- Key Staff Report Findings
- Unmet Obligations
- Summary

Documentary Record 002311

Key Findings

Multiple grounds for denial:

- **Failure to serve all students**: "The Charter School is not serving all students who wish to attend, and the corrective action plan proposed by the Charter School has been unsuccessful."

  (Proposed resolution, p.8)

- **Failure to submit an adequate renewal petition**: "The Charter School failed to update it['s] Charter 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/or as necessary to reflect the current program offered by the charter, as required pursuant to Education Code Section 47607(b) and (c)(2)(F)"

  (Proposed resolution, p.8)

Documentary Record 002312

Failure to Serve All Students: Fundraising

	Object 32: Bullis Historical Revenues[1]							
	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
LCFF Sources	6,133,176	6,653,144	7,348,616	8,588,885	8,890,956	9,262,474	10,285,814	10,748,971
Federal Revenues					113,993		208,739	108,160
Other State Revenue	326,356	321,997	409,244	244,309	357,327	299,601	1,121,669	2,018,083
Investment Income	4,434	5,103	5,786	6,415	3,562	1,869	2,598	
PPP loan forgiveness revenue					2,027,431			
Donations & Contributions	**3,683,577**	**3,735,000**	**3,929,189**	**4,618,668**	**3,211,186**	**4,906,000**	**4,213,684**	**5,504,500**
Parcel tax revenue							655,846	625,000
Local Revenue	172,501	596,978	1,042,450	807,350	679,473	1,177,188	716,328	1,330,122
Net assets released from restriction	63,721							
Total Revenues	**$ 10,383,765.00**	**$ 11,312,222.00**	**$ 12,735,285.00**	**$ 14,265,627.00**	**$ 15,283,928.00**	**$ 15,647,132.00**	**$ 17,204,678.00**	**$ 20,334,836.22**
% Donations & Contributions[2]	**35%**	**33%**	**31%**	**32%**	**21%**	**31%**	**24%**	**27%**

[1] Data Source: FY 2016-17 - 2022-23 is based on Financial Audit Reports. FY 2023-24 data is unaudited and based on Second Interim Report.

[2] Donations & Contributions/Total Revenues

(Staff Report p.40)

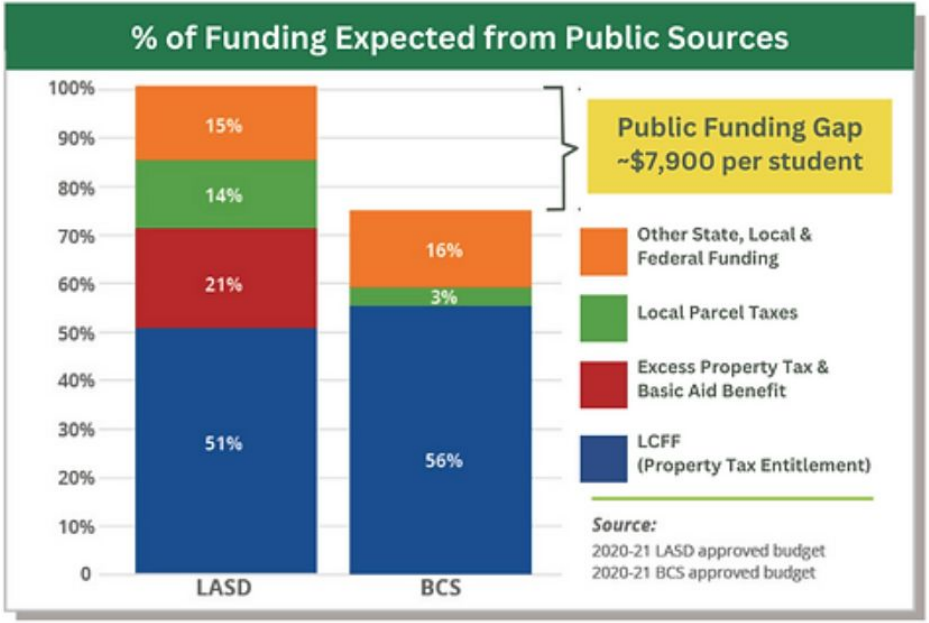
Documentary Record 002313

Failure to Serve All Students: Fundraising

"BCS receives public funding, however, those funds do not fully cover the expense of educating our students. {...} The BCS Foundation raises funds from generous parents and community members to cover this funding gap. Currently, the BCS Foundation supports approximately 30% of Bullis Charter School's operating budget through tax-deductible donations to our Annual Campaign.

Because of differences in funding formulas for public charter schools vs many traditional public schools, **Bullis Charter School experiences a *Public Funding Gap* of approximately $7,900 per student and this gap continues to grow."**

(Source: https://www.bcsfoundation.com/why-donate, emphasis in the original)

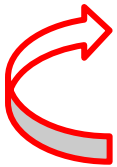


Documentary Record 002314

Failure to Serve All Students: FRPM Enrollment

"While CSD Staff recognizes the benefits of allowing families to enroll all of their children at the same school, CSD Staff believes that in the case of the proposed expansion of the sibling preferences at Bullis, that benefit is outweighed by the need for Bullis to expand enrollment opportunities to a larger number of historically underserved students. **CSD Staff recommends that the SCCBOE deny these proposed additional preferences for siblings of admitted (not current) students.**"

(Staff Report, p.23)



The Renewal Petition proposes to implement the following preferences 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.

