

BULLIS CHARTER SCHOOL

Renewal Charter Petition



Renewal Charter Petition submitted to SCCBOE on August 4, 2011
Renewal Charter Petition approved on October 5, 2011
(Term: 07/01/12 – 06/30/17)

Material Revision submitted to SCCBOE on August 6, 2014
Material Revision approved on September 3, 2014

BULLIS CHARTER SCHOOL

AFFIRMATIONS

The Bullis Charter School shall admit all pupils within the State of California who wish to attend the School. Except as provided by Education Code Section 47605(d)(2), admission to the School shall not be determined according to the place of residence of the student or his or her parents within the State. If the number of pupils who wish to attend the charter school exceeds the School's capacity, attendance, except for existing pupils of the charter school shall be determined by public random drawing.. Preference in the public random drawing shall be extended to pupils currently attending the charter school and pupils who reside in the District and as further described within the charter as provided by Education Code Section 47605(d)(2)(B). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the School in accordance with Education Code Section 47605(d)(2)(C). [Ref. Education Code Section 47605(d)(2)(A)-(B)].

- The School shall not charge tuition. [Ref. Education Code Section 47605(d)(1)]
- All meetings of the Board of the Bullis Charter School shall be held in compliance with the Brown Act.
- The Bullis Charter School shall comply with all applicable state and federal laws in serving students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act, the Americans with Disabilities Act and the Individuals with Disabilities in Education Act.
- The Bullis Charter School shall offer at a minimum, the same number of minutes of instruction set forth in paragraph (a) of Education Code Section 47612.5 for the appropriate grade levels.
- The Bullis Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection.
- The Bullis Charter School shall meet all statewide standards and conduct the pupil assessments required pursuant to Education Code Section 60605 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. [Ref. Education Code Section 47605(c)(1)]
- The Bullis Charter School shall on a regular basis consult with its parents and teachers regarding the School's education programs. [Ref. California Education Code Section 47605(c)(2)]
- The Bullis Charter School shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)]

- The School shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, 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 or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(d)(1)]
- If a pupil is expelled or leaves the School without graduating or completing the school year for any reason, the 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 a transcript of grades or report card and health information. [Ref. California Education Code Section 47605(d)(3)]

I. EDUCATIONAL PROGRAM

A description of the educational program of the School, designed, among other things, to identify those whom the 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.

- California Education Code Section 47605 (b) (5) (A)

*“Education is not the filling of a pail,
but the lighting of a fire.”*

- William Butler Yeats

HISTORY

From 1962 to June, 2003, the Bullis-Purissima School operated as a traditional school site within the Los Altos School District. On February 10, 2003, the District Board voted to close the traditional school site, and in so doing, reroute the existing pupils and teachers of the Bullis-Purissima School to other District schools. Parents and interested members of the community joined together to form the Bullis Charter School, a non-profit, public benefit corporation, to create a charter school and operate the School within the boundaries of the Los Altos School District. The parents and community members were seeking to build upon the former educational program of the traditional school. The Bullis Charter School was approved on appeal by the Santa Clara County Board of Education (“County”) in 2003 and was renewed for a five (5) year term in February 2007. In November 2008, the Charter School sought and was granted a material revision to the charter adding grades seven and eight. Now entering its eighth year of operation, the Charter School has enjoyed a tremendous amount of success.

ACCOMPLISHMENTS

BCS is committed to high academic achievement. The teaching faculty offers a highly individualized method of teaching that emphasizes frequent and varied means of assessment, flexible grouping and a richly varied repertoire of best teaching practices. The results indicate success:

- Since its inception, the School’s Academic Performance Index (988 for 2010) consistently places BCS in the top 1% of all schools and as the highest performing charter school in California.
- Designated a California Distinguished School in 2008.
- Awarded 6-year WASC Accreditation in 2009.
- BCS 7th grade teacher Lisa Stone recognized as one of the 2011 Teachers of the Year by the Santa Clara County Office of Education.

BCS is committed to educating the whole child. Every student receives instruction in STEM, drama, dance, vocal and instrumental music, art, and PE by certificated teachers. BCS also offers an integrated Foreign Language Program, the first of its kind in a Los Altos public school. In addition, every student participates in a variety of elective topics elective in the following areas: Technology, Math & Science (Lego Robotics, Flash Animation, Scratch Game Programming, Tech Challenge, Environmental Education, Math Club, etc.), Visual and Performing Arts (sculpture, dance, jazz, band, paper-cutting, puppet construction, chorus, etc.), and Global Citizenship (Spanish, Latin, Bullis Kids' News, World Cultures, Conflict Managers, Student Council, etc.). A variety of after-school classes offer still more: plays, guitar, chess, running club, strings, keyboarding, set building, book club, homework assistance, flag football, Jujitsu, soccer, basketball, fencing, volleyball, and triathlon. As a result of these diverse offerings, students have been able to discover their passions resulting in the following recent recognitions:

- National Currents Events League - BCS 6th graders awarded 6th and 3rd place in the 2010 & 2011 respectively.
- Chinese Language Teachers Association of California's 2011 Mandarin Speech Contest and the Confucius Institute's Chinese Writing Competition – three First Place awards
- California Music Educators' Association 2011 Choral Festival - The BCS G-Clef choir received a "Unanimous Superior" ranking
- 2011 California Student Media Festival - Bullis Kids News students were awarded "Best Elementary News Show"
- San Jose Tech Museum "Tech Challenge" - BCS teams won top prize in 5 different categories
- 2011 Jenny Light Triathlon - 3rd place winner

BCS is committed to innovation. In an effort to support student learning through a variety of modalities, the School has pioneered a number of new programs:

- BCS is a beta test site for new technologies such as GoalBook, GoalPost and Kahn Academy.
- One of the first schools to implement innovative programs such Brainology, KidLead, and mentoring in the middle school
- BCS partnering with the Stanford Design School (dschool) to engage communities and inspire a creative confidence utilizing design-thinking .
- BCS received ACE technology grants and was designated an ACE Innovative Partner School.

BCS is committed to sharing best practices. The School has opened its doors to educators from Notre Dame de Namur, San Jose State, BTSA, Silicon Valley New Teacher Project & the New Teacher Center and engaged the larger educational community in constructive dialogue:

- California Charter Schools Association Conferences - Presenter
- Charter Schools Development Center's "Best School Practices" Symposium - Presenter
- SCCOE Charter School Summit – Panel Participant
- Developed Parent Education Series with highly regarded speakers such as Alfie Kohn & Carol Dweck that was open to all schools and community members.
- Launched the Charter School Junior Olympics in 2008 (each year with over 750 participants from 8 charter schools)

BCS is committed to the environment. Every grade completes an Environmental Science Service Learning Project wherein students perform a needed service in the community, such as rehabilitating a local eroded preserve or supporting wildlife conservation efforts.

- BCS 4th graders were awarded 2nd place in the National Siemens Foundation's "We Can Change the World" Challenge with their Adobe Creek Erosion Abatement and Watershed project. With over 18,000 student entrants, BCS was the only California school to be recognized.
- BCS 1st graders raise and release endangered steelhead trout into their watershed.
- BCS has partnered with the Leatherback Trust over the last 7 years in an effort to save Leatherback Turtles (BCS students have contributed 6 years of data towards scientific research in the area of conservation).
- BCS has won the Los Altos Hills Mayor's Award for the past 2 years for our environmental contributions to the community.

BCS is committed to our community. The School is dedicated to engaging with and contributing to the local and greater community in the following ways:

- Ronald McDonald House - parents and children patients are invited to all BCS performing arts events
- 2nd Harvest Food Drive – annual school-wide drive as well as individual classroom projects tied to the curricula
- Edgewood Center for Children and Families – Student council-run, school-wide donation efforts for needy families
- Red Cross – donations to the local red cross to support their world-wide humanitarian and relief efforts in Japan, Haiti, Thailand, and Pakistan
- Asian Americans for Community Involvement – students read to the AACI elder community in Mandarin and English
- Fisher House – students and staff perform for the Veterans and help decorate the facility
- Hidden Villa – students work to abate erosion and restore sections of the Adobe Creek as part of their annual Project-Based Learning unit

Ultimately, BCS strives to develop students who are critical, creative, reflective thinkers; who feel personally empowered; who act responsibly in all areas: personally, socially, globally; and who love learning. We are proud that we consistently live up to these expectations and believe our students' and educators' accomplishments best exemplify the success of our program.

MISSION STATEMENT

Bullis Charter School offers a collaborative, experiential learning environment that emphasizes individual student achievement. 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.

GOALS

Every year, BCS stakeholders meet for a two-day Strategic Planning conference. Administrators, faculty, parents and community members review the school's five-year goals and determine future direction and priorities. The following is the result of the Strategic Planning process:

Beliefs: An expression of fundamental values: *ethical codes, overriding convictions, inviolable principles.*

We believe that...

- ✚ Risk-taking promotes growth
- ✚ Individuals of positive character are essential for a thriving community.
- ✚ People and communities need to change, evolve, and grow in order to thrive.
- ✚ Learning has no boundaries.
- ✚ Each person has a unique capability, style, and desire for learning.
- ✚ Family and community influences significantly shape human development.
- ✚ The human spirit is nurtured by positive energy, happiness, and laughter.
- ✚ A community is created, sustained, and evolves through the choices its participants make.
- ✚ People challenge their personal and physical boundaries best in a supportive environment.
- ✚ Freedom fosters innovation.
- ✚ Ownership of decisions fosters commitment.
- ✚ Equal opportunity is necessary for all members of the community to reach their full potential.

Parameters: Boundaries within which the organization will accomplish its mission; self-imposed limitations; applies to entire school community: parents, students, and staff.

- ✚ We will honor and respect balance between school, family, and personal time.
- ✚ We will implement no new program, service or activity unless it is consistent with our strategic intent.
- ✚ We will not expand our programs or services without consideration of our organizational readiness.
- ✚ All parents, students, and staff will exemplify the six character pillars.
- ✚ We will not teach to the test.

Strategic Objectives: An uncompromising commitment to achieve specific measurable, observable, or demonstrable results that exceed present capability.

- ✚ Every student will be actively responsible for his or her learning and individual goals.
- ✚ Every student will achieve academic success.
- ✚ Every student will continue to 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.

Strategies: Bold resolutions that dedicate the organization's resources and energies toward the continuous creation of systems to achieve the extraordinary as expressed in the mission and objectives

- I. We will build organizational capacity to promote sustainability, vitality, balance, and quality.

- II. We will establish our unique relevance in and serve the broader educational reform community.
- III. We will create an environment and process that finds, attracts, develops, and retains the highest quality of staff.
- IV. We will engage all parents in joyful, active partnership to support their children and the BCS mission.
- V. We will foster positive relationships with our constituents and communities to reinforce our value to them.

(Strategies developed at May, 2011, Strategic Planning Session and are pending BCS Board approval)

WHOM THE SCHOOL IS ATTEMPTING TO EDUCATE

The School seeks to educate all students in the state of California who wish to attend the School subject only to capacity, with a focus on serving students in the Los Altos Elementary School District. The School seeks to maintain a community school environment, serving kindergarten through eighth grade students.

WHAT IT MEANS TO BE AN “EDUCATED PERSON” IN THE 21ST CENTURY

An “educated person” in the 21st century is a lifelong learner who has developed competence, self-motivation, confidence, and responsibility.

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 scientific process;
- Knowledge of history;
- Ability to think critically, creatively, analytically, and logically;
- Ability to 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 the 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 for authority;
- Ability to honor differences including cultural, ideological and philosophical;

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

HOW LEARNING BEST OCCURS

The School believes that each and every child can be academically successful and that each and every student is unique. The School believes that learning best occurs in self-contained classrooms led by teachers with the skills and knowledge of a variety of teaching techniques and methods, and specialized materials that can meet the instructional needs of every student. The school also believes in the use of meaningful assessment methods in order to prescribe the best teaching methods for each student.

Although there is no assurance that each child will master every instructional area, a major effort will be made to ensure maximum understanding and mastery. We believe that the potential for learning best occurs in environments that include meaningful content with choices for learning: adequate time, space and materials; immediate and meaningful feedback and benchmarks of progress; enriched environment and collaborative learning opportunities.

Teaching methods should include, but are not limited to:

- Inquiry method of instruction
- Small classes, and opportunities for small group learning
- Interactive, experiential learning opportunities
- Use of programs and supplemental materials that reinforce state standards
- Interdisciplinary and project-based studies
- Community supported learning

In order to meet the unique needs of middle school students, five additional Essential Elements have been identified for integration in the middle school program:

1. **High Expectations:** Academic rigor; exceed state standards; highly qualified staff; intensive professional development; prepare students for high school regardless of environment; contributing role in society, and life.
2. **Individualized Learning:** Individualized Learning Plans; self development (develop passions, find voice, 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; applies learning to new experiences)

5. **Community Supported Learning:** Mentor Program (experts, field professional, researchers); workplace internships; utilize technology & resources; global awareness & participation; service learning; parent education

INSTRUCTIONAL PROGRAM

The School is successfully implementing a comprehensive, rigorous core curriculum. The curricular materials meet all state standards and prepare students for the annual state assessment tests. The core curriculum for our students focuses on the areas of mathematics, reading, language arts (both oral and written), social studies and science. All students shall also receive instruction in physical education, fine and performing arts, music, life skills, and reference/computer skills and have access to co- and extra-curricular classes. The educational program emphasizes experiential, hands-on, collaborative learning based on the assessed individual needs of students as envisioned in the school mission.

Teachers will receive on-going professional development in the implementation of this curriculum, and will be encouraged to supplement and adapt materials according to local conditions and needs of the student population.

The Superintendent/Principal and professional staff will be knowledgeable of local instructional networking opportunities. Staff will explore their applicability to our school environment and their potential to leverage school resources, further develop site expertise, and enhance student-learning outcomes. Staff will also be responsible for managing such programs and designing meaningful assessments of success.

The School operates a longer school day and exceeds the number of instructional minutes required by Education Code Section 47612.5(a).

SERVING ENGLISH LEARNERS

The School shall continue to serve and provide for English Learners (“EL”) at the school site through a sheltered English immersion program. Under this program the student is enrolled in a regular class and receives supplementary instruction in order to learn English. The School shall comply with all applicable laws in regard to services and the education of English Learner (“EL”) students. The School shall develop and implement, and maintain policies and procedures for the provision of services to EL students in accordance with guidance published by the Office of Civil Rights of the U.S. Department of Education. At a minimum these policies and procedures shall ensure the following:

- Identify students who need assistance.
- Develop a program that, in the view of experts in the field, has a reasonable chance for success.

- Ensure that necessary staff, curricular materials, and facilities are in place and used properly.
- Develop appropriate evaluation standards, including program exit criteria, for measuring the progress of students; and assess the success of the program and modify it where needed.

SERVING STUDENTS AND STUDENTS WITH DISABILITIES

The School shall comply with all applicable state and federal laws in serving students with disabilities including but not limited to Section 504 of the Rehabilitation Act ("Section 504"), the Americans with Disabilities Act ("ADA") and the Individuals with Disabilities in Education Act ("IDEA").

The School shall be solely responsible for its compliance with Section 504 and the ADA.

Special education services shall be provided and funded in accordance with the terms of a Contract with the Santa Clara County Office of Education ("County Office").

II. MEASURABLE PUPIL OUTCOMES

The measurable pupil outcomes identified for use by the School. “Pupil outcomes” for purpose of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program.

- California Education Code Section 47605 (b) (5) (B)

In order to best serve our students and 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.

STATE CONTENT STANDARDS AND STANDARDIZED TESTING

The School is dedicated to documenting at least 85% student achievement of the state content standards each year.

LOCAL BENCHMARKS

At least 85% of students will show one grade or skill level’s worth of progress each academic year, as evidenced by multiple local assessments.

ATTENDANCE

The School shall strive, on average, to achieve student attendance comparable to other schools in the Los Altos School District in any given year.

ACADEMIC PERFORMANCE INDEX

The School shall strive to maintain its API score and/or appropriate growth target.

Further information on student outcomes can be found in attachments 4h and 4j of the Contract between the County and the Charter School.

III. METHODS TO ASSESS PUPIL PROGRESS TOWARD MEETING OUTCOMES

*The method by which pupil progress in meeting those pupil outcomes is to be measured.
- California Education Code Section 47605 (b) (5) (C)*

Pupil progress toward meeting the Student Outcomes shall be measured by state mandated annual standardized assessments. Standardized assessments allow us to compare our students' performance with the rest of the state. In the absence of a State Mandated test, the School will administer another nationally, standardized test. In addition, the school will provide internal learning performance accountability documentation.

This internal documentation may include, but is not limited to, student progress records at the end of each grading period, portfolios, teacher generated examinations and other methods by which student progress may be assessed. In addition, students will take home weekly completed schoolwork to keep parents informed of the nature and quality of work occurring in the classroom. The School shall encourage teachers to explore meaningful measurable outcomes to supplement the above instruments and promote teacher accountability.

Measurable pupil outcomes	Local Benchmark Instruments	State-level Year-end assessments
85% student achievement of the state content standards each year in its core subjects.	Student progress records, portfolios, locally developed/adopted content and skill assessment instruments	Current state accountability measures: currently STAR
At least 85% of students will show one grade or skill level's worth of progress each academic year, as evidenced by multiple local assessments.	DRA, Writing Inventories, Gate-McGinites, end-of-unit tests, Focused Learning Goals	Current state accountability measures: currently STAR
At least 85% student attendance.	Daily attendance reporting	Calculated ADA rate
Maintain or exceed the Academic Performance Index as required by the CDE.	Annual growth targets	Current state accountability measures: currently STAR

Attachment 4j of the Contract between the County and the Charter School provides a summary of student progress toward the pupil outcomes listed herein.

IV. GOVERNANCE STRUCTURE OF THE SCHOOL

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

The School will be non-sectarian in its programs, admissions policies, employment practices, and all other operations. The School shall not charge tuition and shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, 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 or association with an individual who has any of the aforementioned characteristics).

The School is operated as a California 501(c) (3) non-profit public benefit corporation. The Articles of Incorporation are filed with the California Secretary of State. The 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(c), the County shall not be liable for the debts and obligations of the School, or for claims arising from the performance of acts, errors, or omissions by the School operated as a California non-profit, public benefit corporation if the County has complied with all oversight responsibilities required by law.

The School shall operate autonomously from the County with the exception of supervisory oversight and special education services as required by statute.

A. NON-PROFIT BOARD OF DIRECTORS

The School will be governed by a non-profit board of directors, 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 School's annual budget, overseeing the School's fiscal affairs, meeting corporate requirements, and selecting and evaluating the administrative staff.

Duties

The School Board shall have ultimate responsibility for the operation and activities of the School. School Board members have a responsibility to solicit input from, and opinions of, the parents of 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 School Board will meet at least once a month or additionally as needed and will be responsible for carrying out School Board responsibilities including but not limited to the following:

- Development, review, or revision of the School's accountability and mission
- Review of the recommendations from the School Superintendent/Principal and

hiring committee for hiring of School personnel or independent contractors

- Development of the school calendar and schedule of School Board meetings
- Development of School Board policies and procedures
- Development and approval of the annual budget
- 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 of quarterly financial reports
- Election of a School Board Chairperson annually and other Officers as necessary
- Approval of proposed charter amendments, with material revisions to be submitted for approval by the chartering agency pursuant to Education Code Section 47607
- Approval of annual fiscal and performance audits
- Approval of personnel discipline (suspensions or dismissals) as needed
- Appoint an administrative panel to act as a hearing body and take action on recommended student expulsions
- Hiring, supervision, evaluation, and if necessary, termination of the School Superintendent/Principal
- 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 School Board shall be held in accordance with the Brown Act.

Unless necessity dictates otherwise, a School Board member shall not vote or participate in a discussion relating to a matter in which he/she has a direct personal financial interest. The Board maintains policies and procedures regarding self dealing and conflicts of interest.

The School 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 School any of those duties. The School Board, however, retains ultimate responsibility over the performance of those powers or duties so delegated. Such delegation will:

- Be in writing
- Specify the entity designated
- Describe in specific terms the authority of the School 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 School Board members.

