

Gardner Bullis Elementary School

2023-2024 School Accountability Report Card

(Published During the 2024-2025 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

DataQuest



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

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

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

| | |
|---|---|
| Admission Requirements for the University of California (UC) | Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/ . |
| Admission Requirements for the California State University (CSU) | Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/ . |

| 2024-25 School Contact Information | |
|--|---|
| School Name | Gardner Bullis Elementary School |
| Street | 25890 Fremont Rd. |
| City, State, Zip | Los Altos Hills, CA 94022 |
| Phone Number | 650-559-3200 |
| Principal | Katherine Schermerhorn |
| Email Address | kschermerhorn@lasdschools.org |
| School Website | http://www.gardnerbullis.org |
| Grade Span | K-6 |
| County-District-School (CDS) Code | 43695186047427 |

| 2024-25 District Contact Information | |
|--------------------------------------|--|
| District Name | Los Altos Elementary School District |
| Phone Number | 650-947-1150 |
| Superintendent | Sandra McGonagle |
| Email Address | smcgonagle@lasdschools.org |
| District Website | www.lasdschools.org |

| 2024-25 School Description and Mission Statement |
|---|
| <p>As principal, my vision is for Gardner Bullis to be a collaborative community that works together to reflect our mission and commitment to all students. Frequent, predictable, and open communication is key to this goal. Please follow school updates by visiting Gardner Bullis on our school website, Facebook and Instagram feeds, PTA meetings, or by joining us for Coffee with the Principal.</p> <p>It is the mission of Gardner Bullis School to personalize learning and to engage all students through creative and innovative experiences to foster lifelong learning, global citizenship, and a growth mindset. With the support of our diverse community, we</p> |

2024-25 School Description and Mission Statement

provide a safe, welcoming, and supportive environment through open communication, collaboration, and mutual respect.

It is the vision of Gardner Bullis School to empower all students to be creative and collaborative lifelong learners.

About this School

2023-24 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|------------------|--------------------|
| Kindergarten | 59 |
| Grade 1 | 32 |
| Grade 2 | 40 |
| Grade 3 | 34 |
| Grade 4 | 49 |
| Grade 5 | 42 |
| Grade 6 | 37 |
| Total Enrollment | 293 |

2023-24 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|---------------------------------|-----------------------------|
| Female | 48.8 |
| Male | 51.2 |
| Asian | 29.7 |
| Filipino | 0.3 |
| Hispanic or Latino | 5.8 |
| Two or More Races | 15 |
| White | 47.8 |
| English Learners | 5.8 |
| Foster Youth | 0.3 |
| Homeless | 0.3 |
| Socioeconomically Disadvantaged | 2.4 |
| Students with Disabilities | 8.9 |

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2020-21 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|--|---------------|----------------|-----------------|------------------|--------------|---------------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 13.70 | 96.76 | 171.00 | 88.49 | 228366.10 | 83.12 |
| Intern Credential Holders Properly Assigned | 0.00 | 0.00 | 0.00 | 0.00 | 4205.90 | 1.53 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 0.30 | 2.47 | 15.20 | 7.87 | 11216.70 | 4.08 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 0.00 | 0.00 | 0.00 | 0.00 | 12115.80 | 4.41 |
| Unknown/Incomplete/NA | 0.10 | 0.71 | 7.00 | 3.63 | 18854.30 | 6.86 |
| Total Teaching Positions | 14.10 | 100.00 | 193.20 | 100.00 | 274759.10 | 100.00 |

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|--|---------------|----------------|-----------------|------------------|--------------|---------------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 14.20 | 84.75 | 167.30 | 88.42 | 234405.20 | 84.00 |
| Intern Credential Holders Properly Assigned | 0.00 | 0.00 | 2.00 | 1.06 | 4853.00 | 1.74 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 2.10 | 12.82 | 16.30 | 8.62 | 12001.50 | 4.30 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 0.20 | 1.19 | 0.90 | 0.49 | 11953.10 | 4.28 |
| Unknown/Incomplete/NA | 0.20 | 1.19 | 2.60 | 1.41 | 15831.90 | 5.67 |
| Total Teaching Positions | 16.80 | 100.00 | 189.20 | 100.00 | 279044.80 | 100.00 |