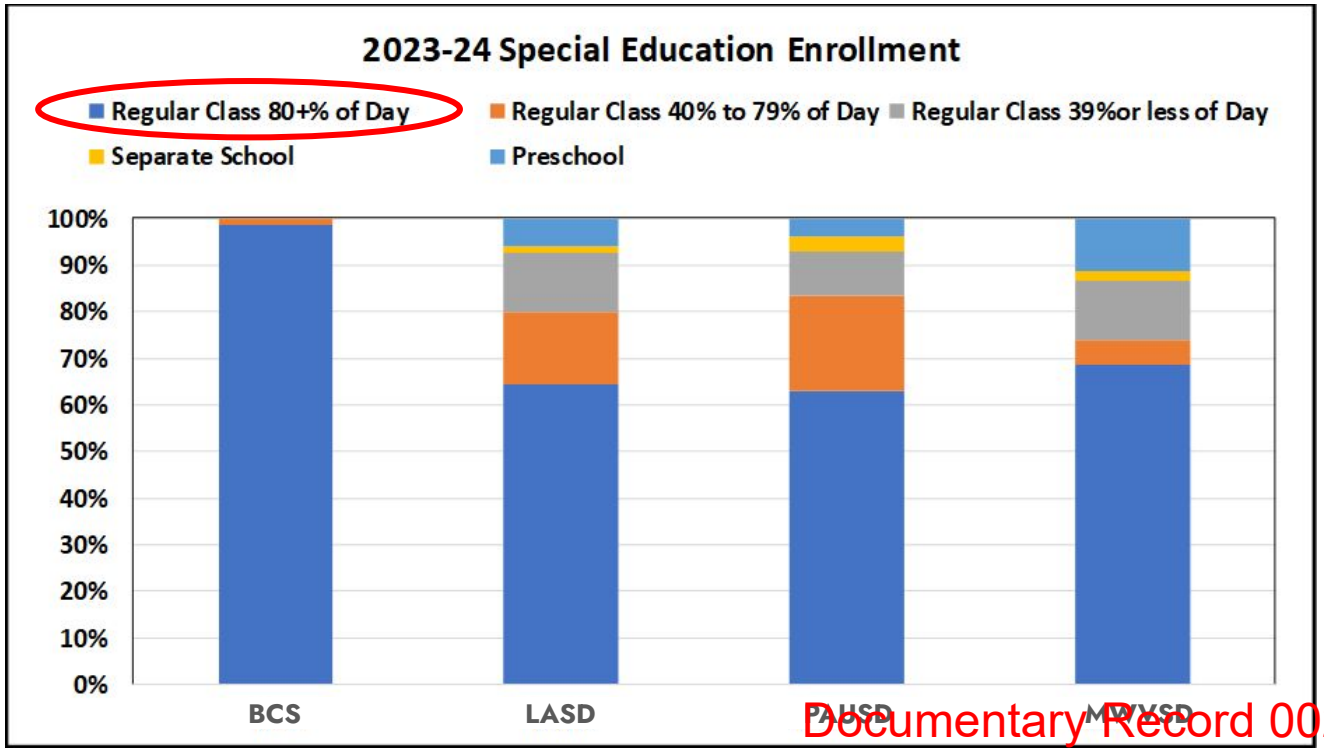
7. Children who qualify for free or reduced priced meals who reside outside the boundaries of the Los Altos School District but within California.

8. All other applicants who reside within California.

(Staff Report, p.31; Items 1 and 6 have had the bold text added, and item 5 has moved ahead of 6)

Documentary Record 002315

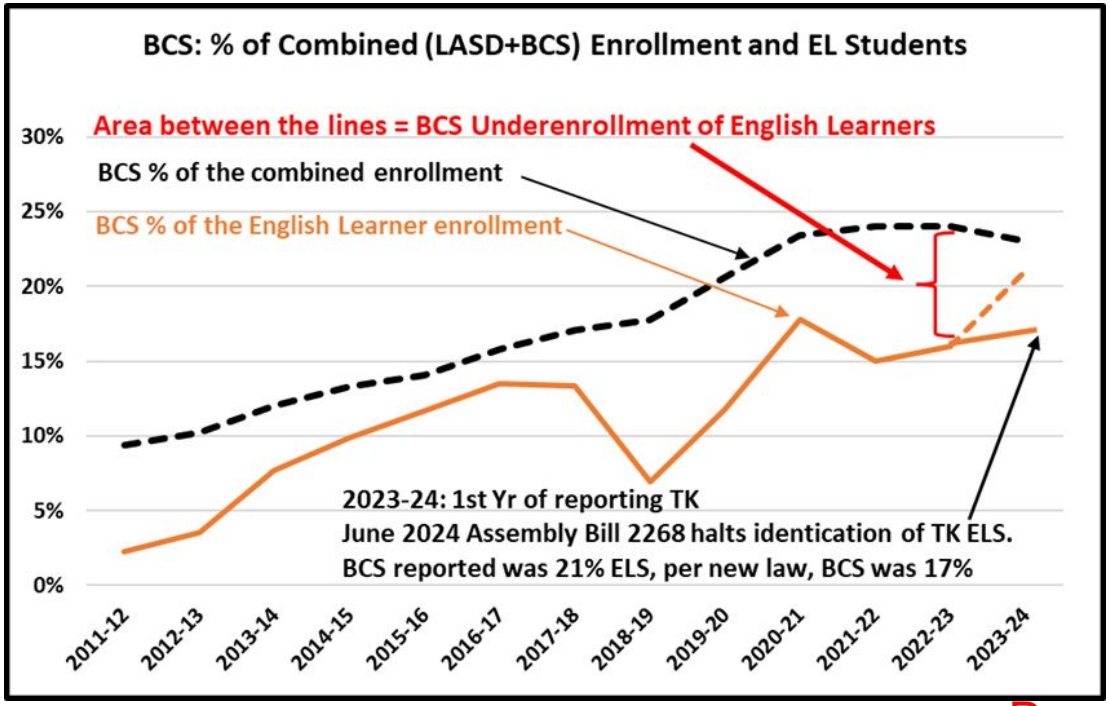
Failure to Serve All Students: Special Education