B. SCHOOL SUPERINTENDENT/PRINCIPAL

The Superintendent/Principal communicates directly with the School Board, and to the County Board of Education through its Superintendent or designee. The School Superintendent/Principal is fully responsible for the administration of the School. These responsibilities may include, but are not limited to:

- Coordination of the activities of the various operating bodies of the school
- Attend meetings with the County Superintendent of Schools or designee as needed or as determined by the Contract between the County and the Charter School.
- Attendance at all School Board meetings, and attendance as necessary at County Board of Education meetings as a charter representative
- Develop School Board meeting agenda in conjunction with the School Board secretary in compliance with the Brown Act
- Compile and/or create supporting materials for the School Board meetings to be made available to the School Board in advance of each School Board meeting
- Supervise, either directly or through subordinates, all employees of the School
- Provide assistance and coordination to the Faculty in the development of curriculum
- Interview and present recommendations for hiring School employees to the School Board for final approval
- Provide timely performance evaluations of all School employees on a regular basis
- Upon the direction of the School Board, termination of School employees in

accordance with established policies and procedures

- 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 School Board
- Oversee parent/student/teacher relations
- Attendance at IEP meetings when necessary
- Oversee student disciplinary matters
- Proposal of policies for adoption by the School Board
- Provide comments and recommendations regarding policies presented by others to the School Board
- Establishment of procedures designed to carry out School Board policies
- Create and appoint committees to assist in the execution of certain planning and administrative functions (known as “Superintendent/Principal appointed committees”)
- Oversee site safety
- Implement the Memorandum of Understanding between the School and the County Superintendent of Schools
- Establish a Communication Model to facilitate communication among all the groups within the School, between the School and the County Office, and between the School and the community at large
- Manage scheduling
- Communicate with School legal counsel
- Maintain knowledge of applicable school laws and legislation
- Coordinate the communications of the recommendations of any Superintendent/Principal appointed committees to the attention of the Board
- Manage communications between County Office, the Superintendent of Schools and School Board
- Develop the School annual performance audit
- Present performance audit to the School Board and upon review of the School

Board present audit to the County Board of Education and the County Superintendent of Schools

- Approval of all purchase orders, pay warrants and requisitions, and upon approval forward on for processing
- Presentation of a quarterly financial report to the School Board
- Participation in the dispute resolution procedure and the complaint procedure when necessary
- Plan and coordinate student orientation
- Coordinate the administration of Standardized Testing
- Communicate employment vacancies to the public
- Assist in development and implementation of curriculum
- Establish and execute enrollment procedures
- Facilitate Open House events.

The above duties may be delegated or contracted as approved by the School Board to a business administrator of the 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.

C. FACULTY

The Faculty, as provider of the day-to-day teaching and guidance to the children, is the primary resource of the School. All Faculty report to the Superintendent/Principal. The Superintendent/Principal shall provide ongoing feedback during the course of the year to foster continuous improvement along with periodic evaluations as appropriate.

The Faculty will be responsible for making recommendations to the Superintendent/Principal and assisting the Superintendent/Principal in the creation of and the implementation of the curriculum and ensuring that the curriculum reflects the mission of the 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 rubric
- Student counseling as appropriate
- Initiation and implementation of new curriculum or classes
- Selection of extra-curricular activities
- Participation in the School dispute resolution procedure and complaint procedure when necessary.

Participation in an advisory capacity to the School Board shall not disqualify any employee of the School from the full exercise of any right or the entitlement to any benefit afforded employees of the School.

D. CHAIRPERSON OF THE BOARD

The Chairperson of the School Board shall conduct all School Board meetings. The School Board shall elect the chair during its first regular meeting following the seating of newly elected members. In the absence of the Chair, a School Board designee shall conduct meetings. The Chairperson shall develop the meeting agenda in conjunction with the Superintendent/Principal. 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 Superintendent/Principal.

E. TEAM LEADER

The Team Leader, or designee, will be responsible for attending all School Board meetings and all Faculty meetings. The Team Leader will be responsible for communicating the recommendations of the faculty to the Superintendent/Principal and assisting the Superintendent/Principal with curriculum implementation. The Team Leader will participate in the dispute resolution procedure and the complaint procedure as necessary and will be the faculty representative on the hiring committee, or may appoint a designee. The Team Leader may act in an administrative capacity in the absence of the Superintendent/Principal unless otherwise decided by the board for reason of:

- Illness
- Administrative duties
- Vacation
- Temporary vacancy in position
- Emergency on site when the Superintendent/Principal is not on site.

F. HIRING COMMITTEE

All full-time and part-time prospective employees of the School will be screened and interviewed by a hiring committee that will make a recommendation to the Superintendent/Principal for a final decision and ratification by the School Board.

The hiring committee shall consist of the Superintendent/Principal, and other member appointed by the Superintendent/Principal.

The Superintendent/Principal shall be responsible for drafting interview questions.

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

G. PARENT PARTICIPATION

Parents at the Charter School may participate as members of the Board of the Charter School, one of its committees, and/or the Bullis Boosters Club (“BBC”).

To encourage additional parent involvement, the School maintains an extensive list of participation opportunities for parents.

H. CONFLICTS CODE

The School has adopted and shall abide by its Conflicts Code.

I. BROWN ACT

All meetings of the School Board shall be noticed and held in accordance with the Brown Act.

V. EMPLOYEE QUALIFICATIONS

*The qualifications to be met by individuals to be employed by the school.
- California Education Code Section 47605 (b) (5) (E)*

TEACHERS

The charter school shall comply with Education Code Section 47605(l) which states:

“Teachers in charter schools shall be required to hold a Commission on Teacher Credentialing certificate, permit or other document equivalent to that which a teacher in other public schools would be required to hold. These documents shall be maintained on file at the charter school and shall be subject to periodic inspection by the chartering authority. It is the intent of the Legislature that charter schools be given flexibility with regard to noncore, non-college preparatory courses.”

Teachers are expected to meet both individual and School standards for effective teaching as defined by “The Role of the BCS Educator” and the “Bullis Charter School Teacher Continuum”. Some of the teacher responsibilities include evaluating student progress, communicating with parents and supervising playground time. To be considered for this position, a teacher must meet the following minimum qualifications/requirements:

1. Skills/knowledge
 - Must maintain minimum educational and experience requirements necessary to meet certification or credential requirements for a grades K-8 school teacher as amended or implemented from time to time.
 - Must possess a commitment to students and learning; knowledge of the subject material for which he/she is responsible; and a willingness to implement innovative and effective instructional strategies.
2. Experience/education – minimum requirements:
 - Valid California Teaching credential(s), certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold as required for the relevant grade(s) and appropriate supplemental or multi-subject credential(s), as applicable.
 - Core teachers, as defined by the No Child Left Behind Act of 2001, shall meet the applicable definitions of the highly qualified requirements.
3. Live Scan and medical health clearance are mandated.

SUPERINTENDENT/PRINCIPAL

The Superintendent/Principal supervises the campus teachers and non-instructional staff. Some of the Superintendent/Principal's responsibilities include training, hiring, admissions and marketing as previously outlined in this Charter. To be considered for this position, an individual must meet the following qualifications:

1. High school graduate or GED;
2. A BA degree with at least one year of teaching;
3. An administrative credential;
4. Fingerprint and medical health clearance are mandated.

NON-INSTRUCTIONAL STAFF

All non-instructional staff must possess experience and expertise appropriate for their position. Fingerprint and medical health clearance is mandated.

ALL STAFF

Employees are expected to conduct themselves at all times in a manner consistent with the highest standards of personal character and professionalism with children, parents, prospective parents, co-workers, and the community.

Attitude is the most important facet of each employee's presentation of the School to the public. Employees must be courteous, tactful, and pleasant at all times, treating the most unpleasant people as well as they treat the most pleasant ones. Employees are expected to adhere to the Staff Ground Rules that are established by all staff members and reviewed annually, as well as model the Six Character Pillars that are the tenets of the School's character development program.

VOLUNTEERS

The School welcomes parent and community volunteers. Volunteers shall be fingerprinted and receive a background clearance before volunteering on campus, unless the volunteer will be under the direct supervision of a credentialed employee at all times or unless the volunteer will not come into any contact, even limited, with students.

VI. HEALTH AND SAFETY PROCEDURES

The procedures that the school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the school furnish the school record summary as described in Section 44237.

- California Education Code Section 47605 (b) (5) (F)

The School has adopted and implements health and safety policies to ensure the safety of pupils and staff. These policies include 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 clear tuberculosis test within the last four years. Students must provide proof of immunizations and health screening.

These policies shall be incorporated as appropriate into a student and staff handbooks and shall be reviewed on an ongoing basis by a committee of the School Board. Any additional health and safety policies and procedures along with any revisions of existing policies and procedures shall be submitted annually to the County Board of Education as part of the annual programmatic audit of the School.

VII. MEANS TO ACHIEVE RACIAL/ETHNIC BALANCE REFLECTIVE OF THE DISTRICT

The means by which the school will achieve racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.

-- California Education Code Section 47605 (b) (5) (G)

The School shall implement a student recruitment strategy that includes, but is not necessarily limited to, the following elements or strategies to attempt to achieve a racial and ethnic balance among students that is reflective of the general population residing within the territorial jurisdiction of the Los Altos School District:

- An enrollment process that is scheduled and adopted to include a timeline that allows for a broad-based recruiting and application process.
- The development of promotional and informational material that appeals to all of the various racial and ethnic groups represented in the District.
- The distribution of promotional and informational materials to a broad variety of community groups and agencies that serve the various racial, ethnic, and interest groups represented in the District.
- Outreach meetings.

VIII. ADMISSION REQUIREMENTS

Admission requirements, if applicable.
- California Education Code Section 47605 (b) (5) (H)

ENROLLMENT POLICY

All students who reside in the State of California may attend the School subject only to capacity at each grade level.

APPLICATION PROCESS

The application process is comprised of completing an application that includes the following:

- Completion of a student enrollment form
- Home Language survey
- Provision of a copy of official birth certificate
- Signed cumulative record request
- Residency affidavit

After acceptance, attending students will provide the following:

- Proof of immunization and physical exam
- Verification of residency

Applications will be accepted during open enrollment period(s) for enrollment in the following school year. Following each open enrollment period, each year's applications shall be counted to determine whether any grade level has received more applications than it has space available. In this event, the School will hold a public random lottery to determine enrollment for the impacted grade level, with the exception of existing students who are guaranteed enrollment in the following school year.

Preferences in the lottery shall be extended to the following, in order of priority:

1. Siblings of existing 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 (the "Former Bullis Attendance Area").¹

¹ During the 2015-2016 and 2016-2017 school years, lottery preference number 2 is modified with respect to kindergarten openings as follows:

- 2015-2016 School Year: For incoming kindergarten classes, lottery preference 2 will be limited to 40% of total available openings.
- 2016-2017 School Year: For incoming kindergarten classes, lottery preference 2 will be limited to 30% of total available openings.

3. Students who reside within the boundaries of the Los Altos School District.
4. Siblings of existing Bullis Charter School students who reside outside the boundaries of the Los Altos School District.
5. All other students who reside in California.

Students who are currently under an expulsion from a public school may not enroll in the School until the expulsion term has been documented as completed and the Student completes the rehabilitation plan created by the former school or as created by the School on behalf of the student.

At the conclusion of the lottery, all students who were not granted admission due to capacity shall be given the option to put their name on a wait list according to their draw in the lottery. Wait-lists will be maintained for the current enrollment year only. In no circumstance will a wait list carry over to the following school year.

BCS' Charter term ends June 30, 2016. Although BCS understands that the County Board cannot approve revisions that run beyond the current 5-year charter term, BCS hereby informs the County Board that when submits its Renewal Petition, for school years 2017-18, 2018-19, and 2019-20, it will further modify lottery preference number 2 with respect to kindergarten openings:

- 2017-2018 School Year: For incoming kindergarten classes, lottery preference 2 will be limited to 20% of total available openings.
- 2018-2019 School Year: For incoming kindergarten classes, lottery preference 2 will be limited to 10% of total available openings.
- 2019-2020 School Year: No incoming kindergarten student will be given a preference on account of residence within the boundaries of the Former Bullis Attendance Area.

IX. FINANCIAL AND PROGRAMMATIC AUDIT

The manner in which an annual, independent, financial audit 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.
- California Education Code Section 47605 (b) (5) (I)

FISCAL AUDIT

The School will cause to be conducted an annual independent audit of the School's financial affairs in accordance with the School's Contract with the County.

The audit will verify the accuracy of the School's financial statements, attendance and enrollment accounting practices, and review the school's internal controls. The audit will be conducted in accordance with generally accepted accounting principles applicable to the 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 K-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.

It is anticipated that the annual audit will be completed within four months of the close of the fiscal year. A copy of the auditor's findings will be forwarded to the chief financial officer of the County Office, the State Controller's Office and to the CDE by December 15th each year. The School's Superintendent/Principal along with the finance committee will review any audit exceptions or deficiencies and report to the School's Board with recommendations on how to resolve them. The School 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 XIV of this Charter. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel ("EAAP") in accordance with applicable law.

The independent financial audit of the Charter School is public record

PROGRAMMATIC AUDIT

The School will compile and provide to the County Office an annual performance report in accordance with the County's annual report requirements. The School will allow for site visitation as per the School's Contract with the County Superintendent of Schools and in accordance with Education Code Section 47607.

X. PUPIL SUSPENSION AND EXPULSION

The procedures by which pupils can be suspended or expelled. - California Education Code Section 47605 (b) (5) (J)

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well-being of all students at the School. When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy will be reviewed annually and updated as needed for compliance with applicable law.

School staff shall enforce disciplinary rules and procedures fairly and consistently amongst all students. This Policy and its Procedures will be printed and distributed as part of the Student Handbook and will clearly describe discipline expectations.

Discipline includes but is not limited to advising and counseling students, conferring with parents/guardians, detention during and after school hours, the use of alternative educational environments, suspension and expulsion.

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 Superintendent/Principal 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 Administrative Procedures are available on request at the Superintendent/Principal'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 ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 (Section 504) is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to regular education students except when federal and state law mandates additional or different procedures. The School will follow Section 504 of the Rehabilitation Act, Individuals with Disabilities in Education Act (IDEA), the Americans with Disabilities Act (ADA) of 1990 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 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.

A. Definitions (as used in this policy)

1. “Board” means governing body of the School.
2. “Expulsion” means disenrollment from the School.
3. “School day” means a day upon which the School is in session or weekdays during the summer recess.
4. “Suspension” means removal of a pupil from ongoing instruction for adjustment purposes. However, “suspension” does not mean the following:
 - a. Reassignment to another education program or class at the School where the pupil will receive continuing instruction for the length of day prescribed by the School Board for pupils of the same grade level.
 - b. Referral to a certificated employee designated by the Superintendent/Principal to advise pupils.
 - c. Removal from the class but without reassignment to another class for the remainder of the class period without sending the pupil to the Superintendent/Principal or designee.
5. “Pupil” includes a pupil’s parent or guardian or legal counsel or other representative.
6. “School” means the Bullis Charter School.

B. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is (1) related to school activity, (2) school attendance occurring at the School, or (3) at any other school or a School sponsored event 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; d) during, going to, or coming from a school-sponsored activity.

C. Enumerated Offenses

Students may be suspended or expelled for any of the following acts when it is determined the pupil:

1. Caused, attempted to cause, or threatened to cause physical injury to another person.
2. Willfully used force or violence upon the person of another, except in self-defense.

3. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object 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 Superintendent/Principal or designee's concurrence.
4. Unlawfully possessed, used, sold 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.
5. 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.
6. Committed or attempted to commit robbery or extortion.
7. Caused or attempted to cause damage to school property or private property.
8. Stole or attempted to steal school property or private property.
9. Possessed or used tobacco or any products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel.
10. Committed an obscene act or engaged in habitual profanity or vulgarity.
11. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5
12. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
13. Knowingly received stolen school property or private property.
14. 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.
15. Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
16. 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.

17. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
18. Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil 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 pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.
19. Made terrorist threats against school officials and/or school property. 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 his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
20. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, 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 pupils in any of grades 4 to 12, inclusive.
21. Caused, attempted to cause, threatened 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 pupils in any of grades 4 to 12, inclusive.
22. Intentionally harassed, threatened or intimidated 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 student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
23. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261 of the Education Code, directed specifically toward a pupil or school personnel.

Alternatives to suspension or expulsion will first be attempted with students who are truant, tardy, or otherwise absent from assigned school activities.

D. Suspension Procedure

Suspensions shall be initiated according to the following procedures.

1) Informal Conference

Suspension shall be preceded, if possible, by an informal conference conducted by the Superintendent/Principal or the Superintendent/Principal's designee with the student and his or her parent and, whenever practicable, the teacher, supervisor or school employee who referred the student to the Superintendent/Principal.

The conference may be omitted if the Superintendent/Principal 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 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 pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense.

This conference shall be held within two school days, unless the pupil waives this right or is physically unable to attend for any reason, including, but not limited to incarceration or hospitalization.

No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with school officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

2) Notice to Parents/Guardians

At the time of the suspension, a School employee 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. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If 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

Suspensions, when not including a recommendation for expulsion shall not exceed five (5) consecutive school days per suspension.

Upon a recommendation of expulsion by the Superintendent/Principal, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the Superintendent/Principal upon either of the following determinations: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

E. Authority to Expel

A student may be expelled either by the School Board following a hearing before it or by the School Board upon the recommendation of an Administrative Panel to be assigned by the School Board as needed. The Panel should consist of at least three members. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

F. 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 Superintendent/Principal or designee determines that the Pupil has committed an expellable offense.

The expulsion hearing will be presided over by the School Board President Chair or the chair of the Administrative Panel. In the event an administrative panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session unless the pupil makes a written request for a public hearing three (3) days prior to the hearing.

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 pupil. 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 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 school to any other school district or school to which the student seeks enrollment;
- 5) The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or an advocate;

- 6) The right to inspect and obtain copies of all documents to be used at the hearing;
- 7) The opportunity to confront and question all witnesses who testify at the hearing;
- 8) The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

G. Special procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The School may, upon finding a 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 which shall be examined only by the Governing Board, administrative panel, 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 pupil.

- I. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
- II. The 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.
- III. 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 he or she may leave the hearing room.
- IV. The person conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
- V. The person conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
- VI. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing 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 him or her to the witness stand.
- VII. If one or both of the support persons is also a witness, the School must present evidence that the witness' presence is both desired by the witness and will be helpful to the 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 his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.

- VIII. 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.
- IX. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are not alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing by means of closed-circuit television.
- X. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person 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 other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

H. 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 written transcription of the proceedings can be made.

I. 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 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, and sworn declarations may be admitted as testimony from witnesses of whom the School Board, Panel or designee determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of a written recommendation to the School Board who will make a final determination regarding the expulsion. The final decision by the School Board shall be made within ten (10) school days following the conclusion of the hearing.

J. Written Notice to Expel

The Superintendent/Principal or designee following a decision of the School Board to expel shall send written notice of the decision to expel, including the School Board's findings of fact, to the student or parent/guardian. This notice shall include the following:

- 1) Notice of the specific offense committed by the student.
- 2) Notice of the right to appeal the expulsion to the County Board of Education or if the County is unwilling to hear such appeals, an appellate administrative panel composed of retired or current school administrators or teachers who are not related to the School to hear expulsion appeals but who will follow the expulsion appeal procedures outlined in Education Code Sections 48921-48924.
- 3) 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 School.

The Superintendent/Principal or designee shall send written notice of the decision to expel to the Student's District of residence and the County Office of Education.

This notice shall include the following:

- a) The student's name
- b) The specific expellable offense committed by the student.

K. Disciplinary Records

The School shall maintain records of all student suspensions and expulsions at the School. Such records shall be made available for the County's review upon request.

L. Expelled Pupils/Alternative Education

Pupils 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.

M. Rehabilitation Plans

Students who are expelled from the School shall be given a rehabilitation plan upon expulsion as developed by the School Board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of

review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to the School for readmission.

N. Readmission

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or School shall be in the sole discretion of the School Board following a meeting with the Superintendent/Principal and the pupil and guardian or representative, to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Superintendent/Principal shall make a recommendation to the School Board following the meeting regarding his or her determination. The pupil's readmission is also contingent upon the School's capacity at the time the student seeks readmission.

O. Special Procedures for the Consideration of Suspension and Expulsion of Students with Disabilities

i. Notification of County

The School shall immediately notify the County and coordinate the procedures in this policy with the County of the discipline of any student with a disability or student who the School or County would be deemed to have knowledge that the student had a disability who is suspended for more than ten (10) school days during a school year.

ii. 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, and to progress toward meeting the goals set out in the child's IEP; and receive, as appropriate, a functional behavioral assessment or functional analysis, 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.

iii. 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 School, the parent, and relevant members of the IEP Team shall review all relevant information in the student's file, including the child's IEP, 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.

If the School, the parent, and relevant members of the IEP 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 School, the parent, and relevant members of the IEP Team make the determination that the conduct was a manifestation of the child's disability, the IEP Team shall:

- a) Conduct a functional behavioral assessment or a functional analysis assessment, and implement a behavioral intervention plan for such child, provided that the 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 School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the School, the parent, and relevant members of the IEP team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a result of the failure to implement the IEP, then the 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.

iv. Due Process Appeals

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the 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.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and the School agree otherwise.

v. Special Circumstances

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 Superintendent/Principal or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) 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.

vi. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP team.

vii. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEIA and who has violated the School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the School had knowledge that the student was disabled before the behavior occurred.

The 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 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 has requested an evaluation of the child.
- c) The child's teacher, or other 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 School supervisory personnel.

If the 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 IDEIA-eligible children with disabilities, including the right to stay-put.

If the School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The School shall conduct an expedited evaluation if requested by the parents; however the student shall remain in the education placement determined by the School pending the results of the evaluation.

The School shall not be deemed to have knowledge that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

XI. RETIREMENT SYSTEM

*The manner by which staff members of the Schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security.
- California Education Code Section 47605 (b) (5) (K)*

All certificated employees participate in STRS. All other staff will participate in the federal social security system.

Additionally, the School Board may consider offering a 403(b) or alternative supplemental retirement programs. If applicable, the County Office shall create any reports required by STRS or PERS if applicable at a later date for School employees and may charge the School for its actual costs of providing this service pursuant to Education Code section 47611.3. The School shall inform all applicants for positions within the School of the retirement system options for employees of the School.

SALARY AND BENEFITS

All employees of the School shall receive competitive salary and benefits.

XII. PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

The public school attendance alternatives for pupils residing within the school district who choose not to attend Schools.