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|--|---------------|----------------|-----------------|------------------|--------------|---------------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 14.80 | 96.62 | 162.90 | 88.61 | 231142.40 | 83.24 |
| Intern Credential Holders Properly Assigned | 0.00 | 0.00 | 2.00 | 1.09 | 5566.40 | 2.00 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 0.30 | 1.95 | 9.50 | 5.17 | 14938.30 | 5.38 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 0.00 | 0.52 | 1.60 | 0.91 | 11746.90 | 4.23 |
| Unknown/Incomplete/NA | 0.10 | 0.78 | 7.70 | 4.23 | 14303.80 | 5.15 |
| Total Teaching Positions | 15.30 | 100.00 | 183.80 | 100.00 | 277698.00 | 100.00 |

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

| Authorization/Assignment | 2020-21 | 2021-22 | 2022-23 |
|--|---------|---------|---------|
| Permits and Waivers | 0.00 | 0.00 | 0 |
| Misassignments | 0.30 | 2.10 | 0.3 |
| Vacant Positions | 0.00 | 0.00 | 0 |
| Total Teachers Without Credentials and Misassignments | 0.30 | 2.10 | 0.3 |

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

| Indicator | 2020-21 | 2021-22 | 2022-23 |
|---|---------|---------|---------|
| Credentialed Teachers Authorized on a Permit or Waiver | 0.00 | 0.00 | 0 |
| Local Assignment Options | 0.00 | 0.20 | 0 |
| Total Out-of-Field Teachers | 0.00 | 0.20 | 0 |

Class Assignments

| Indicator | 2020-21 | 2021-22 | 2022-23 |
|--|---------|---------|---------|
| Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned) | 5.20 | 11.1 | 9.3 |
| No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach) | 0.00 | 2.3 | 0 |

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

LASD has adopted The Units of Study in Reading and Writing for K-8. In math, K-5 students use the curriculum from San Francisco Unified. 6th - 8th grade students use Math in Focus/Singapore Math curriculum. LASD adopted TWIG Science for K-5 and began implementation in the 2022-23 School year. In the 2022-23 school year, 6th - 8th graders had access to state standard-aligned textbooks and teacher-designed NGSS units of instruction. Elevate Science was adopted by LASD for implementation beginning in the 2023-24 school year. K-5 students use Scott Foresman History textbooks and 6th graders use History Alive textbooks. All textbooks are aligned to the state standards.

Year and month in which the data were collected

September 2024

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption ? | Percent Students Lacking Own Assigned Copy |
|-------------------------------|---|-----------------------------|--|
| Reading/Language Arts | 2016 - LASD adopted The Units of Study in Reading and Writing for K-8. These materials are not from the state-approved list, but went through an extensive vetting process in LASD by a selection committee composed of teachers and administrators. All recommended materials were available for parent examination at the district office prior to adoption. The vetting process included common core standards-alignment and ELA/ELD framework alignment. We believe that these instructional materials can best meet the needs of students in LASD. | Yes | 0 |
| Mathematics | 2021 K-5 students use the San Francisco Unified School District Math Curriculum. 6th - 8th grade students use Math in Focus/Singapore Math curriculum. | Yes | 0 |
| Science | LASD adopted TWIG Science for K-5 and began implementation in the 2022-23 School year. In the 2022-23 school year, 6th - 8th graders had access to state standard-aligned textbooks and teacher-designed NGSS units of instruction. Elevate Science was adopted by LASD for implementation beginning in the 2023-24 school year. | Yes | 0 |
| History-Social Science | 2008 - K-5 students use Scott Foresman History textbooks and 6th graders use History Alive textbooks. All textbooks are aligned to the state standards. | Yes | 0 |

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

School Facility Conditions and Planned Improvements

A safe campus and learning environment are of paramount importance to the school staff and community. All of our school facilities are in good repair, including our classrooms, multi purpose building, library, specialty rooms, and office. Maintenance and Repair: LEA maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. Cleaning Process and Schedule: The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Year and month of the most recent FIT report