Documentary Record 002316

(Source: CDE DataQuest)

Failure to Serve All Students: English Learners



Grade	Total	English Learner (EL)
TK	40	25
KN	86	29
01	111	12
02	134	4
03	136	8
04	130	5
05	126	4
06	117	2
07	72	1
08	73	2

Documentary Record 002317

(Source: CDE DataQuest)

Key Findings: Failure to Serve All Students

"SCCOE has concerns about the baseline student satisfaction data in the 2024-27 LCAP. In goal 3, student satisfaction data demonstrates that **only 69% of elementary students and 58% of middle school students feel they belong at Bullis**. Also, while 74% of elementary students feel they are respected by teachers, only 48% feel respected by peers. In the middle school, 61% of students feel respected by teachers and 43% feel respected by peers."

(Staff Report, p.23)

Documentary Record 002318

Key Findings: Failure to Serve All Students

Academic Year	Total	Grade TK	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
2023-24	**1,025**	40	86	111	134	136	130	126	117	72	73
2022-23	**1,058**	0	126	128	129	135	130	132	109	86	83
2021-22	**1,067**	0	137	134	132	132	126	125	110	82	89
2020-21	**1,093**	0	153	131	123	132	130	130	102	97	95

(Source: CDE DataQuest)

Documentary Record 002319

Key Findings: Failure to Serve All Students

"Thus, based on the facts and evidence, including the data provided by CDE, **there continues to be underrepresentation of some historically underserved student groups at Bullis**, to a statistically significant degree when compared to LASD. In some areas there has not been statistically significant improvement over the course of the current charter term or since issuance of the initial Notice and submission of Bullis' corrective action plan in response thereto. Thus, **the corrective action plan has not yet been successful**."

(Staff Report, p.54)

Documentary Record 002320

Key Findings: Failure to Serve All Students

BCS has refused to include changes which might actually signal a desire to serve all students as well as the broader community, such as:

- Moving the admissions preference for in-district FRPL to the first position and removing the 10% cap
- Agreeing to occupy LASD's forthcoming new campus, with an admission preference for neighborhood students
- Capping enrollment until such time as they serve a student population comparable to LASD

Documentary Record 002321

Key Findings: Incomplete Renewal Petition

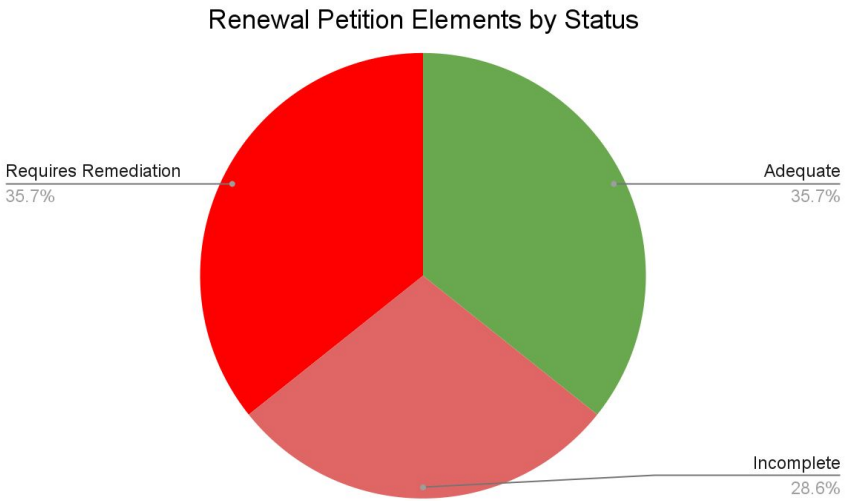
"a. **The Charter School presents an unsound educational program** for the students to be enrolled in the Charter School [Ed. Code § 47605(c)(1)]; **The Charter was not updated accurately** to describe the means by which the Charter School complies with the Individuals with Disabilities Education Act, as detailed in the incorporated Staff Report, Analysis & Findings.

b. **The renewal petition does not contain a reasonably comprehensive description of all of the required charter elements** [Ed. Code § 47605(c)(5)]. As detailed in the Staff Report, Analysis & Findings, regarding each of the items identified therein as "requiring" remediation/correction/updating and/or identified as a necessary condition of renewal, **multiple required charter elements in the renewal Charter were not properly updated** to include a reasonably comprehensive description of new requirements of law and/or to reflect the program currently offered at the Charter School. These elements include, but are not limited to, the required description of admissions policies and procedures and the governance structure, as set forth in the adopted and incorporated Staff Report, Analysis & Findings."

(Proposed Resolution, pp.8-9)

Documentary Record 002322

Key Findings: Incomplete Renewal Petition



A. Element One: Description of the Educational Program/Plan for Student Academic Achievement
B. Element Two: Measurable Student Outcomes
C. Element Three: Method by Which Pupil Progress in Meeting Outcomes will be Measured
D. Element Four: Governance Structure
E. Element Five: Employee Qualifications
F. Element Six: Health and Safety
G. Element Seven: Racial, Ethnic, English Learner, and Special Education Balance
H. Element Eight: Admissions Policies and Procedures
I. Element Nine: Financial Audit
J. Element Ten: Student Suspension/Expulsion Procedures
K. Element Eleven: Employee Retirement System
L. Element Twelve: Public School Attendance Alternatives
M. Element Thirteen: Description of the Rights of An Employee of the County Superintendent of Schools, Upon Leaving the Employment of the County Superintendent of Schools, to be Employed by the Charter School
N. Element Fourteen: Dispute Resolution
O. Element Fifteen: Closure Protocol

Documentary Record 002323

Key Findings: Incomplete Renewal Petition

"1. Addresses/remediates each of the items identified as "requiring" remediation/correction/updating and/or identified as a condition of renewal in the Staff Report, Analysis & Findings."