- California Education code Section 47605 (b) (5) (L)

Students who opt not to attend the School may attend other schools within their school district of residence, another charter school, or pursue an inter-district transfer in accordance with existing enrollment and transfer policies of their district or county of residence. Enrollment in the School does not generate any entitlement to any other School of the Los Altos School District unless such student is a District resident or is otherwise approved for District admission.

XIII. DESCRIPTION OF EMPLOYEE RIGHTS

A description of the rights of any employee of the school district upon leaving the employment of the school district to work in a School and of any rights of return to the school district after employment at a School.

- California Education Code Section 47605 (b) (5) (M)

All staff members of the School shall be considered employees of the School during their employment within the School, with the exception of staff members who are specifically hired as independent contractors. To the extent any employee of the District or County Office leaves the District or County Office to work at the School, the employee shall have the right of return, employment, or gain of seniority at the District or County as long as the employee requests and is granted a leave of absence by the District Board of Trustees or County Board of Education pursuant to any applicable collective bargaining agreement.

XIV. DISPUTE RESOLUTION PROCESS, OVERSIGHT REPORTING, AND RENEWAL

The procedures to be followed by the School and the entity granting the charter to resolve disputes relating to provisions of the charter.

- California Education Code Section 47605 (b) (5) (N)

DISPUTES BETWEEN THE COUNTY OFFICE OF EDUCATION AND THE SCHOOL

Disputes between the School and the County shall be handled in accordance with the School's Contract with the County.

INTERNAL DISPUTES

Disputes arising from within the School, including all disputes among and between students, staff, parents, volunteers, advisors, partner organizations, and School Board members, shall be resolved pursuant to policies and processes developed by the School.

- Disputes shall first be brought informally to the Superintendent/Principal of the School for resolution.
- The Superintendent/Principal shall track all disputes in writing.
- The Superintendent/Principal shall facilitate discussion and resolution between all parties involved in the dispute.
- If the dispute is not resolved by discussion facilitated by the Superintendent/Principal, the matter may be brought before the School Board. The Superintendent/Principal shall provide a written summary of the dispute and all attempts at resolution for the School Board.

The decision of the School Board shall be final.

XV. LABOR RELATIONS

*A declaration whether or not the School shall be deemed the exclusive public school employer of the employees of the School for the purposes of the Educational Employment Relations Act.
- California Education Code Section 47605(b) (5) (O)*

The School shall be deemed the exclusive public school employer of the employees of the School for the purposes of the Educational Employment Relations Act (“EERA”). BCS shall comply with the EERA.

XVI. CLOSURE OF SCHOOL

A description of the procedures to be used if the charter school closes. The procedures shall ensure a final audit of the school to determine the disposition of all assets and liabilities of the School, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.

- California Education Code Section 47605(b)(5)(P)

The following procedures shall apply in the event the 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 School will be documented by official action of the School 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 School Board will ensure notification to the parents and students of the 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 School Board's decision to close the School.

The Board 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 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 the Family Educational Rights and Privacy Act ("FERPA"), 20 U.S.C. § 1232g. The Charter School will ask the County Office to store original records of Charter School students. All records of the Charter School shall be transferred to the County Office upon Charter School closure. If the County Office will not or cannot store the records, the Charter School shall work with the County Office to determine a suitable alternative location for storage.

All state assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law.

As soon as reasonably practical, the School will prepare final financial records. The School will also have an independent audit completed within six months after closure. The School will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by the 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 School, all assets of the School, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending the 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 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 School shall remain solely responsible for all liabilities arising from the operation of the School.

As the School is organized as a nonprofit public benefit corporation, the School 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.

XVII. MISCELLANEOUS CLAUSES

TERM

The term of this charter shall begin on July 1, 2012 and expire on June 30, 2017.

AMENDMENTS

The School Board may propose any amendments to this charter for submission for approval by the Santa Clara County Board of Education. Material revisions and amendments shall be made pursuant to the standards, criteria, and timelines in Education Code Section 47605.

RENEWAL

The School may submit its charter for renewal to the County Board of Education at any time after June 30, 2016 but in no case later than April 1, 2017.

Renewals shall be governed by the standards and criteria in Education Code Section 47605. Any renewal shall be for a five (5) year term.

OVERSIGHT AND ADMINISTRATIVE SERVICES

The School shall operate in accordance with its Contract with the County Superintendent of Schools. The Contract shall include, but not be limited to, the following:

- Authority of the School to contract with third parties
- Direct funding of the School
- Services to be purchased by the School from the County Office of Education if available, and the fee schedule for such services
- Special education services and funding formulas
- Hold harmless/indemnification of the County Office of Education by the School
- Fiscal reporting requirements to the state, either independently or through the County Office of Education
- Oversight Requirements of the County Office of Education.

Attachment 3. Bullis Charter School Financial Plan

Financial Plan Contents:

- a. Table 1, funding sources anticipated to be available to the school for the fiscal year of the Contract and four subsequent fiscal years
- b. Table 2, anticipated expenditures for the fiscal year of the Contract and four subsequent fiscal years
- c. A detailed budget (include cash flow) for the fiscal year of the Contract adopted by the School's directors
- d. Services to be received from the COE and the costs of those services
- e. The name and contact information for the School's auditor
- f. A list of the School's board of directors with contact information
- g. The School's fund-raising plan

a. Table 1, funding sources anticipated to be available to the school for the fiscal year of the MOU and four subsequent fiscal years

Revenue	2011-12	2012-13	2013-14	2014-15	2015-16
General Block Grant	2,241,460	2,547,894	2,853,756	3,059,665	3,266,346
Other State Income (CSR, Lottery, and Arts & Music Block Grant)	277,463	292,985	306,624	318,656	331,006
Local Grants and Fundraising	2,620,000	2,989,400	3,055,350	3,177,350	3,328,270
Other Local Revenue (Sales, Fees, Interest, etc.)	137,122	141,236	145,473	149,837	154,332
Total Revenue	5,276,045	5,971,515	6,361,202	6,705,508	7,079,954

b. Table 2, anticipated expenditures for the fiscal year of the MOU and four subsequent fiscal years

Expenditures	2011-12	2012-13	2013-14	2014-15	2015-16
Compensation and Benefits	4,140,019	4,846,472	5,153,573	5,479,685	5,800,289
Books and Supplies	254,523	305,208	321,064	330,696	340,617
Services and Operating Expenses	857,448	809,566	858,639	881,604	909,961
Capital Outlay	20,000	-	-	-	-
Total Expenditures	5,271,989	5,961,246	6,333,277	6,691,985	7,050,867

c. A detailed budget (including cash flow) for the fiscal year of the MOU adopted by the School's directors

	2011/12
	Budget
SUMMARY	
Revenue	
General Block Grant	2,241,460
Other State Income	277,463
Other Local Revenue	137,122
Fundraising and Grants	2,620,000
Total Revenue	5,276,045
Expenses	
Compensation and Benefits	4,140,019
Books & Supplies	254,523
Services & Operating Exp.	857,448
Capital Outlay	20,000
Total Expenses	5,271,989
Operating Income (excluding Depreciation)	4,057

Operating Income (including Depreciation)

57

**DETAIL
REVENUE**

General Purpose Block Grant (K - 3)	1,067,766
General Purpose Block Grant (4 - 6)	768,465
General Purpose Block Grant (7 - 8)	216,644
Subtotal General Purpose Block Grant	2,052,875

General Block Grant

8096	Property Tax	2,052,875
8480	Charter Schools Categorical Block Grant	188,585
	Educationally Disadvantaged Block Grant	
	SUBTOTAL - General Block Grant	2,241,460

Other State Income

8434	Class Size Reduction, Grades K-3	213,400
8560	State Lottery Revenue	58,258
8590	Arts & Music Block Grant	5,804
	SUBTOTAL - Other State Income	277,463

Local Revenues

8639	All Other Sales	17,398
8660	Interest	3,183
8693	Field Trips	95,481
8701	Performing Arts	20,000
8702	Student Council	1,061
	SUBTOTAL - Local Revenues	137,122

Fundraising and Grants

8803	Fundraising	2,171,400
8804	Other Contributions (If Needed)	238,600
8802	Donations - Private (BBC)	30,000
8812	Science/Math Teacher Initiative	75,000
8813	Fund-A-Need	55,000
8814	Middle School Start-up	50,000
	SUBTOTAL - Fundraising and Grants	2,620,000

TOTAL REVENUE

5,276,045

EXPENSES**1000 Certificated Employees**

SUBTOTAL - Certificated Employees	3,101,064
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2000 Classified Employees

SUBTOTAL - Classified Employees	263,684
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3000 Employee Benefits

3401-2	Health Insurance	377,520
3301-4	Social Security/Medicare/ETT	65,508
3501-2	Unemployment Insurance - State	22,568
3101	STRS	255,838
3601-2	Worker's Comp	53,836
	SUBTOTAL - Employee Benefits	775,270

4000 Books & Supplies

4100	Approved Textbooks & Core Curricula Materials	10,000
4200	Books and Other Reference Materials	21,218
4315	Custodial Supplies	12,000
4320	Educational Software	5,305
4325	Instructional Materials & Supplies	55,000
4330	Office Supplies	25,000
4345	Non Instructional Student Materials & Supplies	30,000
4410	Classroom Furniture, Equipment & Supplies	20,000
4420	Computers (individual items < \$5k)	60,000
4430	Office Furniture, Equipment & Supplies	8,000
4720	Other Food	8,000
	SUBTOTAL - Books and Supplies	254,523

5000 Services and Other Operating Expenditures

5210	Conference Fees	12,824
5215	Travel - Mileage, Parking, Tolls	7,725
5220	Travel and Lodging	3,090
5225	Travel - Meals & Entertainment	206
5305	Dues & Membership - Professional	12,875
5310	Subscriptions	6,180
5400	Insurance	35,073
5515	Janitorial, Gardening Services & Supplies	39,600
5535	Utilities - All Other Utilities	37,132
5605	Equipment Leases	16,550
5610	Rent	31,827
5615	Repairs and Maintenance - Building	18,000

5616	Repairs and Maintenance - Computers	3,000
5617	Repairs and Maintenance - Other Equipment	2,060
5803	Accounting Fees	9,900
5804	Performing Arts	20,000
5806	Assemblies	7,500
5807	Principals Contingency Fund	10,000
5808	Strategic Planning	10,000
5809	Banking Fees	60
5810	Strategic Communications Consultant	72,000
5812	Business Services	155,411
5815	Consultants - Instructional	40,000
5824	District Oversight Fees	22,415
5830	Field Trips	95,481
5833	Fines and Penalties	100
5836	Fingerprinting	530
5845	Legal Fees	30,000
5851	Marketing and Student Recruiting	8,742
5854	Consultants - Other	55,000
5857	Payroll Fees	4,200
5860	Printing and Reproduction	2,700
5861	Prior Year Operating Expenses	5,646
5863	Professional Development	20,000
5869	Special Education Contract Instructors	2,472
5875	Staff Recruiting	6,000
5878	Student Assessment	6,372
5880	Student Health Services	6,953
5881	Student Information System	7,801
5884	Substitutes	12,847
5887	Technology Services	3,000
5910	Communications - Internet / Website Fees	4,456
5915	Communications - Postage and Delivery	4,082
5920	Communications - Telephone & Fax	7,638
	SUBTOTAL - Services & Other Operating Exp.	857,448
	6000 Capital Outlay	
6100	Sites & Improvement of Sites	20,000
	SUBTOTAL - Capital Outlay	20,000
	TOTAL EXPENSES	5,271,989

Monthly Cash Flow appears as an exhibit at the end of this section.

d. Services to be received from the COE and the costs of those services

Bullis Charter School is not anticipating any changes from the services it currently may contract from the Santa Clara County Office of Education:

- STRS enrollment, processing, and reporting services
- Professional Development
- SchoolPlan
- Special Education Services
- Library Resources
- Program Evaluation

e. The name and contact information for the School's auditor

Vicenti, Lloyd & Stutzman LLP
2201 East Route 66, Suite 100
Glendora, CA 91740
Phone: (626) 857-7300
Fax: (626) 857-7302

f. A list of the School's board of directors with contact information

Ken Moore, Chair
Peter Evans
Andrea Eyring
Anne Marie Gallagher
Janet Medlin
John Phelps
Francis La Poll

Mailing address for all Board Members is: 102 West Portola Avenue, Los Altos, CA 94022

g. The School's fund-raising plan

The School will continue to fundraise through the Bullis-Purissima Elementary Schools Foundation in order to make up for the 40% less per ADA that BCS receives from local, state, and federal funding government sources (based on 2009-2010 audited data*) as compared to the Los Altos School District.

* For the 2011-2012 school year, this funding gap is expected to increase by approximately \$600/ADA due to the passage of an additional parcel tax by the Los Altos School District from which Bullis Charter School continues to be excluded.

Bullis Charter School

Monthly Cash Flows
As of June 30, 2011

	2011/12											
	Projected											
	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected
Beginning Cash	326,036	250,866	280,366	397,519	404,385	365,358	333,374	320,595	280,439	448,010	479,754	425,668
Revenue												
General Block Grant	-	119,198	246,476	167,011	173,476	173,476	188,021	173,476	300,709	150,105	158,934	151,213
Federal Income	-	-	-	-	-	-	-	-	-	-	-	-
Other State Income	-	-	290	53,840	522	54,072	15,609	522	80,338	94,890	231	29
Local Revenues	1,932	1,932	13,326	13,326	13,326	13,326	13,326	13,326	13,326	13,326	13,326	13,326
Fundraising and Grants	180,950	180,950	225,810	225,810	225,810	225,810	225,810	225,810	225,810	225,810	225,810	225,810
Total Revenue	182,882	302,080	485,902	459,987	413,134	466,684	442,767	413,134	620,183	484,131	398,301	390,378
Expenses												
Compensation & Benefits	80,559	183,007	364,566	363,436	361,179	422,382	364,565	362,308	361,631	361,405	361,405	553,997
Books & Supplies	2,750	65,041	80,059	22,259	10,552	10,552	10,552	10,552	10,552	10,552	10,552	10,552
Services & Other Operating Expenses	24,806	46,079	80,696	78,430	78,430	78,430	78,430	78,430	78,430	78,430	78,430	78,430
Capital Outlay	-	-	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000
Total Expenses	108,114	294,128	527,321	466,124	452,161	513,363	455,546	453,289	452,612	452,386	452,386	644,978
Operating Cash Inflow (Outflow)	74,767	7,952	(41,418)	(6,137)	(39,027)	(46,679)	(12,779)	(40,155)	167,571	31,744	(54,086)	(254,600)
Prior Year Revenue	174,328	21,548	158,571	13,003	-	14,694	-	-	-	-	-	-
Prior Year Expenses	(214,418)	-	-	-	-	-	-	-	-	-	-	-
Change in Accounts Receivable (current yr)	-	-	-	-	-	-	-	-	-	-	-	-
Change in Accounts Payable (current yr)	(109,846)	-	-	-	-	-	-	-	-	-	-	-
Summerholdback for Teachers	-	-	-	-	-	-	-	-	-	-	-	-
Loan Proceeds	-	-	-	-	-	-	-	-	-	-	-	-
Loan Payments	-	-	-	-	-	-	-	-	-	-	-	-
Capital Expenditure	-	-	-	-	-	-	-	-	-	-	-	-
Other Balance Sheet Changes (prepaids etc)	-	-	-	-	-	-	-	-	-	-	-	-
Ending Cash	250,866	280,366	397,519	404,385	365,358	333,374	320,595	280,439	448,010	479,754	425,668	171,068

Attachment 4. Bullis Charter School Plan for Student Academic Performance

Plan for Student Academic Performance Contents:

- a. The School's statement of what it means to be an educated person in the 21st century
- b. The School's statement of how learning best occurs
- c. The School's calendar and class schedule
- d. A description of how students will be assessed and placed into curriculum and programs, including special education, English learners, remedial instruction, supplemental instruction, and accelerated/gifted programs
- e. A brief course description for each course or subject matter area to be offered, including the textbooks and supplemental materials to be used, the content and pacing of what will be covered during the school year, how student progress will be measured and monitored, and what adjustments will be made when student progress does not match expectations
- f. Instructional strategies to be used throughout the School and their basis in successful practice or research
- g. Specialized instructional strategies to be used for Special Education, English learners, or other areas where specialized strategies may be employed, and their basis in practice or research
- h. A description of how each student's overall performance will be monitored, and how instruction may be supplemented or changed when appropriate
- i. A description of how each teacher's performance will be monitored, and how professional development and other resources will be targeted and used to improve instruction
- j. Student outcome goals by grade level and by ethnic group, how progress toward those goals will be measured, and how the results of those measurements will be used to improve instruction
- k. If the School is a high school, a description of the School's graduation requirements, how student progress toward graduation will be monitored, and steps that will be taken for students not making adequate progress toward graduation

a. The School's statement of what it means to be an educated person in the 21st century

An “educated person” in the 21st century is a lifelong learner who has developed competence, self-motivation, confidence, and responsibility.

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 scientific process;
- Knowledge of history;
- Ability to think critically, creatively, analytically, and logically;
- Ability to 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 the 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 for authority;
- Ability to honor differences including cultural, ideological and philosophical;
- Resourcefulness, confidence and motivation;
- Enthusiasm, a sense of wonder and curiosity;
- A passion for lifelong learning;
- Clearly developed emotional intelligence;
- Ability to communicate with respect and compassion;
- A strong social conscience;
- Celebrates diversity;
- A global perspective;
- Ability to think logically, make informed evaluations and problem solve.

b. The School's statement of how learning best occurs

The School believes that each and every child can be academically successful and that each and every student is unique. The School believes that learning best occurs in self-contained classrooms led by teachers with the skills and knowledge of a variety of teaching techniques and methods, and specialized materials that can meet the instructional needs of every student. The school also believes in the use of meaningful assessment methods in order to prescribe the best teaching methods for each student.

Although there is no assurance that each child will master every instructional area, a major effort will be made to ensure maximum understanding and mastery. We believe that the potential for learning best occurs in environments that include meaningful content with choices for learning: adequate time, space and materials; immediate and meaningful feedback and benchmarks of progress; enriched environment and collaborative learning opportunities.

Teaching methods should include, but are not limited to:

- Inquiry method of instruction
- Small classes and opportunities for small group learning
- Interactive, experiential learning opportunities
- Use of state-adopted materials and supplemental materials that reinforce state standards
- Interdisciplinary and project-based studies
- Community supported learning

In order to meet the unique needs of middle school students, five additional Essential Elements have been identified for integration in the middle school program:

1. **High Expectations:** Academic rigor; exceed state standards; highly qualified staff; intensive professional development; prepare students for high school regardless of environment; contributing role in society, and life.
2. **Individualized Learning:** Focused Learning Goals; self development (develop passions, find voice, 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; applies learning to new experiences)
5. **Community Supported Learning:** Mentor Program (experts, field professional, researchers); workplace internships; utilize technology & resources; global awareness & participation; service learning; parent education

c. The School's calendar and class schedule

Class Schedule 2011-2012

K: AM: 8:25-12:10
PM: 11:30-3:10
Friday: 8:25 – 12:40 pm

1-3* 8:35-3:15
3:15-3:30 Snack
3:30-4:15 Extra-curricular^o (Monday-Wednesday)

4-6* 8:35-3:15
3:15-3:30 Snack
3:30-4:15 Extra-curricular^o (Monday–Wednesday)

7-8* 8:00 – 3:29
3:29 – 3:45 Break
3:45 – 4:45 Afterschool/Intermural Sports^o (Monday-Wednesday)

* Some classes begin earlier than the schedule:

- Grades 4 & 5 – Mandarin classes are held on Tuesdays, Wednesdays, and Fridays starting at 8:00 am
- Grades 1-8 choir rehearsals are held on Mondays & Thursdays starting at 7:30 am

^o Some classes (plays, musicals, sports teams, etc.) are offered on Thursdays and Fridays; class periods may extend beyond the schedule

Approved
March 21, 2011

BULLIS CHARTER SCHOOL
2011 - 2012 School Calendar

MONTH	M	T	W	TH	F	STAFF DAYS	STUDENT DAYS	DATE	REMARKS
AUGUST	1	2	3	4	5			Aug 1 - 11	Pre-School Year Staff Development (No Students)
	8	9	10	11	12‡			Aug 12, 15	Staff Development Days (No Students)
	15‡	16▲	17*	18	19			Aug 16	Teacher Work Day (No Students)
	22	23	24	25	26			AUG 17	* FIRST DAY OF SCHOOL
	29	30	31			14	11		
SEPTEMBER				1	2			Sept 5	Labor Day
	5	6	7	8	9				
	12	13	14	15	16				
	19	20	21	22	23				
	26	27	28	29	30	21	21		
OCTOBER	3	4▶	5	6	7			Oct 4	Parent Teacher Conference Day (No Students)
	10	11	12▶	13	14			Oct 12	Parent Teacher Conference Day (No Students)
	17	18	19	20	21				
	24	25	26	27	28			Oct 24-Nov 14	Intercession #1 (Middle School)
	31					21	19		
NOVEMBER		1	2	3	4			Nov 5	End of 1 st Trimester
	7	8	9	10	11			Nov 11	Veteran's Day
	14	15	16	17	18			Nov 21-25	THANKSGIVING RECESS
	21	22	23	24	25				
	28	29	30			16	16		
DECEMBER				1	2				
	5	6	7	8	9				
	12	13	14	15	16			Dec 19 - Jan 2	WINTER RECESS
	19	20	21	22	23				
	26	27	28	29	30	12	12		
JANUARY	2	3	4	5	6			Jan 3	Students return to school
	9	10	11	12	13			Jan 16	Martin Luther King, Jr. Day
	16	17‡	18	19	20			Jan 17	Staff Development (No Students)
	23	24	25	26	27				
	30	31				20	19		
FEBRUARY			1	2	3			Feb 11	End of 2 nd Trimester
	6	7	8	9	10			Feb 13-Mar 9	Intercession #2 (Middle School)
	13	14	15	16	17			Feb 22 - 24	MID-WINTER BREAK
	20	21	22	23	24			Feb 20-21	Washington's & Lincoln's Day Holiday
	27	28	29			16	16		
MARCH				1	2			March 6 & 7	FLG Conferences (pm)
	5	6*	7*	8	9				
	12	13	14	15	16				
	19	20	21	22	23				
	26	27	28	29	30	22	22		
APRIL								Apr 9 - 13	SPRING RECESS
	9	10	11	12	13				
	16	17	18	19	20				
	23*	24*	25*	26*	27*				
	30*					16	16		
MAY		1*	2*	3*	4*				
	7	8	9	10	11				
	14	15	16	17	18			May 21 - Jun 8	Intercession #3 (Middle School)
	21	22	23	24	25			May 28	Memorial Day
	28	29	30	31		22	22		
JUNE					1			June 8	* LAST DAY OF SCHOOL
	4	5	6	7	8*			June 11	Teacher Work Day (No Students)
	11▲	12	13	14	15				
	18	19	20	21	22	7	6		
	25	26	27	28	29	187	180		

- LEGEND:**
- Legal Holiday
 - Local Holiday
 - ▲ Teacher Work Day (NO STUDENTS)
 - ‡ Staff Development (NO STUDENTS)
 - ▶ Parent Teacher Conference Day (NO STUDENTS)
 - ▼ 1st Year Staff Development (NO STUDENTS)
 - * ILP Minimum Classroom Days
- 180 Student Days
 - 2 Teacher Work Days (8/17, 6/9)
 - 3 Staff Development Days (8/13, 8/16, 1/18)
 - 2 Parent Teacher Conference Days (10/5, 10/13)
 - 187 STAFF DAYS
 - 0 Buy Back Days
 - 187 TOTAL STAFF DAYS
 - 9 Pre-School Staff Development
 - 196 TOTAL: ALL STAFF

d. A description of how students will be assessed and placed into curriculum and programs, including special education, English learners, remedial instruction, supplemental instruction, and accelerated/gifted programs

At Bullis Charter School, consistent student assessment - both formal and informal - is emphasized for monitoring student success and meeting content and performance standards. Both the primary and upper grades 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.