March 2023

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

Overall Facility Rate

| Exemplary | Good | Fair | Poor |
|-----------|------|------|------|
| | X | | |

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

- 1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
- 2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
- 3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

| Subject | School 2022-23 | School 2023-24 | District 2022-23 | District 2023-24 | State 2022-23 | State 2023-24 |
|---|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| English Language Arts/Literacy (grades 3-8 and 11) | 83 | 87 | 84 | 85 | 46 | 47 |
| Mathematics (grades 3-8 and 11) | 84 | 86 | 84 | 85 | 34 | 35 |

2023-24 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus

the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|---|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 157 | 154 | 98.09 | 1.91 | 87.01 |
| Female | 78 | 75 | 96.15 | 3.85 | 86.67 |
| Male | 79 | 79 | 100.00 | 0.00 | 87.34 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | 49 | 47 | 95.92 | 4.08 | 89.36 |
| Black or African American | 0 | 0 | 0 | 0 | 0 |
| Filipino | 0 | 0 | 0 | 0 | 0 |
| Hispanic or Latino | -- | -- | -- | -- | -- |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | 20 | 20 | 100.00 | 0.00 | 85.00 |
| White | 80 | 79 | 98.75 | 1.25 | 88.61 |
| English Learners | -- | -- | -- | -- | -- |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | -- | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 15 | 14 | 93.33 | 6.67 | 71.43 |

2023-24 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|---|-------------------------------|----------------------------|-----------------------------|---------------------------------|---|
| All Students | 157 | 155 | 98.73 | 1.27 | 86.45 |
| Female | 78 | 76 | 97.44 | 2.56 | 77.63 |
| Male | 79 | 79 | 100.00 | 0.00 | 94.94 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | 49 | 48 | 97.96 | 2.04 | 93.75 |
| Black or African American | 0 | 0 | 0 | 0 | 0 |
| Filipino | 0 | 0 | 0 | 0 | 0 |
| Hispanic or Latino | -- | -- | -- | -- | -- |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | 20 | 20 | 100.00 | 0.00 | 100.00 |
| White | 80 | 79 | 98.75 | 1.25 | 81.01 |
| English Learners | -- | -- | -- | -- | -- |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | -- | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 15 | 14 | 93.33 | 6.67 | 71.43 |

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

| Subject | School 2022-23 | School 2023-24 | District 2022-23 | District 2023-24 | State 2022-23 | State 2023-24 |
|--|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| Science (grades 5, 8 and high school) | 90.70 | 85.37 | 79.79 | 76.24 | 30.29 | 30.73 |

2023-24 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | 41 | 41 | 100.00 | 0.00 | 85.37 |
| Female | 23 | 23 | 100.00 | 0.00 | 78.26 |
| Male | 18 | 18 | 100.00 | 0.00 | 94.44 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | 18 | 18 | 100.00 | 0.00 | 88.89 |
| Black or African American | 0 | 0 | 0 | 0 | 0 |
| Filipino | 0 | 0 | 0 | 0 | 0 |
| Hispanic or Latino | -- | -- | -- | -- | -- |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | -- | -- | -- | -- | -- |
| White | 18 | 18 | 100.00 | 0.00 | 77.78 |
| English Learners | -- | -- | -- | -- | -- |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | -- | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | -- | -- | -- | -- | -- |

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

| 2023-24 California Physical Fitness Test Results | | | | | |
|---|----------------------------------|--|---|---|-----------------------------|
| This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. | | | | | |
| Grade Level | Component 1: Aerobic Capacity | Component 2: Abdominal Strength and Endurance | Component 3: Trunk Extensor and Strength and Flexibility | Component 4: Upper Body Strength and Endurance | Component 5: Flexibility |
| Grade 5 | 90.24 | 100 | 95.35 | 100 | 97.56 |