(Proposed Resolution, p.5)

Documentary Record 002324

Key Findings: Incomplete Renewal Petition

"Bullis is also **strongly encouraged** to work cooperatively with SCCOE to address through the MOU or an addendum to the MOU, the other issues and recommendations noted by SCCOE Staff in the Staff Report, Analysis & Findings."

(Proposed Resolution, p.7)

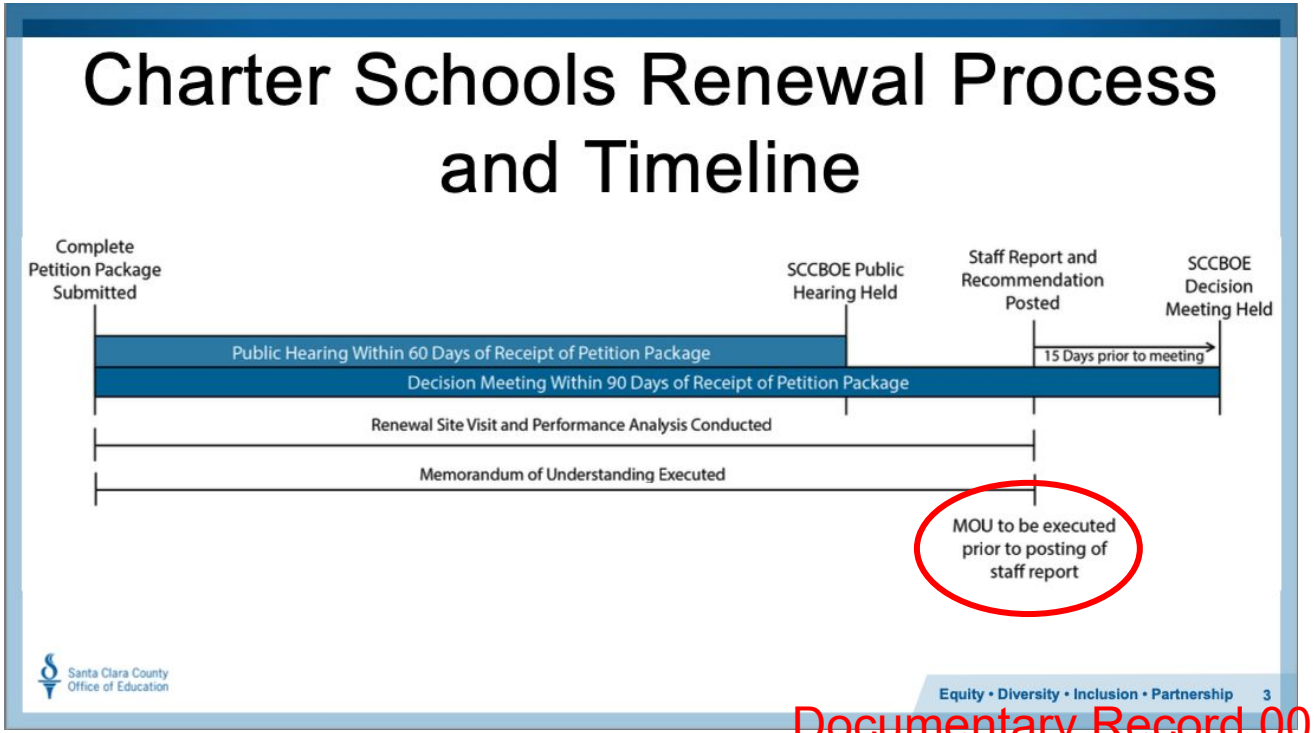
Documentary Record 002325

Unmet Obligations

- Missing MOU
- Incomplete Information
- Lack of Cooperation
- Lack of Transparency

Documentary Record 002326

Unmet Obligations: Missing MOU



Documentary Record 002327

(Charter Schools Department Staff Presentation 8/9/24)

Unmet Obligations: Incomplete Information

"It is the practice of the Charter Schools Department (CSD) to conduct interviews with Bullis' educational partners, including parents, students, staff, administration, and Bullis Board members. **The CSD decided to waive the interviews in this case due to the timing of Bullis' submission** of its Renewal Petition in the summer when school is not in session and access to Bullis' educational partners is limited"

(Staff Report, p.1)

"SCCOE requested [data regarding pupil enrollment patterns] and received it from CDE only on August 2, 2024, a mere **nine days before the deadline** for posting Staff's recommendations and recommended findings on Bullis' request for renewal, and 24 days before SCCBOE's action"

(Staff Report, p.45)

Documentary Record 002328

Unmet Obligations: Lack of Cooperation

"During the July 17, 2024, public hearing on the renewal Charter, members of the SCCBOE requested various information and documentation from Bullis, which Bullis' Executive Director Maureen Israel committed to provide. Beginning on the day following the public hearing, CSD Staff directed multiple requests to Ms. Israel seeking the promised information and documentation. Bullis' response was delayed, and Ms. Israel then responded that it was a busy time of year and would take Bullis some time to locate and provide the requested information."