BCS 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). The results are utilized: to match students with appropriate text and organize them into flexible groupings including appropriate intervention and enrichment programs for effective reading instruction; as data to communicate on a tri-annual basis with parents regarding their child's progress; for the teacher to work with students and parents to set Focused Learning Goals; and to identify possible students for recommendation for retention or acceleration.

In addition to using program-developed and locally designed assessment tools, BCS participates in the state-mandated STAR testing to assess year-end individual and school-wide mastery of content standards. The Cognitive Abilities Test (CogAT), a measure of ability, reasoning, and problem-solving, is also administered to all students, grades 2-8. Once the results are released to the school and comprehensively communicated to the school community, the school staff undergoes numerous meetings with the purpose of disaggregating the data both across 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. Through each of the assessment methods, needs are identified, teachers, parents, students, and administrator set individual goals, and curriculum, materials, and instructional methods are identified. It is the goal of instruction at BCS to continually raise the expectations and achievement of its already high performing student body. Moreover, assessment results directly impact the development of individual student goals, as detailed in each student's Focused Learning Goals (FLGs). From the goals, considerations/modifications within the context of the classrooms for individual student learning are made and recommendations for placement in specific extra-curricular and co-curricular classes are made.

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 504 plans for regular assignments and test-taking. Students are allowed to work and/or take tests in smaller groups or 1:1, have directions and test items read to them, given extended time for completion, 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 (total physical response).

Associate Teachers, certificated full-time teachers, are in every classroom and provide additional support for students who may need a differentiated program. For students requiring extra support, Associate Teachers are able to pull small groups or work 1:1 in order to re-teach or work on specific skills and concepts. Associate Teachers are placed in classrooms based on their expertise and the needs of the class. For example, an Associate Teacher with a special education certification and experience was assigned to a class in order to help support the classroom implementation of a student's IEP goals; Associate Teachers with math and/or reading expertise are placed in classrooms where there are students in need of intervention or extension in those area. In addition, the BCS teaching faculty is trained in the Schools Attuned program. With this program, teachers (regular classroom, associate teachers, and specialist area teachers) are taught ways to evaluate student progress across numerous learning constructs. Then, specific strategies are provided to enrich or remediate the student learning experience across the range of constructs delineated in the program.

Based on the results of the various assessment metrics, individual student progress is outlined using standards-based report cards. These report cards are distributed to the students' parents three times a year: fall, winter, and spring. Linking assessment reporting procedures with grade level standards ensures that parents, students, and staff can reflect on students' performance while working from the same baseline.

Students have range of opportunities in our co-curricular, extra-curricular, and character development programs to demonstrate strengths, which are then leveraged to improve student learning in traditional academic subjects. Student enrollment in all activities, before, during, and after school reflects the diversity of school and the level of comfort students feel moving within the school community and intermixing gender and age-groups. Whether dancing or knitting, cooking or building, students of all ages, ethnicities, and both genders feel equally comfortable participating. Even during "self-selecting" times like recess, it is not uncommon to see mix-aged groups of students playing 4-square, tetherball, or line tag. For example, our primary play, "Cinderella", enjoyed the participation of over 71% of the eligible students with boys making up 21 (42%) of the 50 students; 37% of the actors in the grades 4-6 play were male. And it is no uncommon to see boys performing in our dance classes or girls in Lego Robotics or on the Tech Crew (60% females).

The school counselor's expertise is utilized at our grade level parent meetings to address students' developmental and socio-emotional growth and parenting issues. The counselor also conducts student groups including those for social, divorce, and grief, and provides parents with family counseling sessions in order to support students in their academic and Focused Learning Goals. Along with the school psychologist, the counselor works closely with the rest of the SST or IEP Team members to ensure that his services are aligned with the needs of and the goals for each student, oftentimes extending beyond the office doors. For example, art therapy and play therapy in the classroom and on the playground are often used, techniques that provide a safe and fun environment for students to express themselves and applying newly learned skills. That is

why one will often see the counselor playing 4-square with a student along with a group of other students.

In grades 7 & 8, where research has shown that it is at this critical stage when students start becoming less engaged in their learning, a special schedule with a long day and Intersessions has been created to address their needs and to develop their sense of purpose. To support this effort and to “center on the intellectual, social, emotional, moral, and physical developmental needs of young adolescents” (National Middle Schools Association), 2 periods for Advisory/Leadership and 1 period for Assembly/Rally are scheduled weekly so that our students are able to participate in Health, Leadership, Socio-Emotional Development, Community-Building, and Mentor programs.

BCS also offers various programs for the health and well-being of our students: free yearly vision and hearing checks, a nutritional milk program, five hot lunch days (meeting the nutritional guidelines for healthy lunch), a homework assistance program, after school “office hours”, extended teacher work hours after dismissal so that they are accessible to students and parents, among others. These services are detailed in the Parent/Student Handbook and the School Directory that are distributed to every family. Information is also communicated to parents at the grade level parent meetings, grade level coffees, and in the school newsletters. Most often, referrals for special services are initiated by teachers who, through daily interaction with the students, are most acutely aware of the needs.

While BCS is chartered through the Santa Clara County Office of Education, for all intent and purpose, we are our own LEA. Therefore, the relationship between BCS and the County Office is more similar to that of a district and its county office than a school to its school district. In this manner, the SCCOE has been strongly supportive of BCS and our programs and plays an active role in assisting us in meeting the academic needs of our students. BCS is a member of the SChool Plan, a web-based tool that allows us access to data management, SPELL (EL reporting requirements), and site planning and reporting. As a member of the SCCOE, BCS staff is kept updated of professional growth opportunities; classes and workshops that are offered at very affordable costs and which many staff members have attended including being a part of a team of educators to preview and review the new social studies materials. The SCCOE staff has also been a wonderful resource for BCS: the Directors of Human Resources, Educational Services, and Charter Schools who keep us updated on relevant training opportunities, SCCOE representatives who assisted BCS in the development of the Strategic Plan, and the Special Education Manager who sits on our IEP team to assist in developing individualized plans for our special education students.

e. A brief course description for each course or subject matter area to be offered, including the textbooks and supplemental materials to be used, the content and pacing of what will be covered during the school year, how student progress will be measured and monitored, and what adjustments will be made when student progress does not match expectations

BCS's curriculum provides a rich, student-centered, inter-disciplinary 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 state standards, and by following the grade level standards in all curricular areas, we ensure that all students receive a balanced curriculum. BCS students receive instruction in English Language Arts, Math, Science, and Social Studies from their homeroom teacher as well as Physical Education, Technology, Art, Music, Drama, Science & Engineering, and Foreign Language from qualified specialists. Standards for what each student will master in all subject areas are in place. Along with expected learning results, they provide a basis for articulation among teachers and successful transitions for our students. The standards are reviewed and revised according to the changing needs of our students and the evolving state expectations.

Working within grade level teams, teachers use these standards, a variety of assessment tools, and current literature on educational practices to design a dynamic curricula to meet our students' specific needs. Delivery of curriculum is planned in the weekly grade level team and/or staff 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' students. We maximize our status as a charter school by researching and choosing curricula and materials that best meets the needs of our specific population rather than relying on the ones chosen by the state. Although our curriculum is coherent and meets the state standards, it also reflects the rigor of our specific school vision and the flexibility we enjoy as a charter school. Programs must 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 subject matter (including, but not limited to, Technology, Character Development, Service Learning), and quality, authentic assessment tools.

The College Preparatory Math (CPM) curriculum was chosen by our staff as the core program in 6th-8th grade because the majority of our students score at an Advanced level on the STAR test and by that grade level, are ready for a more rigorous math program. While only the 8th grade *Algebra Connections* component of the CPM program is on the California textbook adoption list, it is recognized by the Eisenhower National Clearinghouse (ENC) and the US Department of Education as one of the top five math programs in the nation. With its focus on developing an in-depth understanding of the mathematical concepts through problem-solving and teamwork, CPM is more suited to needs of our students and in sync with the BCS philosophy. It is evident to us based on feedback from former students, their parents, and from their high placements in classes after matriculating from BCS, that this program is the appropriate one for our population. Our math data has supported this fact:

- for our first 3 years, BCS 6th grade students have attained the highest percentage of proficiency in mathematics in the county;

- BCS 6th grade students have never scored below 92% proficiency in the CST (combining Proficient & Advanced scores);
- in the past 6 out of 7 years the school has been open, BCS 6th grade students have scored at or above the 95% proficiency in the CST (combining Proficient & Advanced scores); and
- in the recently released 2011 CST scores, our 7th graders scored 100% proficiency (combining Proficient & Advanced scores) in both the Algebra & Algebra I tests

Sixth grade students begin with *Making Connections Course 1*. Students who finish the 6th grade program scoring less than 70% on the end-of-the-year test and less than “Proficient” on the CST Math test of the STAR will be enrolled in an additional period of 7th grade math instruction during which they will receive remediation using the Pearson Prentice Hall materials. These students will not participate in the Elective Wheel but will receive additional time and instruction in math in order to prepare for the Algebra 1 in 8th grade. Students in 7th grade will be taught using the *Making Connections Course 2* materials. When students reach 8th grade, they will be enrolled in Algebra 1 using the CPM state-approved program, *Algebra Connections*. Students who score below 70% at the end of 7th grade and less than “Proficient” on the CST Math test of the STAR will receive additional math instruction and practice using the Key Curriculum Press materials. Associate Teachers will be assigned to the Algebra 1 classes to provide additional support such as small group instruction and reteaching for these students.

Focused Learning Goals (FLGs), developed annually for every student, are at the heart of our program based on our commitment to educating the “whole child” and ensuring that **all** students achieve high standards. Created at the October Parent/Teacher conference by the teacher, student, and parents, the FLG process provides an opportunity to familiarize the family with the state and school standards, review the student’s progress to date, discuss individual strengths and weakness, determine best learning styles, and work collaboratively to develop year-long goals that will continually challenge the student to grow academically, socially, emotionally and behaviorally. The FLG serves to enhance parent-teacher communication and includes information on who is responsible for working towards these goals, how these goals will be attained, and the means for assessment. A Kindergarten student may merely state, “I like to read,” as an area of strength and “I want to learn to write,” as a goal, and the teacher and parents will build upon these statements; upper grade students will have direct input in the creation of their goals, how these will be met, and the evaluation criteria that will be used.

After the FLG is created, the goals are formally reviewed by the student and his/her teacher regularly, and at the very least once a month, throughout the school year to ensure that every student continues to be aware of, and is actively participating in his/her expected learning results. The classroom teacher uses these goals to determine his/her student groups, programs and materials, and instructional 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 daily, in a consistent manner, and are around which the instructional program is tailored. As needed, goals are modified to meet the changing needs of the individual student.

Teachers provide regular feedback on the progress of FLG through report cards, teacher reports, and student self-reports.

In addition to FLGs, support for individualized student learning is available in our co-curricular and extra-curricular classes. Both these programs cover a wide variety of academic subject matter. Co-curriculars are offered during the school day, are mandatory, and every student has the opportunity to choose and take classes from three areas: Visual & Performing Arts, Math & Science, and Global Citizenship. Extra-curriculars occur before and after-school, and are voluntary. All classes are taught by the BCS staff. Classes such as French, guitar, fiction writing, money smart, jazz dance, flash animation, poetry, basketball, homework club, neuroscience, and spelling club not only extend the state standards and allow students to access them using a variety of learning modalities but because they are mixed grade, also enhance the students' feelings of community belonging and self-worth. For example, grades 3-5 students in "String Art" use the coordinate graph to plan, design, and create pictures with string. This class not only infuses math with art but allows 5th grade students to reinforce this 5th grade level math concept, 4th graders to extend this newly introduced concept at that grade, and 3rd graders an innovative math challenge. Recommendations for students to enroll in specific co-curricular and extra-curricular classes may be incorporated into a student's FLGs. Classes may even be established if a need is determined for certain areas. An oversubscribed Lego Robotics class prompted the opening of extra sections, and as students progressed in their proficiency in Spanish, Flash Animation, and Band, higher level classes were offered. All students also participate in an "enhanced" curriculum that greatly exceeds the state standards and that includes mandatory weekly Music, Art, PE, Drama, Science & Engineering (gr. 1-6), and Mandarin (K-5) classes taught by credentialed teachers.

In grades 7 & 8, students have unique opportunities during the Intersessions to participate in a variety of courses that reinforce and extend the state standards while providing choice of study, mentoring from the outside community, application of concepts in an interdisciplinary manner and real-world situations, and opportunity to self-reflect and participate in meaningful assessment practices, all instructional methods identified by research to be effective means by which students learn (Taking Center Stage, 2001). Grades 7 & 8 students will spend 3 weeks per trimester immersed in topics such as Applied Arts, Science & Technology, Stage/Video Production, Service Learning & Foreign Language, that will promote learning through:

- academic rigor
- personal accountability
- individualized learning via in-depth areas of interest & inquiry
- increased engagement through relevance, choice & self development
- life skills assessed and emphasized
- flexible scheduling to allow for depth and mastery
- authentic assessment through mastery

In order to assist teachers in developing FLGs that can effectively address the diverse academic, social, emotional, and behavioral needs of their students, BCS is committed to training the entire teaching staff, certificated and non-certificated, in the *Schools Attuned* methodology. This research-based program directly aligns with the BCS mission of meeting students' individual needs (FLGs) and providing teachers the skills to determine them as well as strategies

(accommodations and modifications) to address these needs in the regular classroom setting. This intense five-day workshop is an ideal way for the entire teaching staff to be immersed in a program and to be able to learn together. Because we are a small school community and have the unique environment of staff members knowing and working with most of the students, in-depth and meaningful discussions are possible, enhancing the overall learning and "attuning" experience. As groups of new faculty members progress through the practicum and implementation phases of this program every year, they will be able to continue that dialogue and support with each other as well their teaching peers to meet the learning needs of the students as they progress through our school.

	Language Arts	Mathematics	Social Studies	Science
Gr. K	Open Court - state approved	Investigations in Number, Data & Space	Harcourt Brace - state approved	FOSS - state approved
Gr. 1	Open Court - state approved	Every Day Math (University of Chicago) - recognized by the US Dept. of Education (top 5 math programs)	Harcourt Brace - state approved	FOSS - state approved
Gr. 2	Open Court - state approved	Every Day Math (University of Chicago) - recognized by the US Dept. of Education (top 5 math programs)	Harcourt Brace - state approved	FOSS - state approved
Gr. 3	Open Court - state approved	Every Day Math (University of Chicago) - recognized by the US Dept. of Education (top 5 math programs)	Harcourt Brace - state approved	FOSS - state approved
Gr. 4	Houghton-Mifflin - state approved	Every Day Math (University of Chicago) - recognized by the US Dept. of Education (top 5 math programs)	Harcourt Brace - state approved	FOSS - state approved
Gr. 5	Houghton-Mifflin - state approved	Every Day Math (University of Chicago) - recognized by the US Dept. of Education (top 5 math programs)	Harcourt Brace - state approved	FOSS - state approved
Gr. 6	Houghton-Mifflin - state approved	College Prep Math - recognized by the US Dept. of Education (top 5 math programs)	Harcourt Brace - state approved	McGraw-Hill - state approved
Gr. 7	Glencoe: <i>California Treasures 2</i> - state approved	College Prep Math: <i>Making Connections 2</i> - recognized by the US Dept. of Education (top 5 math program) Pearson Prentice Hall (remedial) - state approved	Oxford University Press - state approved	McDougal Littell: <i>Focus on Life Sciences</i> - state approved
Gr. 8	Glencoe: <i>California Treasures 3</i> - state approved	College Prep Math: <i>Algebra Connections</i> - state approved Key Curriculum Press (remedial) - state approved	Oxford University Press: <i>A History of US-</i> state approved	McDougal Littell: <i>Focus on Physical Sciences</i> - state approved

f. Instructional strategies to be used throughout the School and their basis in successful practice or research

“BCS offers students in grades K-8 a rigorous, standards-based, collaborative, experiential learning, education program that emphasizes individual student achievement and 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 in a small learning community.” - BCS Mission

Education Philosophy – The following are the key elements of the founding team’s educational philosophy that are the basis of the educational program at Bullis Charter School:

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

Collaboration: At BCS, we believe 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 a two-week pre-session teacher institute, as well as on an on-going basis. Opportunities for on-going collaboration at grade level, across grade levels, and with other professionals in the Bay Area are provided. BCS parents collaborate and are committed to being meaningfully involved on a variety of levels. Parents take part in classroom work, parent education and school governance, not to mention community building and fundraising.

Experiential Learning Environment: Research shows again and again that children learn best by doing and showing. Teachers utilize opportunities to link classroom learning to everyday life through such activities as: hands-on projects, role playing, debates, current events, demonstrations, field trips, speakers, and classroom visitors.

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. 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, another aspect BCS is committed to.

Reach Beyond Themselves to Achieve Full Potential: A dialogic approach to teaching and the formation of a constructivist classroom (where students and teachers co-construct knowledge) 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. Individual student achievement plans and assessments, differentiated instruction, and teaching to the whole child are all modalities we are committed to and constantly strive to

improve our delivery of. Learning is tied to meaningful, measurable outcomes. In addition to standardized tests, local measures of learning, such as portfolios, student demonstrations and anecdotal records, are utilized. Our small class sizes (K-3, 20 students or fewer; 4-8, 25 students or fewer) allow for a variety of teaching innovations. Teachers have been trained to take advantage of the many possibilities and opportunities smaller class sizes present. BCS teachers are also challenged to look for ways to create interdisciplinary lesson plans and to incorporate the performing and fine arts into their curriculum. We 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. In addition, certificated teachers are committed to obtaining National Board Certification.

Global Perspective: BCS realizes that our school community is but one small community in an interconnected system of world communities. Our teachers incorporate global perspectives both in the classroom, through academic disciplines of social studies and language arts, as well as on the playground through conflict mediation and life skills programs. 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 for an international perspective.

Interconnectedness of Communities and Their Environments: The local rural community provides students with experiential opportunities to learn about the environment. Students have the opportunity to clean up creek systems, maintain local nature trails, and develop gardens while engaging in the study of habitats, ecosystems, and agriculture.

Mutual Respect and Civic Responsibility: As a charter school we have a unique opportunity to limit school size and class size to best promote a sense of community. Community is an exciting concept to build upon, for it is a fundamental desire that all of our children grow to become positive members of the global community. At BCS, we influence 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. A Character Development Program has been adopted to provide the structure to reinforce positive character traits and interactions, build respect and appreciation for diversity, as well as the tools for problem solving and conflict resolution. Opportunities to participate in school governance encourage the expression of voice, critical thinking, and the importance of participating in the democratic process.