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

| 2024-25 Opportunities for Parental Involvement |
|---|
| There are many opportunities for parents to become involved at Gardner Bullis School. We have a dedicated Parent Teacher Association (PTA) and many volunteer activities that include, but are not limited to, classroom assistance, hot lunch servers, library assistants, field trip chaperones, ABC Readers for Project Cornerstone, book fair, field day, art docents, yard duty, and many more opportunities. Gardner Bullis also has safety committees and additional opportunities for parents to get involved and participate. Communication is key. You can get weekly updates on school happenings by visiting our website or following Gardner Bullis on social media. You can also stay in touch via our monthly PTA or Coffee with the Principal meetings. |

| 2023-24 Chronic Absenteeism by Student Group | | | | |
|---|-----------------------|---|---------------------------|--------------------------|
| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
| All Students | 319 | 315 | 35 | 11.1 |
| Female | 155 | 153 | 16 | 10.5 |
| Male | 164 | 162 | 19 | 11.7 |
| Non-Binary | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | 99 | 97 | 9 | 9.3 |
| Black or African American | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | 17 | 17 | 2 | 11.8 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| Two or More Races | 50 | 49 | 5 | 10.2 |
| White | 152 | 151 | 18 | 11.9 |
| English Learners | 25 | 24 | 5 | 20.8 |
| Foster Youth | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | -- | -- | -- | -- |
| Students with Disabilities | 34 | 34 | 7 | 20.6 |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions data.

| Suspensions | | | | | | | | |
|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| School 2021-22 | School 2022-23 | School 2023-24 | District 2021-22 | District 2022-23 | District 2023-24 | State 2021-22 | State 2022-23 | State 2023-24 |
| 0.75 | 0.71 | 0.63 | 0.77 | 0.6 | 0.66 | 3.17 | 3.6 | 3.28 |

This table displays expulsions data.

| Expulsions | | | | | | | | |
|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| School 2021-22 | School 2022-23 | School 2023-24 | District 2021-22 | District 2022-23 | District 2023-24 | State 2021-22 | State 2022-23 | State 2023-24 |
| 0 | 0 | 0 | 0 | 0 | 0 | 0.07 | 0.08 | 0.07 |

2023-24 Suspensions and Expulsions by Student Group

| Student Group | Suspensions Rate | Expulsions Rate |
|---|------------------|-----------------|
| All Students | 0.63 | 0.00 |
| Female | 0.00 | 0.00 |
| Male | 1.22 | 0.00 |
| Non-Binary | 0.00 | 0.00 |
| American Indian or Alaska Native | 0.00 | 0.00 |
| Asian | 1.01 | 0.00 |
| Black or African American | 0.00 | 0.00 |
| Filipino | 0.00 | 0.00 |
| Hispanic or Latino | 0.00 | 0.00 |
| Native Hawaiian or Pacific Islander | 0.00 | 0.00 |
| Two or More Races | 0.00 | 0.00 |
| White | 0.66 | 0.00 |
| English Learners | 4.00 | 0.00 |
| Foster Youth | 0.00 | 0.00 |
| Homeless | 0.00 | 0.00 |
| Socioeconomically Disadvantaged | 0.00 | 0.00 |
| Students Receiving Migrant Education Services | 0.00 | 0.00 |
| Students with Disabilities | 0.00 | 0.00 |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

Our school is equipped with a comprehensive safety plan that includes procedures in case of fire, earthquake, or lockdown. The school safety plan is reviewed and updated each year by the administration and parent representatives. The campus is equipped with emergency buckets that contain safety and first aid supplies. An Emergency Storage shed is on-site and is

2024-25 School Safety Plan

equipped with first aid, food, and water, and search and rescue supplies.

Fire drills are conducted frequently throughout the school year. The school, in coordination with the district and local agencies, participates in a comprehensive earthquake drill each year- usually in October. Staff is annually trained on procedures for fire and earthquake emergencies. Staff is also given updated training on procedures to use in case of a lockdown situation where danger may be on or near campus. Last school year, all staff were given the opportunity to become trained in CPR and AED usage. Staff receive additional training from district nurses (based on student needs on campus). The comprehensive safety plan includes procedures for student check-out in case of an emergency. The safety plan for our school is available in the office for public viewing and is approved each year by February (last approved February 2024).