"As such, **much of the information and documentation Ms. Israel committed during the public hearing to provide to the SCCBOE is not available for consideration as part of this Staff Analysis or to provide to the Board at this time**."

"CSD Staff also previously made multiple requests for demographic data regarding Bullis' 2024-25 enrollment. **Bullis repeatedly declined to provide this information during the pendency of the renewal request**"

(Staff Report, p.4)

Documentary Record 002329

Unmet Obligations: Lack of Transparency

"No later than 60 days after receiving a petition, in accordance with subdivision (a), the governing board of the school district **shall hold a public hearing on the provisions of the charter**, at which time the governing board of the school district shall consider the level of support for the petition by teachers employed by the school district, other employees of the school district, and parents. Following review of the petition and the public hearing, the governing board of the school district shall either grant or deny the charter within 90 days of receipt of the petition, provided, however, that the date may be extended by an additional 30 days if both parties agree to the extension. A petition is deemed received by the governing board of the school district for purposes of commencing the timelines described in this subdivision on the day the petitioner submits a petition to the district office, along with a signed certification that the petitioner deems the petition to be complete."

(California Ed. Code 47605(b))

Documentary Record 002330

Summary

"**The Charter School is not serving all students who wish to attend**, and the corrective action plan proposed by the Charter School has been unsuccessful."

"**The Charter School failed to update it['s] Charter** 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/or as necessary to reflect the current program offered by the charter, as required pursuant to Education Code Section 47607(b) and (c)(2)(F)"
(Proposed resolution, p.8)

"Throughout the current charter term, CSD Staff has found communications with Bullis and obtaining clear and direct responses to inquiries pertinent to SCCOE's oversight of Bullis to be challenging."

"**Bullis must understand and comply with its obligations** to provide information to SCCOE and allow SCCOE to conduct its oversight functions."
(Staff Report, p.4)

Documentary Record 002331



BCS 8.26.2024
High Track Renewal Petition

Documentary Record 002332


Documentary Record 002333


Documentary Record 002334

Criteria for High Track Renewal

The law says SCCBOE "**shall not deny** renewal" unless...

- Severe fiscal or governance factors

- Not serving all students who **wish** to attend
  - "...upon making such a finding, **specifically identify the evidence** supporting the finding"

Documentary Record 002335

Outreach and Engagement



- **Flyers/registration** packets distributed at local businesses, daycares, preschools, and door to door
- Visits and **info sessions** offered to daycares and nonprofit organizations such as HeadStart
- **Signage/Advertising** in local papers both in English and Spanish
- **Flyers/posters** in:
  - downtown Los Altos and Mountain View locations
  - Local libraries
  - Apartment building lobbies
  - Laundromats, car washes, grocery stores, food trucks, gas stations, etc.

Documentary Record 002336

Outreach and Engagement

- **Direct mail** postcards to Los Altos School District residents
- **Direct mail** postcard in **Spanish**, targeting North of El Camino ("NEC") neighborhoods in LASD
- Three **Parent Information Nights** in person and online, with translation provided
- 8+ **school tours** led by students, including an online option and translation services
- Enrollment/**Registration package** in English and Spanish
- Sessions to provide **1:1 support** to complete online enrollment form at school



Documentary Record 002337

Enrollment by Ethnicity	Bullis Charter 2022-23	Bullis Charter 2023-24	Los Altos Census 2020
African American	0.1%	0.2%	**0.6%**
American Indian or Alaska Native	0.1%	0.1%	**0.1%**
Asian	59.0%	61.9%	**35.2%**
Filipino	1.2%	1.4%	**n/a**
Hispanic or Latino	4.2%	4.5%	**4.9%**
Pacific Islander	0.2%	0.1%	**0.1%**
White	18.1%	16.6%	**52.6%**
Two or More Races	14.5%	12.9%	**5.7%**
Not Reported	2.6%	2.4%	**n/a**