A Lifelong Love of Learning: A love of learning is best fostered by nurturing a culture of exploration both inside and outside the classroom. A child-centered approach to learning, where each child's individual interests are identified and challenged, will naturally engage students and encourage an on-going love of learning that will transcend the classroom experience. Teachers in the community will also be expected to challenge their knowledge and skills on an ongoing basis through professional development and action research, and to teach others what they have learned. BCS has the unique opportunity to create a community of learners, where participants come together to explore, learn and innovate.

In the spring of 2005, thirty-five members of the school community - staff members, board members, parents, educators from other schools including pre-school and private middle/high school, county and state representatives, community and business members - worked together for

3 days and developed a five-year Strategic Plan, in order to establish a common vision of what students will understand, know, and be able to do upon leaving Bullis Charter School.

Guided by the five objectives created by consensus by all members:

- All students will become self-confident contributors to the global society and demonstrate understanding of the interconnectedness of people and their environment.
- Every student will be actively responsible for his or her learning and individual goals.
- Every student will achieve academic success.
- Every student will continue to discover and pursue individual talents and interests.
- All students will model the six character pillars.

Six Strategies were developed, resolutions that commit BCS's resources and energies toward the continuous creation of systems to achieve the extraordinary as expressed in the mission and objectives:

1. Build innovative educational programs that enrich the academic experience and inspire the individual student.
2. Secure a site over which we have sufficient control that best allows us to implement our curriculum.
3. Create an environment and process that attracts, develops, and retains the highest quality of staff.
4. Develop effective internal and external lines of communication.
5. Develop multiple and complementary metrics to measure our objectives for student, staff and organization performance.
6. Promote and establish viable partnerships throughout the community to support our mission.

Based on these Strategies, 19 Action Plans, including the following, have been realized in the past 2-5 years:

- Creation and implementation of a middle school program (7th Grade in 2010-2011 and 8th Grade in 2011-2012)
- Creation and implementation of Science and Engineering Lab program
- Creation and implementation of a Mandarin Program – “FLES” (Foreign Language in Elementary School) model
- Refinement of Focused Learning Goals (FLGs) – every student has individualized annual goals in academic subjects as well as for the *Social, Emotional, Behavior, and Personal* areas.
- Development of multiple and complementary metrics to measure our objectives for students, staff, and organization performance.
- Creation and implementation of new parent volunteer organization (Bullis Booster Club) board structure and job descriptions.
- Creation and implementation of New Family Orientation Program
- Development of annual plans to comfortably house BCS at its full enrollment at the present “camp” site.
- Launch of new school website
- Creation of a school-wide Communications plan
- Initiation of intra- and inter-mural Sports Program

- Initiation of an innovative Performance-Based Compensation model
- 2008 California Distinguished School and multiple recognitions (please refer to I. Education Program - “Accomplishments”, page 3, BCS Charter)

In May 2011, the Strategic Planning Team, made up of 30 members with representatives from the BCS community (parents, staff, board members) and beyond (California Charter School Association, New Schools Ventures Fund, Community Health and Awareness Council, EdTec) convened for its annual meeting.

After reviewing & discussing the progress on the 2010-2011 School Goals (strategic initiatives), the Team identified changes (external & internal) and Critical Issues, and confirmed the BCS Strategic Intent before setting out to refresh and/or develop the following Strategies:

- I. We will build organizational capacity to promote sustainability, vitality, balance, and quality.
- II. We will establish our unique relevance in and serve the broader educational reform community.
- III. We will create an environment and process that finds, attracts, develops, and retains the highest quality of staff.
- IV. We will engage all parents in joyful, active partnership to support their children and the BCS mission.
- V. We will foster positive relationships with our constituents and communities to reinforce our value to them.

These Strategies will be the foundation for the Action Plans for the next 5 years for the School. They will be communicated to the school community in the fall to encourage participation to work on developing Action Plans. Once these are completed, the Action Plans will be brought back to the Strategic Planning Team before being presented to the BCS Board of Directors for review and adoption as the BCS 5-Year Strategic Plan.

The core elements of the BCS curriculum include:

Standards-Based Curriculum – Standards for what each student will master in all subject areas are in place for all grade levels. BCS follows the lead of prominent researchers such as Marzano and Schmoker who demonstrated the success of standards-based curricula. Standards provide a basis for articulation among teachers, clarifies understanding, and promotes persistence and collective purpose (Rosenholtz, 1999). At BCS, the standards are regularly reviewed and revised according to the changing needs of our students and the evolving state expectations. Working within and across grade level teams, teachers use these standards, our assessment tools, and the current literature on best educational practices to design dynamic curricula that address our students’ specific needs. Teachers’ schedules are created so that they can meet informally on a regular basis to share ideas and resources, peer observe, and discuss instructional strategies relative to meeting state standards. Long term curricular planning is completed by teachers at the beginning of 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 student learning (Tomlinson, 2000). Strategies such as direct instruction, peer assisted learning, cooperative learning, flexible grouping, and student-initiated learning (see below) are used as determined by the teacher based on the objectives of the lesson and the needs of the students. Classroom instructional aides 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, regardless of their individual levels.

Focused Learning Goals – In our effort to develop responsible productive citizens, students are motivated to play an active role in their own education. Every BCS student is given the opportunity to provide input in his/her Focused Learning Goals (FLG). Created at the fall Parent/Teacher conference by teacher, student and parents, the FLG process provides an opportunity to familiarize the family with state & school standards, review each child's progress to date, discuss individual needs, and work collaboratively to develop year-long comprehensive individualized goals. These goals serve to enhance parent-teacher communications about the child's subsequent progress throughout the year and address academic, social, emotional and behavior needs. The FLG also includes information on who is responsible for working towards these goals, how these goals will be attained, and the means for assessment. Teachers provide regular feedback on the progress of FLG goals through report cards, teacher reports, student self-reports, and the March FLG Parent/Teacher conferences.

Student-Driven Learning – Bullis Charter School is replete with opportunities for student-initiated activities. In providing students with choice across the curriculum, we allow them to develop and apply knowledge and skills in a relevant context in which they can maintain interest. 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 English Language Arts, students are offered menus – lists of activities such as independent reading, writing, word-based games, technology integration, etc. – from which to choose. 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. Students requiring enrichment in spelling and vocabulary are offered the challenge words and additional vocabulary-building opportunities. Required at every grade level, book reports and book clubs provide students a chance to express and share their personal interests. Teachers encourage and help students to choose books that reflect their interests across a variety of genres. Third to sixth grade students are required to conduct research reports choosing topics of appropriate interest and scope; they complete the research and writing of this report with impressive independence. These reports form the core of their writing portfolio, which is rounded out with other written pieces of their choosing.

The BCS staff utilizes current teaching practices to encourage student-centered learning. For example, 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, aides, and parents. In Writing Workshop, students creatively write on self-chosen topics, and learn to critique their own work through the writing process. In Math, teachers maintain math centers, wherein students can choose from a variety of math-based games and activities. Optional math packets that provide a different take on math skills are commonly provided to students who enjoy a challenge. Our two core math programs both require students to work collaboratively and to be actively engaged in their learning: "Everyday Math" encourages problem-solving and looking at multiple ways of addressing programs, and CPM with the teachers taking on the role of a coach, guiding, supporting and summarizing. Students seeking to venture further in math may participate in co-curricular Math Club classes. In the area of science students have free choice in choosing topics for their science fair projects. Teachers support the completion of this wide range of projects by offering assistance with all phases of the scientific process.

Beyond the realm of academics, students have still more input as to how their education unfolds. Weekly class meetings provide them 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. Our Environmental "Green Team", for example, is responsible for the recycling and compost efforts at our school. Bullis' Student Council runs the Student Store, plans spirit days, organized the Turkey Trot and Door-Decorating Contest, and raises money for special projects including purchasing a lectern for the multi-purpose room as well as donations to the Leatherback Trust.

Grades 7 & 8 students have unique opportunities to self-select in-depth areas of study within topics during the Intersessions. 7th grade students immerse themselves in a Tech Challenge and work with their peers to problem-solve a real-world issue or are challenged to put on a complete production of "A Mid-Summer Night's Dream" (directing, producing, set-design, acting, stage and tech managing, etc.). No matter what topic, all units are interdisciplinary and standards-based and community resources including experts and mentors are utilized to a positive adult advocate for the students. Students are empowered to take advantage of the flexible schedule and self-chosen area of interest to be accountable for their learning: goal- setting, demonstrating, and evaluating, leading to the last Intersessions in the 7th and 8th grade year when the culminating projects provide opportunities for the students to teach, organize a "performance", develop a portfolio and participate in an oral defense.

Technology Integrated Instruction – The BCS Technology Program, guided by the NETS (National Educational Technology Standards) and the BCS Technology Plan, is designed to increase student achievement through technology integration. Instructors seamlessly apply technology as a tool to 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 Kidpix to sort shapes and colors or to physically "act out" the alphabet; third graders create movies based on their research of prominent Americans; 1st graders create podcasts to teach others about the plight of the

Leatherback Turtles; 2nd graders develop Power Point presentations for their parents on Back To School Night about themselves and their goals for the year; 1st graders blog to keep the community aware of what they are working on in the classroom; 7th graders utilize online applications to track their reading progress; and 5th and 6th graders design web pages with information, pictures, and questions their research projects (states and medical respectively). Technology continues to be used as a tool and seamlessly integrated into the middle school curricula. Students use Garage Band to compose scores for the student-produced play and Google Sketch-Up to draft their woodworking projects as well as online programs such as “Brainology” in Advisory to cultivate a “growth mindset” which research has shown to lead to positive growth and learning-oriented behaviors.

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 and the BCS Technology Plan’s Scope & Sequence. Students and parents are directed to links to educational sites that can be used to reinforce and/or enhance student learning. For example, parents and students are shown the "hotmath" link on the College Preparatory Math site which can be used at home by students who require assistance on the math homework; homework is posted for most classes on class websites; 5th graders use the funbrain.com site to study for their states and capitols test; and Mandarin students (K-8) have access to 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 (1994) 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. For example, annually fourth grade students embark on an exciting long-term Service Learning project of local habitat restoration and preservation. Partnering with the Hidden Villa, students map out existing plants and animals on several hillsides surrounding the eroded area (social studies). They learn to identify native and non-native plants and animals (library & internet research) and procure clippings from the area to determine whether they are native or non-native (science). Next, students work cooperatively to develop a plan for restoring the habitat within an allocated budget (math & life skills) and evaluate it for appropriateness before adopting it for implementation. Finally, students work on implementing their plan, which includes planting native vegetation and keeping scientific journal records and drawings of their growth (language arts, math & art) over time. They also go on to analyze how animal life in the area evolves with the return of a natural environment using databases and spreadsheets and may even post the entire venture on a student created web page (math & technology). This project just garnered 2nd place prize in the prestigious national Siemen’s “We Can Change The World” Challenge.

In fourth grade, students also participate in a Gold Rush simulation unit. As members of mining teams, they vicariously experience the excitement, hardships, and the challenges of a 19th-century gold rush. Students must overcome obstacles such as disease, lack of food, harsh weather, and crime while they search for food. The would-be prospectors must also alertly capitalize on events and situations in order to increase the amount of gold they find. Small group decision-making along the way give them a realistic view of life in a mining camp. This unit

culminates with a Gold Rush field trip as well as a student-hosted "gold rush day" complete with stations that teach visitors about they have learned and offer samples of food cooked in that time. Students go on a field trip that coordinates with grade level standards. Fifth grade students attend a week-long outdoor science school where they learn about conservation and the sustainable ecosystem while being surrounded by the natural environment. The fifth grade students also attend a week-long trip to Washington, DC and Williamsburg to support their learning of United States history. Sixth grade students travel to Costa Rica, where they learn about and help with the conservation efforts of the diminishing leatherback turtle population by excavating nests, patrolling beaches, gathering data from egg-laying females, and releasing hatchlings . 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 support our emphasis on project-based learning. Programs, such as "Interact" and "College Preparatory Mathematics", were adopted because they emphasize problem-solving, inquiry, and working cooperatively. We have also purchased and created a plethora of supplementary materials in order to provide hands-on, experiential, higher order thinking activities for our students.

Friday Co-Curricular classes take students out of their regular classrooms to work with teachers in areas that promote this type of thinking as well. For example, in the web page design class, 4th-6th grade students research a city, state, or country (based on their grade level) and design web pages to consolidate the information to share with other students. Through this class, the students are not only satisfying the standards for researching and writing but are also learning about aesthetics, working with images and learning how to use the Internet as a research, production, and communication tool.

Community Supported Learning – One of the key factors in BCS's success is our overwhelming level of parental and community involvement. Parents and community members volunteer over 5,000 hours a year. If we base our calculations on a 2-hour work day for associate teachers in the school over a 36 week time span, our hours would average out to almost 14 more aides every day on campus! We believe that this level of support exists because of our commitment to a true partnership between school and family.

Because our parents are so knowledgeable about and committed to our school mission, they are often entrusted with responsibilities and will work side-by-side with staff on projects which directly impact learning opportunities for our students: in the classroom (e.g. reading to students, running centers, etc.); in the specialists' classes (e.g. an architect assisting in the Architectural Design class, a former Olympian teaching sports), and in specialized co-curricular and extra-curricular programs (e.g. Sustainable Chef is taught by a parent who is a chef paired with the teacher creating lessons that support grade level standards such as foods of ancient Rome for 6th graders). We are fortunate to have parents involved in the classroom sharing their expertise as well. Parent volunteers assisted in instructing the students gardening techniques and help with the maintenance of their gardens throughout the year. In 1st grade, a scientist from Stanford leads the class in extracting DNA from a strawberry; a former student returned to train 5th and 6th grade

students on the drama tech crew; Indian parents in Kindergarten organized a lesson complete with art activities, stories and food to teach the students about Diwali; Cherokee relatives of a first grader treated the class to Native American singing, dancing, as well as stories and examination of various artifacts; the mayor and councilman from Los Altos Hills shared with students the roles and responsibilities of their jobs; Chinese parents in 6th grade instructed students how to use a brush and ink in Chinese calligraphy; and an uncle, who is a professional Shakespearean actor helps the 7th grade students with blocking and rehearsing for their student-produced production of “A Mid-Summer Night’s Dream”.

Teachers also use community resources for curriculum support. During Red Ribbon Week, all students view lung specimens from the Cancer Society and teachers use science materials from the Waste Water Treatment Facility and the Dairy Council to supplement their units. Field trips augmenting the grade level curricula include outings to the Tech Museum, Redwood Grove, the SF MOMA, the Marine Science Institute, and Fire & Police stations where personnel with expert knowledge further the learning experience for our students.

BCS also benefits from some special community partnerships that allow the school to provide innovative and unique learning experiences for our students. Professional musicians from the Stanford Jazz teach a series of weekend jazz classes; our relationship with the Leatherback Trust affords our students the opportunity to learn about 5 biospheres as well as assist in the preservation of the Leatherback Turtles; sponsorship by the Stanford School of Education allowed BCS to organize and host over 700 students from 8 charter schools to the 2nd Junior Olympics event. When developing the 7th & 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 adolescences’ 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 (Erikson, 1968; Marcia, 1980). 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 psychosomatic ailments; and the social effects may include deviant and destructive behavior, a lack of productivity, and an inability to sustain stable interpersonal relations (Damon, 1995). Compelled by this research and under the guidance of Matthew Andrews and Dr. William Damon, BCS developed innovative middle school programs such as Mentoring, Advisory, and Intersessions.

Longer School Day and More Instructional Minutes – The BCS bell schedule is created to best support student learning. Kindergarteners attend school either during the morning or the afternoon for 36,900 minutes/year, 900 minutes more than the state required number of minutes. The Kindergarten schedule is set up so there is a 30 minute overlap between the two classes and on Fridays, all students come to school in the morning to allow for community building through shared classroom lessons, school assemblies, House activities, and co-curricular classes.

The Grades 1-3 students attend school for 61,200 minutes/year, far exceeding the state’s required 50,400 minutes. This is also true of the grades 4-6 and grades 7-8 programs with students attending 61,200 minutes/year and 72,360 minutes/ year respectively. With the state requiring

only 54,000 minutes/year, BCS students have ample time to participate in extended learning activities such as co-curriculars, as well as special programs such as foreign language, art, music, and drama.

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. 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. Every semester, students may choose from a variety of offerings, from Spanish, Dance, Choir, Physics, Band, Readers’ Theater, Junior Great Books, 3-D Art, German, Speech, Environmental Ed., Math Detectives, “Mad Scientist”, Animation, Digital Yearbook, and many more from three main categories: Visual/Performing Art, Math/Science/Technology, Global Citizenship.

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 team sports, French, Odyssey of the Mind, Girls on the Run, Crocheting, Knitting, Yoga, Keyboarding, Guitar, Strings, Homework Club, and many more. One of the most popular after school courses are the BCS school plays and musicals, four annually. The first production, “Read the Book”, had over 60 grades K-4 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); last year, 66% or 256 of the 384 students (K-8) participated in a school production! 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.

Staff Recruiting and Professional Development – At Bullis Charter School, the adoption of new, challenging standards and materials in math, language arts, social studies and science brings scholastic expectations previously reserved for high achieving students to all of our students. High standards for students requires high standards for teachers. BCS seeks only the best qualified teachers for its program. Beyond meeting the NCLB standards for credentialing and subject matter competence, BCS expects that teachers will become National Board Certified. Teachers must also demonstrate passion, energy, and commitment to high standards to be successful at BCS.

Building a top notch teaching cohort requires more than recruiting the best teachers, it also demands an extensive program of professional development and support for teachers. At BCS, every teacher chooses an area of expertise based on experience, training, goals and/or interest. The teachers are supported in their area of expertise through staff development, involvement with cadres and conferences, and access to resources and materials. For example, Science experts are attending the series of Evening to Evening Science Seminars hosted by NCLB, National Semiconductors, WestEd and K-12 Science Alliance and classes at UC Santa Cruz for an EE certification; Reading specialists may attend the annual California Reading Association and National Reading conferences; Technology experts are attending the CUE and Classroom Connect conferences; Music specialists will be attending the Orff/Schulwerk national

conference; and faculty members will be attending the state and national charter school conferences. As a result, our teachers are continuously informed of the most current best practices in teaching and learning and will become a source of high-quality, well-tailored staff development site trainers. This method of ensuring that BCS have access to the latest educational growth opportunities, combined with the existence of multiple means of sharing one's learning, will result 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.

Additionally, all teachers and associate teachers receive training in areas that are central to the vision of the BCS philosophy. For example, to support teachers in understanding differentiated learning styles and how to best meet students' instructional needs, every staff member complete the intensive Schools Attuned training, a comprehensive program that offers educators new methods for recognizing, understanding, and managing students with differences in learning. Teachers use this program to enrich the way in which all students are educated by understanding how students learn, by de-mystifying these "constructs" for their students so that every student develops an appreciation for others' learning styles, and by teaching students how to positively advocate for themselves in order to be successful, life-long learners.

Collaboration is ongoing among staff members in order to share best instructional practices and ensure they are being utilized effectively. An example of this is how the staff continually develops, refines, and implements Project-Based Learning (PBL) at every grade level at BCS. Through PBL, students are taken through an extended process of inquiry in response to a complex question, problem, or challenge. While allowing for some degree of student "voice and choice," rigorous projects are carefully planned, managed, and assessed to help students learn key academic content and state standards, practice 21st Century Skills (such as collaboration, communication & critical thinking), and create high-quality, authentic products and presentations. Every year, proposed and/or on-going project-based units from each grade level are shared, reviewed, and discussed by the entire staff. Constructive feedback is provided either informally in the form of comments and/or assessment or formally, utilizing a "fishbowl" technique and/or initiating peer observation visitations.

g. Specialized instructional strategies to be used for Special Education, English learners, or other areas where specialized strategies may be employed, and their basis in practice or research

Our *Schools Attuned* program, which 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 and the Student Study Team (SST), which supports families with special needs or concerns, are both at the heart of our intervention program.

The SST 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, and/or family problems. Regular members of our SST are the Assistant Superintendent/Principal, School Psychologist, Resource Teacher, Speech and Language Pathologist, classroom teacher, specialist teacher(s), and parents. Other persons who may participate include the student and appropriate support professionals from the community. Through collaboration and dialogue, a specific plan is developed for meeting the student's particular needs. The goal for the majority of these students is short-term remediation and continued integration into the mainstream classroom oftentimes using strategies determined from the *Schools Attuning* process. When the SST feels that there is an indication of a learning disability, 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 Individual Education Plans (IEP), works with the classroom teachers to modify instruction and assignments, and coordinates support programs as necessary. These may include the use of laptop computers for those students who have difficulty with writing, extended time for tests, modified homework assignments, additional time working with the 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.

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 in the RSP room 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. We expect special needs 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 his/her 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 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. 504 Plans have also been created for students who have physical or mental impairments that effect one or more major life activity. Most of these health-related 504 Plans are accommodations for students who have severe allergies. These plans are written by the 504 team, comprised of the parents, student (if appropriate), and teacher(s) and are monitored throughout the year by the Superintendent/Principal and the school nurse.