D. Other SARC Information

Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|-------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| K | 18 | 2 | | |
| 1 | 17 | 2 | | |
| 2 | 18 | 2 | | |
| 3 | 17 | 2 | | |
| 4 | 18 | 2 | | |
| 5 | 18 | 2 | | |
| 6 | 23 | | 2 | |

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|-------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| K | 15 | 2 | | |
| 1 | 20 | 2 | | |
| 2 | 17 | 2 | | |
| 3 | 22 | | 2 | |
| 4 | 20 | 1 | 1 | |
| 5 | 19 | 2 | | |
| 6 | 20 | 2 | | |

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|-------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| K | 20 | 2 | | |
| 1 | 16 | 2 | | |
| 2 | 20 | 2 | | |
| 3 | 17 | 2 | | |
| 4 | 25 | 2 | | |
| 5 | 23 | | 2 | |
| 6 | 23 | | 2 | |

2023-24 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

| Title | Ratio |
|------------------------------|-------|
| Pupils to Academic Counselor | 0 |

2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The “Other” category is for all other student support services staff positions not listed.

| Title | Number of FTE Assigned to School |
|---|----------------------------------|
| Counselor (Academic, Social/Behavioral or Career Development) | |
| Library Media Teacher (Librarian) | |
| Library Media Services Staff (Paraprofessional) | |
| Psychologist | 0.7 |
| Social Worker | |
| Nurse | |
| Speech/Language/Hearing Specialist | 0.9 |
| Resource Specialist (non-teaching) | |
| Other | 1 |

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|---|------------------------------|-------------------------------------|---------------------------------------|------------------------|
| School Site | \$12,068.41 | \$1,371.47 | \$10,696.94 | \$126,972.45 |
| District | N/A | N/A | \$10,556.73 | \$105,330 |
| Percent Difference - School Site and District | N/A | N/A | 1.3 | 18.6 |
| State | N/A | N/A | \$10,770.62 | \$94,129 |
| Percent Difference - School Site and State | N/A | N/A | -0.7 | 29.7 |

Fiscal Year 2023-24 Types of Services Funded

LLI Literacy and Sonday are used for students who need assistance in reading.

EL Specialist - Program for students who are beginning English Learners and need access to Language Development outside of the classroom setting.

After School Homework Club Program- Program for students to have a place and support fo after school learning.

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

| Category | District Amount | State Average for Districts in Same Category |
|---|-----------------|--|
| Beginning Teacher Salary | \$67,592 | \$57,839 |
| Mid-Range Teacher Salary | \$99,660 | \$90,040 |
| Highest Teacher Salary | \$124,635 | \$118,647 |
| Average Principal Salary (Elementary) | \$174,922 | \$144,639 |
| Average Principal Salary (Middle) | \$179,204 | \$148,270 |
| Average Principal Salary (High) | \$0 | \$161,275 |
| Superintendent Salary | \$280,900 | \$229,986 |
| Percent of Budget for Teacher Salaries | 28.62 | 30.79 |
| Percent of Budget for Administrative Salaries | 6.15 | 5.71 |

Professional Development

To create focus areas of professional development for teachers and other school staff, district and site staff evaluate student achievement data to identify areas of need. We utilize a variety of methods to provide professional development to staff including coaching and mentoring from Instructional Support Teachers, New Teacher Mentors, and teacher-principal meetings.

Professional Development

Our Curriculum and Instruction department also creates in-house after-school and/or full-day workshops for staff to attend. On-site, we also design after-school and/or staff meeting workshops for staff. The professional development that takes place during faculty meetings is primarily based on Social-Emotional Learning and The LASD Experience (Based on Design Principals for Schools/ From the Learning Policy Institute and Turnaround for Children). We also have Guiding Coalition, which is a staff-driven group that connects professional development learning to implementation during team PLC (Professional Learning Community) time.

This table displays the number of school days dedicated to staff development and continuous improvement.

| Subject | 2022-23 | 2023-24 | 2024-25 |
|---|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 6 | 6 | 6 |