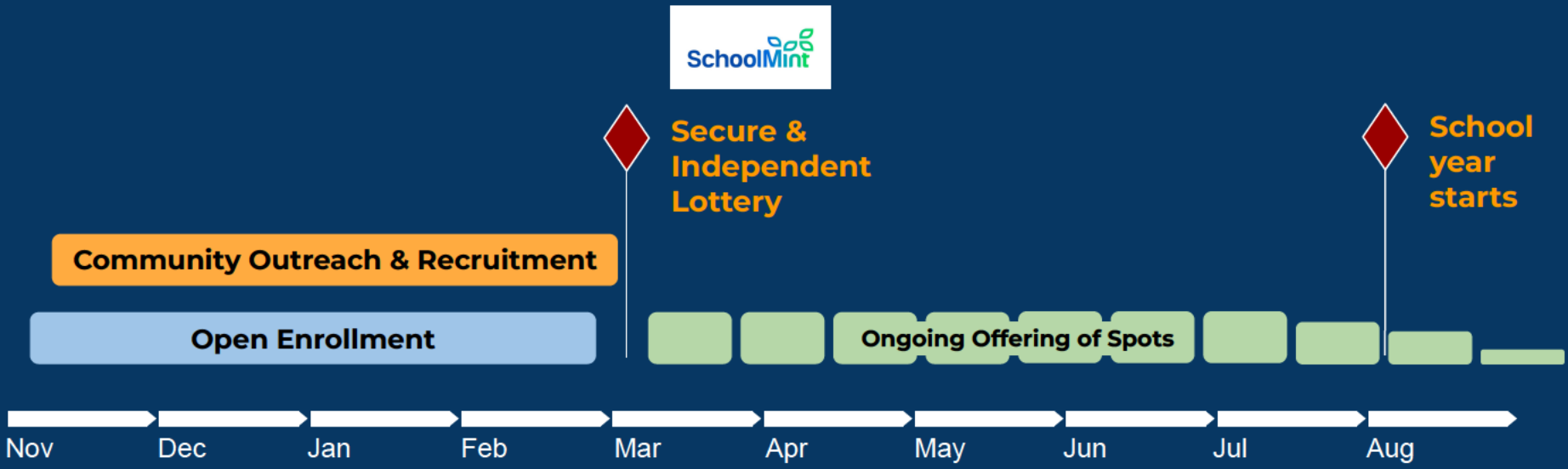
Demographics

EdCode 47605 requires schools to provide a "reasonably comprehensive **description**" of "[t]he means by which the school will achieve" a student population balance that "is **reflective of the general population residing within the territorial jurisdiction** of the school district to which the charter petition is submitted."

[1] Data shows percentage of ethnic groups as reported in DataQuest per 2022-2023 and 2023-24 school year / Census 2020.

Documentary Record 002338

General Lottery Process



Documentary Record 002339

Bullis Charter School

General Lottery Process

Information requested for <u>open enrollment</u>

- Childs name
- DOB
- Parents name(s)
- Home Address
- Verification of residence
- FRL form (optional)

SchoolMint

Secure & Independent Lottery

lottery run → spot offered → offer accepted

Information requested for <u>registration</u> AFTER offer accepted

- Ethnicity
- Home Language Survey
- Final FRL verification
- IEPs (if any)
- Previous School (if any)

Documentary Record 002340

Lottery Process

Bullis cannot ask or use ethnicity / race as an enrollment consideration. This is illegal.

It's troubling that SCCOE seeks to require an illegal act:
That Bullis increase the enrollment of one group (Hispanic)
to the exclusion of another (Asian)

Documentary Record 002341

Representation of Hispanic Families

The Hispanic/Latino general population residing in in our local district based on the 2020 census was **6%.** That drops to **5.2%** based on the 2022 census estimate[1].

The Hispanic population in Los Altos is decreasing.
Yet SCCOE staff want BCS to increase our Hispanic enrollment on penalty of revocation?

[1] JM King Consulting DBA "Demographic Data and Analysis Memorandum / Comparison of BCS and LASD general population census data".

Documentary Record 002342

Bullis Charter School

Representation of Hispanic Families

LASD School	# of Hispanic TK EL Students	# of Hispanic K EL Students
Almond	1	2
Loyola	0	1
Gardner/Bullis	0	0
Oak Avenue	0	0
Covington	0	1
Santa Rita	3	5
Springer	1	1

Data as per DataQuest per 2023-24 school year.

Documentary Record 002343

Representation of Hispanic Families

School	Total Number of Hispanic Students
Santa Rita	81
Egan	65
Almond	59
Bullis	**46**
Covington	28
Blach	28
Gardner Bullis	17
Oak Avenue	16
Loyola	15
Springer	14

Data as per DataQuest per 2023-24 school year.

Documentary Record 002344

Representation of FRL Families

School	% of FRL in 23-24
Santa Rita	18.3%
Almond	12.6%
Egan	9.7%
Springer	4.9%
Covington	4.4%
Bullis	**3.5%**
Blach	3.2%
Gardner Bullis	2.0%
Oak Avenue	3.0%
Loyola	2.6%

Data as per DataQuest per 2023-24 school year.

Documentary Record 002345

Representation of Special Education Families

School	% of Special Education Students
Blach	13.12%
Loyola	13.11%
Almond	11.2%
Santa Rita	11.17%
Covington	9.6%
Gardner Bullis	8.9%
Springer	8.65%
Bullis	**7.79%**
Oak Avenue	6.71%
Egan	5.0%

LASD has been flagged for significant disproportionality by the state. LASD falsely inflated its own data.

***Over 25% of the Hispanic/Latino students in LASD are identified as Special Education.**

Data as per DataQuest per 2023-24 school year.

Documentary Record 002346

Bullis Charter School

High Performing Charters are presumed to be fast-tracked for Approval

1. The legal presumption is Approval, except in the rarest of circumstances

   -An exception has never occurred!

   - There is no such thing as “conditional” approval for high-performing charters

2. There is no evidence of any exclusion whatsoever

   -It appears that SCCOE wants a reduction in Asian students instead

3. The demographics of the general population is the target– not of the LASD school district

Documentary Record 002347

Criteria for High Track Renewal

The law says SCCBOE "**shall not deny** renewal" unless...

- Severe fiscal or governance factors
- Not serving all students who **wish** to attend
  - "...upon making such a finding, **specifically identify the evidence** supporting the finding"

No specific evidence has been presented that Bullis is not serving any students who wish to attend.
To the contrary, all evidence demonstrates that Bullis is popular, serving all who wish to attend.

Documentary Record 002348

Lack of Evidence of Exclusion

Page 13 of the staff report states:

"Students who leave Bullis are **not students who appear to have been counseled out based on lower academic performance**, as the average DFS in academic assessments for students leaving Bullis or not returning to Bullis are higher than the students remaining at Bullis."

Documentary Record 002349

Lack of Evidence of Exclusion

Page 14 of the staff report states:

"Bullis' cumulative enrollment over the years shows a clear increase in Asian students, **stability in Hispanic/Latino** and a **decrease in White students**."