The goal of our EL program is to facilitate English language acquisition that will allow our EL students 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. 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 Writing are developed via the FLG process. Instructional techniques used to facilitate this include the natural approach, total physical response and action sequence stories. Technology is also used to assist fluency and vocabulary development. The progress of individual students is monitored by the regular classroom teacher at least once every 6 weeks using SOLOM, content standards tests, and locally-developed assessments. The EL School Committee, comprised of the ELL mentor, administrator, specialists, and the classroom teacher, also tracks all ELL students' progress and uses the information to make data-driven decisions regarding instructional plans and practices, professional development, and changes to the EL plan. For example, when a non-English speaking student arrived at BCS in 5th grade speaking an uncommon Indian dialect, an associate teacher for that student was hired to work with him daily. The objective of such decisions and changes is to ensure that EL students make yearly progress on standardized evaluations (1 level in at least 2 domains in their CELDT scores) and reach the highest possible levels of English Language and academic proficiency in the shortest time possible. (please refer to Tab III Analysis of Student Data)

Teachers at BCS firmly believe that understanding and supporting all aspects of a child, including home life, is crucial in his/her 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, OT, 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.

Equal attention is paid to ensuring that our gifted and talented students are challenged and inspired. When it was determined one year that a small group of 6th graders were excelling in

math, they were given the opportunity to work with our Environmental Science teacher, who holds a single subject credential in math and has high school teaching experience, on the 7th grade CPM program. A 4th grade student who was being considered for 6th grade was placed in a “compacted” program that was especially designed to include both the 4th and 5th grade curricula. As students’ dance and musical abilities improved, more advanced classes such as Dance Team and Advanced Band were offered in our co-curricular program and more challenging activities such as composing and exploring other musical styles were incorporated into our Music program. Students who excelled in Mandarin were 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. Weekly 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., Science & Engineering, Mandarin, and combining classes and teachers for large group activities (e.g. dance, Lego Robotics) enable us 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. For example, in order to support two of our more high-needs special education students, an Associate Teacher, experienced and credentialed in special education, was hired for that grade.

h. A description of how each student’s overall performance will be monitored, and how instruction may be supplemented or changed when appropriate

BCS is committed to ensuring that every student achieves the expected school-wide learning results and academic standards through the Focused Learning Goals (FLG) process. With a firm grounding in the state standards, our staff uses the FLGs for each student to determine areas of strength and weakness and to create goals specific to each student's needs. Goals in the FLG are not only for the academic areas but may also be written to address social, emotional, behavioral, and personal needs. The classroom teacher uses these goals to determine his/her student groupings, programs and materials, and instructional methodologies. Classes may even be established if a greater need is determined for certain areas. For example, to support the speaking goal of many of our students, a Public Speaking class was offered during the Friday co-curricular program as was a Community Service class to support our Character Development program and FLG goals.

At BCS, assessment of students is explicit and systematic. A variety of assessments – both formal and informal- take place at each grade level in the fall to provide baseline data, in spring to provide evidence of growth, and at the end of the year to determine students’ success at meeting their grade level content and performance standards. Both the primary and upper grades 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. Annually all students are administered the Directed Reading Assessment (DRA) to determine their reading level; students are assessed on their writing performance using a school-created system of rubrics, prompts, and student work samples that demonstrate proficiency; and pre- and post-assessments that are integral to the subject matter curricula are used regularly to demonstrate growth with respect to specific state standards. The results are utilized: to match students with appropriate text and organize them into flexible groupings including appropriate intervention and enrichment programs for effective reading instruction; as data to communicate on a tri-annual basis with parents regarding their child’s progress; for the teacher to work with students and parents to set FLG goals; and to identify possible students for recommendation for retention or acceleration. The Resource Teacher, Speech and Language Pathologist, and Occupational Therapist provide teachers with additional check-lists based on students’ IEPs to use informally with students who demonstrate needs in other areas, and the Student Study Team (SST) process is explicit and in use to help teachers improve achievement of low-performing students and identify those students who need additional testing. Finally, the FLG that is created in fall for each student provides another way to measure student growth; the FLG states the learning goals for the student and these goals are revisited monthly, during the spring FLG Parent/Teacher conference, and on the trimester report cards as a performance-based assessment of the student’s growth.

In addition to using program-developed and locally designed assessment tools, BCS participates in the state-mandated STAR testing to assess year-end individual and school-wide mastery of content standards. The Cognitive Abilities Test (CogAT), a measure of ability, reasoning, and problem solving, is also administered to all 2nd grade students. Once the results are released to

the school and comprehensively communicated to the school community, the school staff undergoes numerous meetings in order to review the STAR results broken down by grade level, class and student and then desegregates the data further across grade levels, gender, ethnicity, and skills per content area. Longitudinal reports are also generated and individual student achievement is tracked and analyzed. Areas per grade level where performance was below the 80%ile are identified, data is disaggregated, and a goal is written to address each area. Then, in order to meet the goal, teaching strateg(ies) are devised, material needs are identified (textbook, supplementary & teacher-made materials), and the methods of evaluation determined. Based on this, opportunities for staff developments are scheduled, school-wide and teacher performance goals are written, and monies from the budget prioritized.

For example, after our 2nd year, despite overall high ELA scores, we noticed that some grade levels' scores were still problematic (only 72% of our 2nd grade students were at the proficient and above level and 82% at 3rd grade – the latter having declined from 91% the previous year). Upon analysis, when it was noted that the comprehension subset scores were lower in grades 2, 5 & 6 (81%ile, 81%ile, 83%ile respectively), the teachers reviewed the classroom assessments and realized that fluency was an area of common weakness. They researched fluency programs and settled on "Read Naturally" which was, after training, implemented school-wide targeting students who were scoring at the “basic” or below levels. Since this was a new program, every teacher slated this as one of their professional goals for the year, under the "Pupil Progress" section delineating how they intended to implement this as well as measure its progress. Monies were allocated to purchase the program as well as provide training for the staff. Since then, every teacher and associate teacher has been trained to use this program and it has become one of the regular workshops we now provide at the beginning of each school year for our new staff members. As a result of this concerted effort since 2006, our ELA CST scores have continually improved with an average of 91.8% of grades 2-6 students scoring at the proficient and advanced levels in 2007 to 96.2% of grades 2-7 students in 2011.

We have also noted the similarly positive results in our Science scores. Since 2007, we have made a concerted effort to increase our students' proficiency through the development and implementation of the Environmental Science and Science & Engineering programs, hiring highly qualified and experienced teachers to lead those efforts, inservicing the entire teaching faculty in these areas, creating inter-disciplinary and project-based units that integrated the science standards, infusing more diverse science classes into the Co- and Extra-Curricular classes, and aligning field trips to enhance the curricula. As a result, we have decreased the number of students scoring in the Basic or below levels of the CST by 80% and increased the number of students scoring in the Advanced level by 141%.

Grade Level	Science - Grade 5				
	2007	2008	2009	2010	2011
<i>Number Tested</i>	30	47	48	43	50
Advanced	33%	49%	63%	79%	80%
Proficient	47%	47%	35%	16%	16%
SUB-TOTAL	80%	96%	98%	95%	96%
Basic	20%	4%	2%	5%	4%
Below Basic	0	0	0	0	0
Far Below Basic	0	0	0	0	0

BCS students are fully cognizant of the academic standards and play an active role in meeting school-wide learning results and expected levels of performance. Students take part, in developmentally appropriate ways, in the creation of their FLGs as well as their assessment of it. For example, 7th grade students set weekly goals based on learning objectives and standards and reflect upon them at the end of each week. Oftentimes, they will base their new goals on what was not accomplished from the previous week. In P.E. students are aware of the standards for the state fitness exam, understand the correlation between good health and academic achievement, and set goals and benchmarks at the beginning of the year with these in mind. Students are also involved in creating rubrics for a variety of projects including but not limited to writing, technology, speaking, etc. and take part in assessing their own or their peer's progress. For example, prior to sending home the report card, 6th grade teachers will have students grade themselves on the standards and FLGs and students meet with the teacher to discuss and review this in comparison to the "grade" the teacher is assigning. Whether presenting what they have learned at our weekly school meetings (e.g. students will demonstrate their science experiments, show their multi-media presentations, share progress on their FLGs, read their poetry, etc.), being interviewed by visitors or for a video for the California Charter Schools Association, or speaking at our informational evenings for prospective families, our students can clearly articulate what they are learning, how they are learning differently, and in one of our student's words, "I remember and understand what I learn so I can use it later to learn more things."

Seventh grade students share their learning at the end of each *Intersession* with a school-wide presentation (Intersession 1), participate in a Tech competition against 1200 students from across 9 Bay Area counties (Intersession 2), and perform live to the school and great community (Intersession 3). Our 8th grade students will have the opportunity to take their learning to yet another level with their culminating project that will require them to develop a business plan for a course to teach. Then, they will develop and "sell" the course, implement it (teach to younger grade students for a week), and evaluate the success of the course through both an oral defense and in written form.

With FLGs acting as a backbone of the assessment regime, the BCS faculty assemble regularly in weekly grade level and/or staff meetings to discuss assessments, evaluate student performance, and plan and modify instruction. These meetings, along with on-going staff development, provide the structure that ensures articulation within and between grade levels as well as consensus concerning assessment data. Teachers use the data from multiple measures to adjust curriculum and improve student performance. The goal is to formulate instructional improvements to enhance student performance and define methods to enable all students to meet and exceed grade level expectations. For example, after the first year implementation of the Language Arts program, through an analysis of student data in comprehension and a review of rubrics and writing samples, it was determined that we needed to create more opportunities for students to read quality literature and engage in discussions requiring higher level thinking and speaking skills. As a result, Literature Circles have been integrated into the L.A. program, a "Great Books" club was started for the co-curricular program, a "Book Club" was created for the extra-curricular program, and additional sets of literature were purchased for classroom libraries to facilitate Literature Circles as well as titles that align to "Craft Lessons, Teacher Writing K-8" to integrate with the writing program.

i. A description of how each teacher’s performance will be monitored, and how professional development and other resources will be targeted and used to improve instruction

Just as teachers continuously assist students to measure their progress towards meeting state standards, BCS teachers and staff continuously receive feedback on their performance. The Superintendent/Principal routinely visits every classroom and provides teachers with informal written observations, which include commendations and suggestions. We believe that the purpose of teacher supervision and evaluation is to help each teacher: create and maintain an effective environment for students learning; understand and organize content knowledge for student learning; plan instruction and design learning experiences for all students; engage all students in meaningful learning; assess student learning; and develop as a professional to improve teaching and learning.

The evaluation process begins each fall with an instructional planning conference between the Superintendent/Principal and teacher. Every teacher identifies goals in six areas: pupil progress, instructional methodologies, curricular adherence, learning environment, professional development, and professional conduct. The Superintendent/Principal reviews school goals and strategic objectives/strategies with the teacher in order to ensure that the individual goals align with these as well as that class' student data and FLGss, and the teacher's previous professional goals. Once set, teachers must also identify the means by which each goal will be achieved as well as the evaluation process and tools by which the attainment of the goal is measured and the "evidence" that will be collected as support (e.g. student work samples, test scores, portfolios, etc.). Teachers are given an opportunity to discuss their plans for the year and clarify their needs and desires for support from the administrator. The goals are then finalized and approved for the year.

Formal observations 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 his/her 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. At this time, the need for a second formal observation may be determined.

At the end of the year, each teacher conducts a self-evaluation on his/her professional goals to determine if each was met. A meeting is held between each teacher and the Superintendent/Principal during which each goal is reviewed and "evidence" in the form of a professional portfolio is presented and future goals are discussed.

Bullis Charter School’s teachers form a learning community as professional educators who constantly strive to align their teaching with state standards and to meet student needs. Professional development and frequent reflection on teaching methods is integrated throughout the school year. The Superintendent/Principal and Team Leaders plan the yearlong calendar for staff development, prioritizing areas based on strategic and school goals as well as teacher input. Regularly scheduled time is allotted for staff, team, and curriculum meetings, where the staff

discusses test scores, collaboratively writes or reflects on school goals, evaluates programs, plans staff development, prioritizes budgetary spending, etc.

Designed into the BCS school calendar are ten inservice days prior to the beginning of the school year. During these days, new teachers are introduced to the school policies/procedures and school mission, trained on the laptops that are provided to them by the school, and given a curricular overview of the programs by the Superintendent/Principal and the teacher experts. These staff development days are also ideal for the entire staff to receive training in areas that are central to the vision of the BCS philosophy in a cohesive manner. As described before, every teacher receives *Step Up To Writing* training and to support teachers in understanding differentiated learning styles and how to best meet students' instructional needs, *Schools Attuned* training. This comprehensive program offers teachers new methods for recognizing, understanding, and managing students with differences in learning by understanding how they learn. The program de-mystifies these "constructs" for their students so that every student develops an appreciation for others' learning styles, and teaches students how to positively advocate for themselves in order to be successful, life-long learners.

During the course of the school year, three days are scheduled to provide time for the staff development recommendations that were determined by the teachers. One of the days is allocated to the Schools Attuned practicum, an opportunity for the teachers to meet with a School Attuned staff advisor to review student work and to discuss the effectiveness of the instructional strategies they are implementing in the classroom, while the other days have been used to train staff on the new student information system, web page design, assessment programs, and to review the FLGs in order to plan the year's extra- and co-curricular course offerings. 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 BTSA program can meet together with their mentor; and, teachers are encouraged and a substitute is provided so they can observe in their peers' rooms. Finally, BCS makes use of its summer staff retreat to bring the entire staff together for community building through training. Whether it's a day at the Monterey Aquarium aligning exhibits to grade level standards, kayaking at a local gulch to experience first-hand the native flora and fauna, a 2-week Chinese immersion program in Shanghai, or playing "team-building" activities, these unique experiences allow our staff to build relationships and better work together 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 two days at the New Teacher Inservice. They then spend another two days on site, planning with the Superintendent/Principal, their grade level team leader, and other staff experts. Each new teacher is assigned a team leader or new teacher mentor whom, along with the Superintendent/Principal & Assistant Superintendent/Principal, provide on-going yearlong support. Every month, the entire group gets together for dinner just to unwind, talk, and ask questions. Working with the Silicon Valley New Teachers Project, BCS provides BTSA mentors and administrators to support all our teachers going through the program. Having the time to reflect and work with someone on staff has proven to be a successful model as all every BCS teacher has passed with such great results that mentors from other districts have been frequent visitors at BCS to learn about our 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 expertise and acts as a leader for the staff in that area. Along with the administrator, these “Experts” oftentimes attend off-site training and workshops in ‘teams’, so that they can return to the site and plan together to decide how to share what they have learned with the rest of the staff. For example, after the Environmental Science team visited a Marine Science school in southern California, they returned to develop and write a curriculum tailored for BCS. BCS boasted two Nationally Board certified teachers who have worked to support their peers as they went through the process. Every year, more and more teachers are starting the certification process with. These teachers, along with the Leadership Team, now serve as advisors to the Superintendent/Principal, helping the school design a support program that include compensation, materials and supplies, and even the re-writing of the teaching expectations and standards for our school.

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, Science experts attend the series of Evening to Evening Science Seminars hosted by NCLB, National Semiconductor, WestEd and K-12 Science Alliance and classes at UC Santa Cruz for an EE certification; Technology experts attend classes at the Krause Center for Innovation and Classroom Connect conferences; Music specialists attend 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 all faculty members are trained in *Step Up To Writing*, *Read Naturally*, *Schools Attuned*, *Project-Based Learning*, and are encouraged to attend the state and national charter school conferences. As a result, our 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.

j. Student outcome goals by grade level and by ethnic group, how progress toward those goals will be measured, and how the results of those measurements will be used to improve instruction.

At BCS, assessment data drives instruction and the FLGs. Not only does the data have a direct impact on the methodologies employed in the individual classrooms, it also affects the selection of instructional materials used in these classrooms. To meet the changing needs of the school's student population, modifications to instruction are made as needed. Continual and periodic review of student progress is conducted by the teaching staff and reviewed, by the Superintendent/Principal.

At one of the first staff meetings of the school year, BCS teachers review the STAR results broken down by grade level, class and student and desegregate the data further across grade levels, gender, ethnicity, and strategies per content area. Areas per grade level where performance was below the 80%ile are identified, data is disaggregated, and a goal is written to address each area. Then, in order to meet the goal, teaching strateg(ies) are devised, material needs are identified (textbook, supplementary & teacher-made materials), and the methods of evaluation determined. Based on this, opportunities for staff developments are scheduled, school-wide goals are written and monies from the budget prioritized. For example, when it was noted that despite high overall scores in Reading, the scores of the Comprehension subset were lower in grades 3, 5 & 6 (82%ile, 82%ile, 80%ile respectively), the teachers reviewed the classroom assessments and realized that fluency was an area of common weakness. They researched fluency programs and settled on "Read Naturally" which is, after training, being implemented school-wide. When this was a new program, most teachers have slated this as one of their professional goals for the year, under the "Pupil Progress" section delineating how they intend to implement this as well as measure its progress. A similar process is utilized for any area determined as needing improvement (e.g. see section "h" above) as well as when new programs and/or instructional strategies are being implemented. For example, when the staff listed Project-Based Learning as an area that required more staff development, the entire teaching faculty embarked on 2 full days of training from a trainer from the Buck Institute for Education, followed with 2 days of practicum reflection and follow-up. Since then, the school has devoted at least 2 staff development days each year to reflect and refine the PBL units and teachers have listed PBL and its strategies as areas in their professional goals for evaluation.

Every student, grades 2-8, takes the STAR tests (annually) and every 2nd grade student is administered the Cognitive Abilities Test (CogAT). Additionally, a variety of assessments take place at each grade level in fall to provide baseline data and in spring to provide evidence of growth: All students, grades K-8 take the Directed Reading Assessment to assess reading ability; students are assessed on their writing performance using a school-created system of rubrics, prompts, and student work examples that demonstrate each rubric level; and pre- and post-assessments that are integral to the subject matter curricula are used regularly to demonstrate growth with respect to specific state standards. The Resource Teacher, Speech and Language Pathologist, and Occupational Therapist provide teachers with additional check-lists based on students' IEPs to use informally with students who demonstrate needs in other areas, and the Student Study Team (SST) process is explicit and in use to help teachers improve achievement of low-performing students and identify those students who need additional testing. Finally, the

Focused Learning Goals that is created in fall for each student provides another way to measure student growth; the FLG states the learning goals for the student and these goals are revisited in spring as a performance-based assessment of the student's growth.

The results of the assessment tools described above are made explicit to teachers, Board members, and parents. The STAR test results from the previous spring are the subject of one full staff meeting and an open Board meeting the following fall. The administrator disaggregates the results and provides an analysis to which teachers, Board members, and parents can respond. The CogAT results, disaggregated by grade level, are also discussed at the staff meeting. Following these meetings, teachers meet with their team leaders to identify areas in need of improvement, as evidenced by the test scores, and ways to adjust teaching practices and curriculum to best improve student performance in these areas. If the team of teachers feels that additional instructional materials are needed, these needs are made explicit to the administrator via the team leader, and decisions are then made regarding allocation of funds. For example, the need for improved problem-solving skills and conceptual understanding in math in the primary grades were identified by teachers and this led to the purchase of a supplemental math program, *Bridges*, and the piloting and addition of the *Investigations* program.

Bullis Charter School's chartering agency, the Santa Clara County Office of Education, visits the school three times each year to review its programs, procedures, policies, and finances. Staff members from different departments (financial, instructional, personnel, administrative, governance, student services) are personally involved in the school's progress and provide tremendous support. Reporting by the BCS to the county office is done on a regularly schedule basis.

BCS is a participant in the "School-Plan Planning and Reporting Module" (S^hool-Plan), a web-based integrated approach to data analysis, decision-making, and reporting. By subscribing to School-Plan, BCS has access to four modules:

- **Data Management:** allows BCS to input and analyze data and study trends in performance on state and local assessments including data from STAR, CELDT, CAPA, and local district assessment. BCS can also generate reports and charts on student performance.
- **SPELL:** allows BCS to fulfill the specific EL reporting requirements including detailed student reports on student levels and reclassification reports. It also helps in EL specific data analysis.
- **Site Planning:** Assists BCS in the analysis of student achievement and provides access to educational research in order to develop SMART (specific, measurable, attainable, realistic, and track-able) goals, assign actions to goals, assign funding to actions, and to evaluate goals.
- **Reporting:** Consolidates information to create Budget Reports, School Accountability Report Card (SARC) and summary, and a Single Plan for Student Achievement (SPSA).
- As a subscriber to the S^hool-Plan, BCS has access to annual trainings, email updates, and the Help Desk (8:00 am - 5:00 pm) from SCCOE staff members. While BCS has already made significant progress in addressing all the areas supported by the S^hool-Plan, we recognize the benefits of conforming to a standardized system and look forward

to working over the year to upload our information and using the program to its full potential.

The comprehensive Bullis Charter School Plan includes annual goals that reflect the school vision and curricular standards. At the beginning of the school year, the principal, staff and parents identify site goals based on: attainment the previous year's goals, results of parent and student surveys, strategic plan goals, and the evaluation of standardized and performance-based test data. All of these help to ensure the identification of meaningful and rigorous goals and specify budgetary priorities to create an exemplary learning environment for all students. For example, to support Strategic Objective #3 - "create an environment that attracts and retains the highest quality of staff" - by prioritizing the use of grant monies for professional development (Schools Attuned training, attendance at the state and national Charter Schools conference, and National Certification incentives for all teachers) the Superintendent/Principal and the governing board are demonstrating their commitment to excellence for both teachers and students. Last year, the entire staff began work on a Strategic Compensation Model that is performance-based and includes components that reward demonstrated effective teaching based on a comprehensive "Continuum", positive contributions to the organizations, assuming leadership responsibilities, and furthering of the BSC mission statement and strategic goals. We are excited to continue our work in this area and look forward to implementing an innovative model that will result in many positive benefits for staff and students alike. Each year, all the school goals are brought to the Board of Directors for input prior to implementation and in June, for evaluation.