Documentary Record 002350

Lack of Evidence of Exclusion

Page 16 of the staff report states:

"The Stability Rate data below shows the percentage of students who remained at Bullis throughout each school year. Bullis' stability percentage is on average **97.6%**, therefore, **once a student is admitted to Bullis, that student stays at Bullis**. The stability rates averaged across student groups from 2017-18 through 2022-23 are also high: **EL is approximately 95.6%, SED is approximately 93.9%, and SWD is approximately 97.0%.."**

Documentary Record 002351

Renewal for BCS

The 2019 changes in law (AB 1505) established the Legislature's intent that high performing schools should **not** have extensive, time-consuming, expensive renewal evaluations. Rather, they "shall" be approved unless there are extreme fiscal problems or the school has a pattern of actually excluding real individuals.

None of that is present here.

Documentary Record 002352

Motion for Renewal

The County Board should be delighted that it authorizes one of the highest performing public schools of any kind in the entire state. There is no evidence that anyone has been excluded from enrollment at BCS.

The motion here should be:

"The CDE has determined that Bullis is a high-performing charter school entitled to the fast-track renewal process. I move that the SCCBOE approve the Bullis Charter School petition for renewal as presented, for a term of seven years."

Documentary Record 002353

SANTA CLARA COUNTY BOARD OF EDUCATION
1290 Ridder Park Drive
San Jose, California 95131

APPROVED on September 4, 2024
August 26, 2024
Regular Meeting #2446
San Jose Room
5:30 p.m.

1. SCCBOE CALL TO ORDER

President Berta called the meeting to order at approximately 5:30 p.m.

A. Livestream the Board Meeting: https://tinyurl.com/sccboardmeeting

B. Pledge of Allegiance

C. Roll Call (Including Action on Absences if Necessary)

Trustee(s) Present:
Grace Mah, Area 1
Tara Sreekrishnan, Area 2
Don Rocha, Area 3 (Vice President)
Joseph Di Salvo, Area 4
Victoria Chon, Area 5
Maimona Afzal Berta, Area 6 (President)
Raeena Lari, Area 7

Excused Absence:
Student Board Member De La Rosa Aguilera

D. Set the Agenda

MOTION #2446-1 by Trustee Chon and seconded by Trustee Di Salvo to set the agenda. Motion carried 6-1-0.

Motion carried with the following vote:
Yes: President Berta, Vice President Rocha, Trustees Chon, Di Salvo, Lari, and Mah
No: Trustee Sreekrishnan
Abstain: none
Absent: none

Documentary Record 002354

President Berta reviewed the livestream details for the August 26, 2024, Board meeting and explained where to call to listen to the meeting in Spanish or Vietnamese or view ASL interpretation.

2. PUBLIC COMMENTS OF PERSONS DESIRING TO ADDRESS THE SANTA CLARA COUNTY BOARD OF EDUCATION

There were 17 public comments.

3. CONSENT ACTION ITEMS

A. Request Approval of Consent Action Items as listed in Item #3 Consent Action Items

B. Request Approval of Minutes of Regular Board Meeting of August 7, 2024 (#2445)

MOTION #2446-2 by Vice President Rocha and seconded by Trustee Chon to approve Consent Action Items as listed in Item #3 Consent Action Items. Motion carried 7-0-0.

Motion carried with the following vote:
Yes: President Berta, Vice President Rocha, Trustees Chon, Di Salvo, Lari, Mah, and Sreekrishnan
No: none
Abstain: none
Absent: none

4. INFORMATION ITEMS

A. First Reading of Board Policy 1312.3 Uniform Complaint Procedures

Dr. Mary Ann Dewan, County Superintendent of Schools, presented an overview of proposed updates to Board Policy 1313.3 Uniform Complaint Procedures, which includes new language to reflect Assembly Bill 1078 (2023), Instructional Materials and Curricular Diversity. Trustee Mah requested additional information relating to the Assembly Bill and changes in the law. The Second Reading and adoption will be brought to the Board at the meeting on September 04, 2024.

B. First Reading of Board Policy 5132 Dress and Grooming

Documentary Record 002355

Dr. Dewan presented an overview of proposed updates to Board Policy 5132 Dress and Grooming, relating to changes in Education Code 212.1. The Second Reading and adoption will be brought to the Board at the meeting on September 04, 2024.

C. First Reading of BB 9150.1 Compensation for Student Board Members of the Santa Clara County Board of Education

Dr. Dewan presented an overview of proposed updates to Board Policy 9150.1 Compensation for Student Board Members of the Santa Clara County Board of Education, which provides updated language from Education Code 1090. Trustee Mah requested information relating to other County Boards and pay for Student Board Members. The Second Reading and adoption will be brought to the Board at the meeting on September 04, 2024.

D. Charter Schools Update

Mefula Fairley, Executive Director of the Charter Schools Department, provided an update on Charter School renewals, including:

- A renewal petition for Rocketship Sí Se Puede, which was received on August 20. The petition has been posted and the public hearing will take place on September 16.
- The public hearing on the renewal petition for Alpha: José Hernández which will take place on September 4.
- The two remaining renewal petitions, for Rocketship Alma and Rocketship Brilliant Minds, are expected to be submitted on September 3.

Executive Director Fairley also provided an update on Charter Schools start to the new school year and the upcoming annual back to school tour visits that will be conducted by the Charter Schools Department staff in September.

5. CLOSED SESSION

There were four (4) public comments.

The Board moved to a Closed Session at approximately 6:45 p.m. President Berta called Closed Session to order at approximately 7:00 p.m. and called roll. All Trustees were present.