Results of the school evaluation process, accomplishments, and test scores are communicated to all segments of the school community in a variety of ways. The STAR results, the school's writing assessments, and the Cognitive Abilities test results are sent home with a letter of explanation and an evening parent meeting is held in the fall to review and discuss these results. Parent meetings by grade level are held twice a year by the counselor, Superintendent/Principal and grade level teachers to review instruction and learning as related to the developmental growth of children. The Superintendent/Principal and Assistant Superintendent/Principal write a weekly newsletter with information on instructional programs, extra-curricular opportunities, student achievements, and updates from specialist teachers regarding their curricula. Oftentimes, educational articles on current best practices, parenting issues, new research and findings, and other relevant topics are shared. Classroom teachers also write regular newsletters with classroom and school news. At the beginning of every school board and Bullis Boosters Club (BBC-parent group) meeting, the Superintendent/Principal provides an update. And, the school website contains current information on school events and accomplishments including pictures, samples of student work, classroom newsletters, 'teacher features', homework information, educational links, and direct ability to communicate with staff through email.

Baseline Data & Specific Numeric Goals for Student Achievement:

The following chart shows the BCS' students' performance on critical performance measures.

Student Performance Measures	Goal	2007	2008	2009	2010	2011
State Content Standards	85% student achievement in core subjects	93%	92.7%	94.8%	96.6%	96%
Annual Academic Growth	85% of students show a year's growth as evidenced by local assessments	94%	94%	95.8%	94.8%	94.1%
API Score	Maintain or exceed the API per CDE requirements	972	967	971	988	TBD
State Similar Schools Ranking	10	10	10	9	10	TBD
Attendance Rate	85%	97%	96.5%	97.6%	98.5%	97.7%

Significant deviations from our goals will be reason for BCS to re-examine its plan for student academic achievement.

Attachment 5. Bullis Charter School Recruitment and Enrollment Plan

Recruitment and Enrollment Plan Contents:

- a. A description of the students the School intends to recruit
- b. A description of the efforts the school intends to use to recruit intended students
- c. The projected number of students, by grade level, for the coming school year and two additional subsequent school years
- d. The projected number of students, by ethnic category, for the coming school year and two additional subsequent school years
- e. A description of the process that the School will use to register and enroll students
- f. A description of the process the School will use if more or fewer students register per grade level than projected (including lottery and preferences, if any)
- g. A description of the process the School will use if more or fewer students register per ethnic category (including supplementary recruitment efforts, if any)

a. A description of the students the School intends to recruit

1. Diversity

Bullis Charter School strives to attract, enroll, and retain at the broadest spectrum of students and families representative of the rich diversity existing in the Los Altos School District.

2. Affirmation of Non-Discrimination

Bullis Charter School is nonsectarian in its programs, admission policies, employment practices, and all other operations; Bullis Charter School does not charge tuition and the school does not discriminate against any pupil on the basis of any characteristic described in Education Code Section 220 or any other basis protected by law.

3. Open Enrollment/Public Random Drawing

Admission is available to any student in California who wishes to attend Bullis Charter School. However, if the number of students who wish to attend Bullis Charter School exceeds the School's capacity attendance, except for existing pupils of the School, enrollment shall be determined by a public random drawing. Pupils currently attending Bullis Charter School shall be guaranteed placement for the subsequent year. Enrollment for each grade will be determined in stages pursuant to the preferences agreed upon by the Santa Clara County Office of Education and the Bullis Charter School.

4. Minimum Age

State Law requires a child to be five years of age to start Kindergarten as follows: in 2012-2013, age five by November 1, 2012; in 2013-2014, age five by October 1, 2013; and in 2014-2015 and each school year thereafter, age five by September 1, 2014. On a case by case basis, students who have not reached the age of 5 by the applicable date may start Kindergarten upon turning 5 years old providing the Principal/Administrator determines that the admittance is in the best interests of the child, the parent/guardian is given information regarding the advantages and disadvantages and any other explanatory information about the effect of this early admittance, and providing there is available space in Kindergarten and parents sign a form to acknowledge that placement at mid-year does not necessarily mean promotion to first grade at the end of the school year.

A student must be age 6 by the dates above (or have completed one year of Kindergarten) to start 1st grade. A child enrolled in public or private Kindergarten may be deemed ready for first grade by the Principal/Administrator with the consent of a parent or guardian as long as the child is at least five years of age.

5. Immunizations

California law requires that parents/guardians of all children must submit completed immunization records, or exemption materials, prior to admittance of their children to school. Bullis Charter School requires written verification from a doctor or immunization clinic of the following immunizations:

- a. Diphtheria.

- b. Measles.
- c. Mumps, except for children who have reached the age of seven years.
- d. Pertussis (whooping cough), except for children who have reached the age of seven years.
- e. Poliomyelitis.
- f. Rubella.
- g. Tetanus.
- h. Hepatitis B.
- i. Varicella (chickenpox). Persons already admitted into California public or private schools at Kindergarten level or above before July 1, 2001, shall be exempt from the Varicella immunization requirement for school entry.
- j. Beginning July 1, 2011, all rising and enrolled students in grades 7-12 must be immunized with a pertussis vaccine booster called Tetanus Toxoid, Reduced Diphtheria Toxoid and Acellular Pertussis (Tdap). Beginning July 1, 2012, this requirement will only apply to rising 7th graders.

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.

Exceptions are allowed under the following conditions:

The parent provides a signed doctor's statement verifying that the child is to be exempted from immunizations for medical reasons. This statement must contain a statement identifying the specific nature and probable duration of the medical condition.

Parents may request exemption of their child from immunization for personal beliefs.

Pupils who fail to complete the series of required immunizations within the specified time allowed under the law will be denied enrollment until the series has been completed.

Any child leaving the United States for a short vacation to any country considered by the Center of disease Control and Prevention (CDC) to have increased risk of TB exposure (such as Mexico, the Philippines, India or Southeast Asia) MUST call the County Tuberculosis Clinic for a TB Screening upon return. Only students who have been verified by a physician to return to school may do so.

6. Physical Examinations

All pupils are to have completed a health screening examination on or before the 90th day after the pupil's entrance into first grade or such pupils must have obtained a waiver pursuant to Health and Safety Code Section 124085. This examination can be obtained from a family physician or through the services provided by the County Health Department. Information and forms are distributed to pupils enrolled in kindergarten.

Children without a completed medical examination or a waiver will be denied enrollment to Bullis Charter School.

Bullis Charter School recommends that pupils undergo a yearly speech, hearing, and eye examination. If a child's medical status changes, a physician's written verification of the medical issue should be provided to the School, especially if it impacts school activities.

b. A description of the efforts the school intends to use to recruit intended students

Bullis Charter School strives to attract, enroll and retain the broadest spectrum of students and families who are representative of the general population residing within the territorial jurisdiction of the Los Altos School District. In order to accomplish this, a Communications Committee developed a communications and recruitment plan for the school's Open Enrollment Period. This plan is reviewed, updated, and executed yearly.

This committee brought between them over 30 years experience in marketing and communications, and has implemented in the last five years a comprehensive plan employing a variety of strategies and distributing a range of materials to promote and inform the various racial, ethnic and interest groups represented in the Los Altos School District and beyond. These included but were not limited to:

- Bullis Charter School Website – regularly updated with new information on events, registration procedures, news articles, FAQs, etc.
- Opt-in Email List – anyone who is interested in receiving up-to-date information on BCS is invited and encouraged to sign up. Presently, there are well over 1,750 subscribers on this list who receive regular updates on upcoming events, the Open Enrollment Period, registration procedures, etc.
- Signage in high-traffic areas of Los Altos and Los Altos Hills advertising Open Enrollment
- Newsletters:
 - Bullis Charter School Newsletter – published since February, 2003
 - Los Altos Hills Newsletter – multiple times per year
- Flyers/Posters – these were distributed in a variety of ways:
 - Posted at local preschools, businesses, libraries, children's sporting events/activities, etc.
 - Posted at businesses in downtown Los Altos
- Postcards/Mailers – mailed to residents in LASD informing them of Open Enrollment
- Press Releases to the Los Altos Town Crier, Palo Alto Daily News, Mountain View Voice, San Jose Mercury
- Ads and notices placed in the Los Altos Town Crier
- Outreach Events:
 - Bullis Charter School Open Houses and School Tours – Held between November and January each year
 - Information and participation at Westwind Barn Holiday Lights Festival –2007, 2008, 2009, 2010
 - Participation in Kindergarten Readiness panels at local preschools

c. The projected number of students, by grade level, for the coming school year and two additional subsequent school years

By July 22, 2011, Bullis Charter School had received 680 registrations for the 2011-2012 school year. Upon analysis of each student's registration forms, there is no doubt that the school's Recruitment and Registration Plan has been extremely successful. Not only did students who represented the ethnic and racial balance of the Los Altos School District register for enrollment,

but Bullis Charter School was also able to attract families with diverse backgrounds from communities beyond the district boundaries. Applying students come to us from twenty-six (26) different school districts, twenty-two (22) nearby towns, and over two hundred and twenty (220) schools both public and private, and reflect a more varied demographic than even the Los Altos School District (see below). The fact that Bullis Charter School is oversubscribed in Kindergarten also indicates that outreach efforts to the pre-schools were highly effective.

d. The projected number of students, by ethnic category, for the coming school year and two additional subsequent school years

Summary of Projected Enrollment by Race

BCS Students, K-8 2011-2012	White	Asian	Black	Mixed/ Other	TOTAL
Number of Students	242	118	8	95	463
Percentage of Students	52%	25%	2%	21%	100%*
<i>In comparison to:</i>					
Los Altos SD (2009-2010)	53%	26%	0%	14%	93%*
BCS CBEDS 2007-2008	61%	30%	2%	4%	97%*

*This discrepancy reflects the change per CDE in which “Hispanic” is no longer disaggregated as a category for demographic purposes. As of 09-10, LASD continues to combine race and ethnicity statistics.

Summary of Projected Enrollment by Ethnicity

BCS Students, K-8 2011-2012	Hispanic	Non- Hispanic	TOTAL
Number of Students	25	438	463
Percentage of Students	5.4%	94.6%	100%
<i>In comparison to:</i>			
Los Altos SD (2009-2010)	7%	93%	100%
BCS CBEDS 2007-2008	3%	97%	100%

e. A description of the process that the School will use to register and enroll students

1. At a minimum, on an annual basis, Bullis Charter School will determine its maximum capacity for student enrollment, on an entire school basis, by grade level, or both, if any.
2. With the exception of the initial year, one or more open enrollment periods will be held annually for enrollment in the following school year. Each enrollment period will be, at

minimum, advertised within the school community so that all interested students may have an equal opportunity to apply. A deadline for accepting registrations will be clearly stated for each open enrollment period. The Board of the Bullis Charter School may approve open enrollment periods before March 1 and after May 1st, but prior to the first day of the instructional year as necessary based upon existing capacity.

3. Registration packets will be date stamped upon receipt. All forms will be checked for completion upon receipt by the Charter School. Complete forms will be sorted by grade, and counted. Incomplete forms will be returned to the applicant parent or guardian for completion as soon as possible for resubmission. The Charter School shall use best efforts to notify the applicant by phone, mail, or electronic mail, of the incomplete registration. Bullis Charter School shall not be responsible for out of date or incomplete contact information.
4. Names and addresses of prospective students and their families provided by applicants in registration packets submitted for the initial year and new (non-returning) prospective students for the subsequent years will not be disclosed by Bullis Charter School to any third party other than the Bullis-Purissima Elementary School Foundation and until the end of the school year during which the registration packet was submitted. To protect this information, Bullis Charter School will not submit requests for student records while this prohibition is in effect. Bullis Charter School may share non-personal information on the number of prospective students, their grades, and their attendance areas with third parties including Los Altos School District, the Santa Clara County Office of Education, and the California Department of Education.
5. In the event that capacity, as by determined by the Bullis Charter School Board, is not met at a certain grade level, all students registering for enrollment into that grade will be enrolled and shall be considered an “existing Bullis Charter School student” for purposes of this procedure.
6. In the event that the number of registrations exceeds capacity at any grade level, a random, public lottery will be held on a date and location that is published within the school community. The lottery shall be conducted as follows:
 - a. Should more than one grade require selection by lottery, the order that grades are filled will also be determined by lottery.
 - b. Enrollment for each grade will be determined in stages pursuant to the preferences described in the School’s charter and the Contract between the Bullis Charter School and the Santa Clara County Office of Education. Preferences in the lottery shall be extended to the following, in order of priority:
 - i. Siblings of existing Bullis Charter School students who reside within the boundaries of the Los Altos School District.
 - ii. 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 (the “Former Bullis Attendance Area”).
 - iii. Students who reside within the boundaries of the Los Altos School District.

- iv. Siblings of existing Bullis Charter School students who reside outside the boundaries of the Los Altos School District.
 - v. All other students who reside in California.
- c. Registration forms for each grade level will be separated into piles according to their preference stage/group and will be counted and numbered. If the number of registration forms in each stage would not exceed the grade's capacity, all students registering in that stage will be enrolled and shall be considered an "existing Bullis Charter School student". When a stage is reached where the number of registration forms would exceed the grade's remaining capacity, the matching numbers assigned to the registration forms in that stage will be put into a "bingo ball" machine and drawn by a "third party" until capacity is reached. A student whose registration form number is drawn will be enrolled and shall be considered an "existing Bullis Charter School student".
 - d. Once all grades are filled to capacity, a waiting list will be drawn for each grade in case a vacancy should arise prior to or during the school year. The order of the waiting list will be determined in the same stages as outlined above (registration forms will be redistributed into stages as necessary) using an identical method of placing the matching numbers assigned to registration forms into a "bingo ball" machine by stage and drawing them until all registration forms have been ordered and placed on the wait-list.
 - e. Registration forms for subsequent Open Enrollment Periods will undergo the same process. Registration forms for grades that are already filled to capacity shall be drawn as stated above for placement on the wait-list after the last name on wait-list that already exists.
7. Registration or wait-list confirmations will be mailed. Enrollment Packets will also be mailed once the lottery is completed and when every grade's enrollment has been determined and will consist of state-required information, such as immunizations and other School-generated forms.
 8. If completed enrollment information is not submitted by the date required in the Enrollment Packet the student's slot will be forfeited.
 9. Wait-lists will be maintained for the current enrollment year only. Wait-lists will not carry over to the following year.
 10. Registration forms received prior to an Open Enrollment Period will be held for the next open enrollment period. Registration forms received after the close of an Open Enrollment Period will be held for the next open enrollment period, or if there is none for that school year, the registration forms shall be date and time stamped and either (a) placed on the end of the waiting list for the applicable grade in the order they are received; or (b) if applying for enrollment in a grade that is not yet at capacity the student will automatically be enrolled; or (c) if applying for a grade that is at capacity but which does not yet have a wait-list will be placed in the first position on a wait-list for that grade.
 11. Once placed on a wait-list, a student will remain on the list until one of the following occurs:

- a. The student is accepted into Bullis Charter School as space becomes available and enrolls in Bullis Charter School.
 - b. The parent/guardian requests that the student be removed from the wait-list.
 - c. The school year ends.
12. When a space becomes available in a grade level, the slot will be offered to the first name on the wait-list for that grade level if a wait-list exists for that grade level. The notification will be mailed to the address on the registration form and will consist of a written offer letter along with a response form for the parent/guardian to return to Bullis Charter School.
13. It is the parent/guardian's responsibility to update their contact information continuously with Bullis Charter School. Bullis Charter School shall not be responsible for failure to contact a wait-list parent due to expired contact information. Once notified of an available slot, a parent/guardian will have the following options:
- a. Accept the available slot. The Acceptance must be received by Bullis Charter School within seven (7) days of the date of the offer letter in order for the acceptance to be valid.
 - b. Decline the available slot and be removed from the wait-list.
 - c. Decline the available slot and be placed at the end of the wait-list.
 - d. If Bullis Charter School does not receive a response form within ten (10) days, Bullis Charter School may deem the parent/guardian to have declined the available slot and remove the student from the wait-list.
 - e. If a space becomes available after the end of the previous school year, the timeline for responding will be at the discretion of the Principal/Administrator.
14. If the slot is not accepted or a slot is forfeited due to late response form, enrollment materials or scheduling of a family orientation and start date for the student, the slot will be offered to the next name on the list and the above procedure will continue until either the slot is filled or the wait-list is exhausted. Parents/guardians who have accepted enrollment but who have forfeited their "slot" due to late or missing enrollment materials or late scheduling of a parent orientation and state date for the student will have the opportunity to be placed on the end of the wait-list.
15. In the event a situation arises that is not covered by this procedure, the Bullis Charter School Board of Directors will determine the fairest method for resolution of the issue.
- f. A description of the process the School will use if more or fewer students register per grade level than projected (including lottery and preferences, if any), and**
g. A description of the process the School will use if more or fewer students register per ethnic category (including supplementary recruitment efforts, if any)

Significant deviations from our goals will be reason for BCS to considering re-examine its recruitment plan; however it should be noted that BCS enrollment is constrained by its preferences and lottery.

Given the success of the 2011-2012 Open Enrollment Period, it is the intent of Bullis Charter School to continue, in future years, with a similarly comprehensive Recruitment and Registration Plan so that we will continue to attract a broad and diverse group of students in order to maintain the racial and ethnic balance representative of the general population residing within the territorial jurisdiction of the school district that was achieved during its previous years of enrollment.

These extremely encouraging enrollment numbers as well as continued and growing interest in the School's program (over 520 students on the wait list as of August 1, 2011), will allow Bullis Charter School to exercise great flexibility in determining capacity at each grade level.

Attachment 6. Bullis Charter School Personnel Policies

Personnel Policies Contents:

- a. The School's policy to protect the employment rights of employees who formerly worked at a public school district in California
- b. The School's policy defining the School's position on collective bargaining
- c. The School's policy defining the School's offerings of employee retirement benefits
- d. The School's policy protecting the employment rights of persons in federally protected categories
- e. The School's policy on criminal background checks

The Superintendent's review does not determine the content of such policies. The Superintendent's review serves only to ensure that such policies are in place and that they comply with State and federal law.

a. The School’s policy to protect the employment rights of employees who formerly worked at a public school district in California

All staff members of BCS shall be considered employees of BCS during their employment within the School, with the exception of staff members who are specifically hired as independent contractors. To the extent any employee of a District or County Office leaves the District or County Office to work at BCS, the employee shall have the right of return, employment, or gain of seniority at his/her respective District or County as long as the employee requests and is granted a leave of absence by the said District Board of Trustees or County Board of Education pursuant to any applicable collective bargaining agreement.

(Bullis Charter School Employee Handbook – Section 2: Conditions of Employment, p. 8)

b. The School’s policy defining the School’s position on collective bargaining

The School shall be deemed the exclusive public school employer of the employees of the School for the purposes of the Educational Employment Relations Act.

(Bullis Charter School Employee Handbook – Section 2: Conditions of Employment, p.7)

c. The School’s policy defining the School’s offerings of employee retirement benefits

Qualifying employees will participate in STRS (State Teachers Retirement System). Employee contributions will be deducted from payroll. In addition, BCS will contribute the required employer’s portion.

(Bullis Charter School Employee Handbook – Section 9: Health and Welfare Benefits, p. 37)

d. The School’s policy protecting the employment rights of persons in federally protected categories

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.

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 Superintendent/Principal and request such an accommodation. The individual with the disability would specify what accommodation he or she needs 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.

Any staff member who feels that discrimination has occurred should immediately contact the Superintendent/Principal. BCS shall keep such matters confidential and shall disclose information only as is necessary under the circumstances. Retaliation against complainants or witnesses is strictly prohibited.

(Bullis Charter School Employee Handbook – Section 2: Conditions of Employment, p.7)

e. The School’s policy on criminal background checks

Legal requirements before the first day of employment:

- A valid and current California State Teaching Credential for core academic teaching staff;
- State and federal fingerprint clearance to work with children;
- Criminal record summaries, which will be maintained by the Superintendent/Principal in a confidential secured file separate from personnel files, as required under the law;
- I-9 Proof of American citizenship form with a copy of driver’s license and social security card, or other acceptable identification;
- A completed Employment Application for all staff;
- Copy of teaching credential;
- Cover Letter;
- Resumé;
- Three letters of reference with contact phone numbers; and
- Complete W-4 & DE-4 Income Tax Forms

(Bullis Charter School Employee Handbook – Section 5: Requirements for Employment, p.18)

Attachment 7. Bullis Charter School Plan for English Learners

Plan for English Learners Contents:

- a. The School's plans for involving parents, staff, students, and/or community members in developing, implementing, and/or evaluating programs for English learners
- b. The School's plans to properly identify, assess and report all students who have a primary language other than English
- c. How the School's general funds will be allocated to meet the specific needs of English learners, and what additional or categorical funds will be used, if any
- d. How the progress of English learners will be measured, and how those measurements will be used to improve the instruction and supplemental activities for English learners
- e. What training will be provided for staff to ensure the effectiveness of the program for English learner students
- f. How students will be placed in programs to assist English learners, and how parents can exercise their rights concerning student placements
- g. How the effectiveness of the School's programs for English learners will be measured, and how those measurements will be used to improve the programs

Bullis Charter School Plan for English Learners

INTRODUCTION

Bullis Charter School is committed to ensuring that all English learners (EL) acquire the skills and knowledge necessary to make them productive, responsible citizens, and life-long learners. Emphasis will be placed on providing students with the greatest possible access to appropriate English language instruction, which will ensure progress from limited English proficiency to fluent English proficiency.

To that end, this *English Learners Plan* was developed to implement programs that will assist English learners in becoming proficient in English in a timely manner. Bullis Charter School establishes the following goals of its programs for English learners

- The English learners' programs will be developed and fully implemented as described in the *English Learners Plan*.
- 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.
- Provide English learners access to educational opportunities that will enable them to succeed.

It is also the goal of all school personnel, including regular 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.

A. ENGLISH LEARNERS SUPPORT

a. Describe the school's plan for involving parents, staff, students, and/or community members in developing, implanting, and/or evaluating programs for English learners.

English Learners Support Team

Bullis Charter School will form an EL Support Team that establishes, reviews, and revises student program placement and individual learning plans. The Superintendent/Principal and/or designee will serve as the primary contact for the school as well as the student's parents, the student's teacher, and the Teacher Leader of the grade level team that the student is in, if appropriate. The EL Support Team will review all pertinent information on all English learners and make the determination regarding the placement in and exit from the EL program.

EL Support Team responsibilities:

- Establish, review, and revise students' progress, program placement, and instructional plan at least twice per school year. The student's program placement will be data-driven and an individual learning plan will establish a course of action to eliminate barriers to achievement.
- Ensure implementation of EL Plan procedures (identification, placement, etc.).
- Ensure implementation of individual learning plan.

- 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 (including co-curriculars and extra-curriculars).
- Re-designate and recommend exiting EL program when student becomes proficient in English and has met exiting criteria.
- Make recommendations to the regular 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.

B. ENGLISH LANGUAGE PROFICIENCY PROGRAM

b. Describe the school's plans to properly identify, assess, and report all students who have a primary language other than English.

Upon enrollment, and as a part of the registration process, parents must complete a Home Language Survey. 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 Superintendent/Principal for the appropriate identification of services. The Home Language Survey will be kept on file at the school.

The EL Support Team will access the student within ten days of enrollment 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, school-related activities and society in general.

The EL Support Team will administer the California English Language Development Test (CELDT) within the first 30 days of initial enrollment¹, and at least annually thereafter between July 1 and October 31 until redesignated 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 assessment results indicate English language proficiency and his/her school/academic records indicate successful participation in the regular curriculum, parents will be notified by means of a letter that the student will not participate in the EL program.

¹ The thirty-day requirement applies to students who are entering a California public school for the first time or for students who have not yet been CELDT tested. All other students who have indicated a home language other than English will continue with annual CELDT testing based upon the date last tested at the prior school of enrollment.

Any student who is identified as an English learner will be referred to Bullis Charter School's EL Support Team in order to determine appropriate instructional and program placement. EL Support Team members will include the student's parents and the student's teacher. The student's instructional and program placement will address identified needs (which may include native language proficiency, English language proficiency, academic proficiency, and environmental challenges) and establish a course of action to eliminate barriers to achievement.

Each student who is eligible to participate in the EL program will have an individual learning plan developed for him/her that addresses identified needs, which may include but is not limited to:

- English language proficiency
- 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)

This individual learning plan will 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 two years after the student exits the program. The objective for every decision and change is to ensure that students make appropriate annual on standardized evaluations and reach the highest possible levels of English language and academic proficiency in the shortest time possible.

- Bullis Charter School staff members are fluent in a variety of foreign languages (presently Spanish, Cantonese, Mandarin, Vietnamese, German, and other languages) and are available, on an as needed basis, to translate for students and at parent meetings. 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 translator may be called upon to help with enrollment, parent/teacher conferences, IEP meetings etc. The translator will also assist the school in translating documents regarding parent programs, meetings, and other activities. If a student or parent speaks a language that an on-site staff member cannot translate, efforts will be made to find an interpreter to facilitate communication.

C. FUNDING

c. Describe how Bullis Charter School's general funds will be allocated to meet the specific needs of English learners and what additional or categorical funds will be used, if any.

Bullis Charter School will use money from its general fund to meet the specific needs of English learners. The EL Support Team will make recommendations to the Superintendent/Principal and other school decision-makers on issues of professional development topics for staff, workshops, curricula, resources for meeting the specific needs of English learners, and changes to the EL Plan.

D. MONITORING PROCEDURES

d. Describe how the progress of English learners will be measured, and how those measurements will be used to improve the instruction and supplemental activities for English learners.

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 two years after the student exits the program. EL records will be maintained for each EL student in his or her cumulative folder. This folder will contain the following information:

- Home Language Survey
- CELDT (California English Language Development Test) data
- SOLOM (Student Oral Language Observation Matrix) data
- CA Content Standards 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 CELDT by increasing scores by one level in at least 2 domains.

Bullis Charter School evaluates and monitors state assessment results and data of disaggregated populations (including EL and former 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.

Any teacher or parent may recommend that a student exit the EL Program when he or she has 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 CELDT for English learners).
- Achieve proficiency on state assessment (as appropriate by grade level).
- Demonstrate proficiency by means of academic success in the classroom as measured by grades, anecdotal records, Student Oral Language Observation Matrix (SOLOM), 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 and SOLOM).
- The exit recommendation will be considered and decided by the EL Support Team. If the team recommends exiting, the student's parents will be asked to grant permission to proceed. When a student exits the EL program, the EL Support Team will monitor his or her progress for two years to ensure his or her continued academic success. At the end of

two school years, a student who is achieving at grade level will officially exit the program.

There is no limit for participation in the EL Program. Need is a determining factor and a student may participate as long as the EL Support Team determines the student is eligible.

Steps in exiting:

- Parent or teacher refers the student to the EL Support Team.
- EL Student Team review data and determine placement.
- Parents sign the Program Exit/Notification
- If permission is granted, the student is observed for two weeks and monitored for two years to ensure continued academic success.
- English learners Exit Forms will be completed and filed in the student’s cumulative record file.

Each student who exits the EL Program will be observed for two weeks to confirm that the student is adjusting and succeeding academically and sustaining the criteria used to exit from the EL Program. Any academic or other means may be identified and addressed at this time. The student will then be monitored for two years. The EL Support 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 in the regular program, 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 placement in the EL Program or suggest alternative plans to meet the needs of the student.

The following chart identifies the number of English learners enrolled in each year of the past charter term.

English Learners	2007-08	2008-09	2009-10	2010-11
Total Students	286	325	340	403
EL Students	4	5	5	5
EL students who increase CELDT scores by one level in at least 2 domains	100%	100%	100%	100%
EL Students Reclassified	3	2	0	0

Please note: the state is changing its proficiency levels so it is unclear exactly how many students will likely score Proficient. Also, the addition of the reading and writing components to the Kindergarten and first grade CELDT may affect the number of students scoring initial fluent proficient and the number of students scoring as English learners in future years.

E. TRAINING

e. Describe what training will be provided for staff to ensure the effectiveness of the program for English learner students.

The EL Support Team monitors EL Program data and the effectiveness of the EL Plan. The information obtained is used to make data-driven decisions regarding what type of professional development is needed. All classroom teachers at Bullis Charter School are required to obtain CLAD (Cross-Cultural and Academic Development) or equivalent credentials. Additionally, every Bullis Charter School faculty member is required to be trained and certified in Schools Attuned, a comprehensive professional development and service delivery program that teaches new methods for recognizing, understanding, and managing students with differences in learning.

F. PROGRAM PLACEMENT

f. Describe how students will be placed in programs to assist English learners, and how parents can exercise their rights concerning student placements.

Needs will be identified by means of assessment data, standardized tests, criterion referenced tests, California English Language Development Test (CELDT), and reading and writing proficiency levels. Each student who participates in the EL program will have an instructional plan that addresses identified needs, which includes

- English language proficiency
- 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)

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 EL Support Team. 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.
- Specific exit requirements for the program and the expected rate of transition from the program.
- The right of parents to have their child immediately removed from the English language instruction education program.

G. EVALUATION

g. Describe how the effectiveness of Bullis Charter School's program for English learners will be measured, and how those measurements will be used to improve the program.

In order to make suitable changes that address deficits in the EL Plan in a timely manner, the EL Support Team will meet at least once a year to evaluate the effectiveness of the program and make recommendations to the Superintendent/Principal and other decision-makers. The evaluation process will focus on the progress of EL students in acquiring English and achieving academic standards. The process will also appraise longitudinal data that compares the progress former English learners with other English-only learners. At a minimum, the evaluation process will include the information gathered in the EL Program Tracking Form.

Attachment 8. Bullis Charter School Maintenance, Safety and Long-term Facility Plan

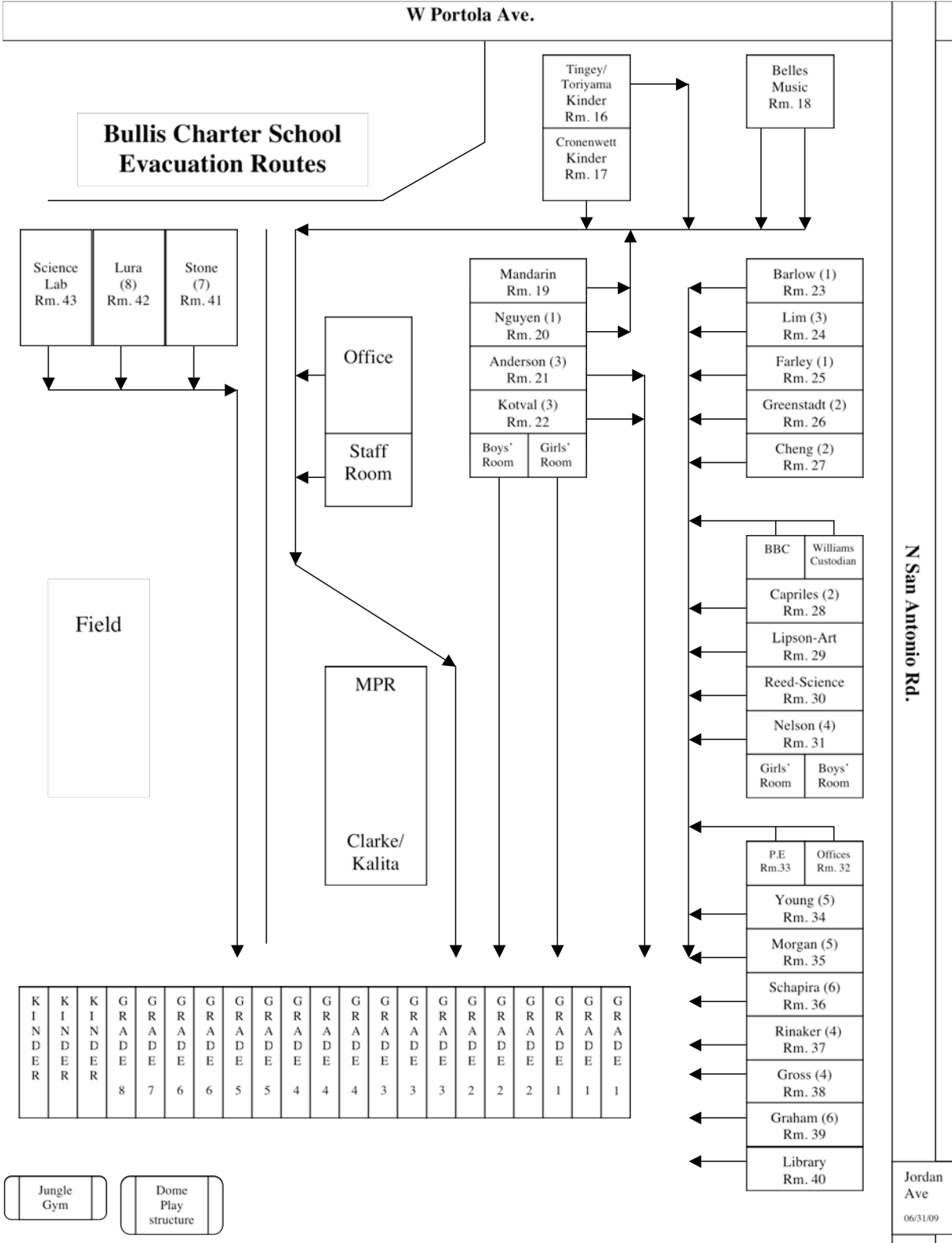
Maintenance, Safety and Long-term Facility Plan Contents:

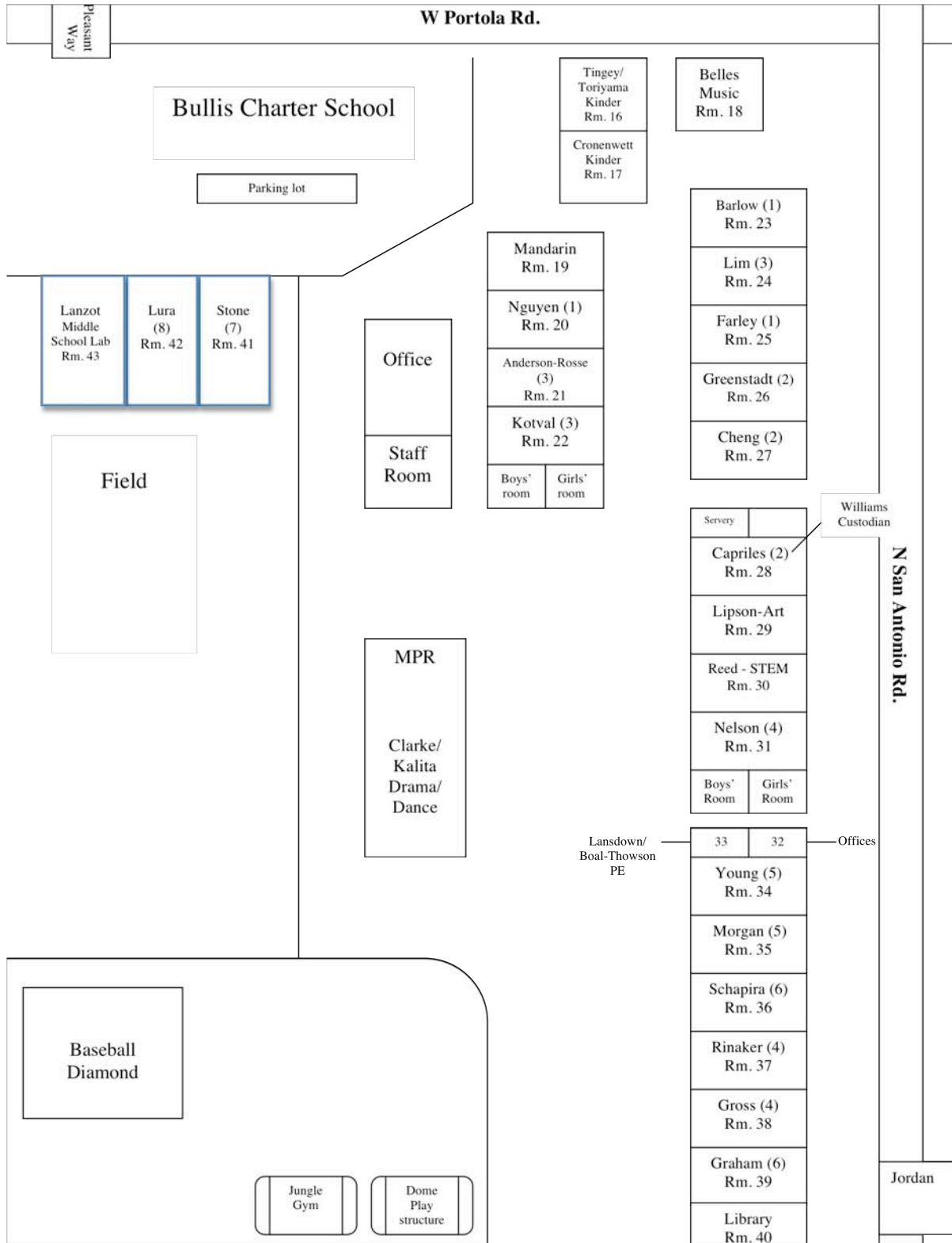
- a. The address and phone number for the School
- b. A sketch or drawing of the School's campus, indicating main office, classrooms, activity areas, lunch room, athletic fields, etc.
- c. A statement of the School's seismic safety (structural integrity and earthquake preparedness)
- d. The School's plan for natural disasters and emergencies (how the School will be evacuated, how parents will be notified, etc.)
- e. The School's plan for training staff and students on safety procedures (including fire-drills, workshops, etc.)
- f. The School's maintenance plan, including how hazardous conditions will be identified and addressed
- g. A statement of the School's long-term facilities plans, including potential renovations, additions, location changes, etc.

a. The address and phone number for the School

Bullis Charter School, 102 W. Portola Avenue, Los Altos, CA 94022, 650-947-4939

b. A sketch or drawing of the School's campus, indicating main office, classrooms, activity areas, lunch room, athletic fields, etc.





c. A statement of the School's seismic safety (structural integrity and earthquake preparedness)

Bullis Charter School is occupying portable buildings from Mobile Modular Company provided by the Los Altos School District. The School has assurances from the LASD that all buildings are up to current code for seismic safety.

d. The School's plan for natural disasters and emergencies (how the School will be evacuated, how parents will be notified, etc.)

Bullis Charter School's Comprehensive School Safety Plan and Process, which is compliant under SB 187 and the National Incident Management System, is updated annually and includes all emergency response procedures as well as the school's evaluation (see attached), the Bow Mac Emergency Operations Plan, and Code Red procedures. As per these plans, in the case of an emergency, parents will be notified via the "Public Information" representative who will be responsible for the formation and release of information to the news media and other appropriate agencies and personnel. All information and briefing material released by the "Public Information" representative will have been approved by the "Incident Commander" and will include:

- Establishing a media/parent information center
- Determining the appropriate means by which to notify parents and media: radio broadcast, local television, ALERT website, school website, phone distribution lists, etc.
- Preparing information summary on media coverage and parents for command post personnel
- Providing press briefings and news releases as appropriate
- Arranging for meetings between news media and incident personnel as directed by the Incident Commander
- Maintaining a log of all activities

e. The School's plan for training staff and students on safety procedures (including fire-drills, workshops, etc.)

A Professional Development training on Safety and Emergency Preparedness is held before the start of the school year for all staff. The Bullis Charter School Site Safety and Emergency Operations Plans are issued to all staff at the beginning of the year. Throughout the school year, regular training sessions are held related to school safety as an integral part of the school staff's professional development. For example, in the 2011-2012 school year, staff will be trained in Safety and Emergency Preparedness, Allergies, First Aid (certified), CPR (certified), Childhood Illnesses, treatment of hazardous materials, and Code Red.

Students, K-8, received training from the Santa Clara County Fire Department, the certified school nurse, and the American Red Cross in Basic First Aid and Rescue Breathing. Students also participate in the annual Health and Safety day each Spring.

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

f. The School’s maintenance plan, including how hazardous conditions will be identified and addressed

The Superintendent/Principal is responsible for the oversight of routine maintenance and for ensuring that all required inspections are up to date. In accordance with the Facilities Use Agreement with the Los Altos School District all major maintenance projects are managed by the District and routine maintenance jobs are the responsibility of the School. At the beginning of each school year and on an as-needed, representatives of Los Altos School District and Bullis Charter School conduct a facilities walk-through to identify any maintenance and safety issues that need to be addressed.

Description	Frequency	School Responsibility	LASD Responsibility
Fire Alarm System Inspection	Annually	Administrator or designee	N/A
Smoke Alarm Inspection	Monthly	Administrator or designee	N/A
Fire Extinguisher Inspection	Monthly; recharged annually	Administrator	N/A
HVAC System Inspection and Replacing Filters	Quarterly	Administrator or designee	N/A
Major Maintenance and Repairs	As needed	N/A	Manages major repair projects.
Routine Maintenance and Repairs	An needed	Administrator or designee	N/A

The inspection of fire alarm equipment takes place during the summer. Each year, the Superintendent/Principal verifies that the school fire and other alarms can be heard throughout the campus. Annually, a fire inspection is also conducted with the Santa Clara County Fire Department.

Handouts are also issued regarding the identification, care and use of hazardous materials in the classrooms. See the attached Hazardous Materials document from the Site Safety Plan.

g. A statement of the School’s long-term facilities plans, including potential renovations, additions, location changes, etc.

Bullis Charter School operates in a local school district and presently and for the foreseeable future serves well over 80 students who would otherwise attend schools of that district. Accordingly, pursuant to the Education Code, Bullis Charter School is and will continue to be entitled to school facilities provided by the district upon an annual written request.

Bullis Charter School has operated since its inception in district-provided school facilities, and expects to request facilities for the upcoming and subsequent school years. Bullis Charter School may investigate non-district facility arrangements, but has no specific plans other than district-provided facilities.