A. Interdistrict Attendance Appeal Filed on Behalf of Student, Resident District; Lakeside Joint School District, Desired District: Loma Prieta Joint Union School District

B. County Superintendent Evaluation

Documentary Record 002356

C. Conference with Legal Counsel—Anticipated Litigation Consideration of whether to initiate litigation pursuant to Government Code Section 54956.9(d)(4): 1 case

D. Conference with Legal Counsel—Anticipated Litigation Significant Exposure to litigation pursuant to Government Code Section 54956.9(d)(2): 1 cases

6. OPEN SESSION (Immediately Following Closed Session)

A. Report of Actions Taken in Closed Session

The Board concluded Closed Session at 9:45 p.m. and returned to Open Session at 9:50 p.m.

President Berta reported that in the matter of 6A, the County Board voted to approve the interdistrict attendance appeal.

MOTION #2446-3 by Trustee Mah and seconded by Trustee Lari to approve the appeal based on factors one (1) and two (2) for length of time through grade 5. Motion carried 7-0-0.

Motion carried with the following vote:
Yes: President Berta, Vice President Rocha, Trustees Chon, Di Salvo, Lari, Mah, and Sreekrishnan
No: none
Abstain: none
Absent: none

President Berta reported that in the matter of 6B, the County Board took no reportable action.

President Berta reported that in the matter of 6C, the County Board took no reportable action.

President Berta reported that in the matter of 6D, the County Board took no reportable action.

7. ACTION: DECISION BULLIS CHARTER SCHOOL (at or after 7:30pm)

The Board heard an opening statement from Executive Director Mefula Fairley.

The Board heard a statement from Bullis Superintendent Maureen Israel and attorney John Lemmo.

Documentary Record 002357

The Board heard a statement from Los Altos School District Board President Bryan Johnson.

There were 20 public comments.

MOTION #2446-4(a) by Trustee Sreekrishnan and seconded by Vice President Rocha to adopt Staff's recommendations and approve of resolution as proposed by Staff, conditionally approving for a term of five (5) years, and alternatively denying Bullis Charter School's renewal Charter; with the addition that any changes to the conditions within the MOU come back to the Board for approval; and deny Bullis' request to add admissions preferences for siblings of students who are admitted to, rather than already attending, Bullis. Motion failed 3-4-0.

Yes: Vice President Rocha, Trustees Lari, and Sreekrishnan
No: President Berta, Trustees Chon, Di Salvo, and Mah
Abstain: none
Absent: none

MOTION #2446-4(b) by Trustee Di Salvo and seconded by Trustee Mah to approve Bullis Charter School's renewal Charter for a period of seven (7) years; denial of Bullis' request to add admissions preferences for siblings of students who are admitted to, rather than already attending, Bullis. Motion failed 3-4-0.

Yes: Trustees Di Salvo, Mah, and Sreekrishnan
No: President Berta, Vice President Rocha, Trustees Chon, and Lari
Abstain: none
Absent: none

MOTION #2446-4(c) by President Berta and seconded by Trustee Chon to deny Bullis Charter School's renewal Charter and adopt a resolution of denial; adopting Staff's recommended findings of denial and finding that Bullis Charter School's corrective action plan pursuant to Education Code Section 47607(e) has been unsuccessful, and rejecting the proposed conditional approval and conditions of approval. Motion failed 3-3-1.

Yes: President Berta, Vice President Rocha, and Trustee Chon
No: Trustees Di Salvo, Mah, and Sreekrishnan
Abstain: Trustee Lari
Absent: none

MOTION #2446-4(d) by Trustee Sreekrishnan and seconded by Vice President Rocha to adopt Staff's recommendations and approval of resolution as

Documentary Record 002358

proposed by Staff, conditionally approving for a term of five (5) years, and alternatively denying Bullis Charter School's renewal Charter; with the addition that any changes to the conditions within the MOU come back to the Board for approval at the December 2024 meeting. Motion failed 3-4-0.

Yes: Vice President Rocha, Trustees Sreekrishnan, and Lari
No: President Berta, Trustees Chon, Di Salvo, and Mah
Abstain: none
Absent: none

MOTION #2446-4(e) by Trustee Mah and seconded by Trustee Di Salvo to approve Bullis Charter School's renewal Charter for a period of five (5) years with no conditions. Motion failed 3-4-0.

Yes: Trustees Di Salvo, Mah, and Sreekrishnan
No: President Berta, Vice President Rocha, Trustees Chon, and Lari
Abstain: none
Absent: none

MOTION #2446-4(f) by Trustee Sreekrishnan and seconded by President Berta to adopt Staff's recommendations and approval of resolution as proposed by Staff, conditionally approving for a term of five (5) years, and alternatively denying Bullis Charter School's renewal Charter; with the addition that there be no 10% cap on the admissions preference for low-income students and MOU with conditions signed by Bullis come back to the Board for approval in December 2024. Motion carried. 4-3-0.

Yes: President Berta, Vice President Rocha, Trustees Lari, and Sreekrishnan
No: Trustees Chon, Di Salvo, and Mah
Abstain: none
Absent: none

8. ADJOURNMENT

The next Santa Clara County Board of Education regular meeting is scheduled for September 4, 2024.

MOTION #2446-5 by Trustee Chon and seconded by Vice President Rocha to adjourn the meeting. Motion carried 7-0-0. The meeting was adjourned at approximately 1:38 a.m.

Motion carried with the following vote:
Yes: President Berta, Vice President Rocha, Trustees Chon, Di Salvo, Lari, Mah, and Sreekrishnan

Documentary Record 002359

No: none
Abstain: none
Absent: none

Respectfully submitted,

Mary Ann Dewan

Mary Ann Dewan, Ph.D.
County Superintendent of Schools
Ex-Officio Secretary

: an

Documentary Record 002360